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 (Report can be found at (https://www.nwosu.edu/school-of-education/education). 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. Analysis of the comparison data from the initial level admission interview to the initial level exit interview reveals growth in all areas. This comparison can be made due to the fact that the questions for both the admission and exit interviews are the same. Analysis of the data by program revealed no discernable differences in the disaggregate data from that of the aggregate data.

Exit Interview 2020-2021

	1]	Professi	ional D	ispositi	ion (<i>CA</i>	IEP 3.3	, 3.4,3.5	5)												
Exit Interviews		Candidate demonstrates			Graddine desses don, near and is in professional attine				Candidate is paneual, organical and ease to interview with all materials and an exected						confidence and appropriate confidence.				diffeent cuitual background s and differing perspectives. InTASC 3				effectively. InTASC 10		Cantid are display sehiral behavior in relation to students, praents and orlangues. InTASC 9					
TOTALS*	WD	D	E	U	WD	D	E	U	WD	D	Е	U	WD	D	E	U	WD	D	E	U	WD	D	E	U	WD	D	E	U		
Fall 2020 (N=19)	19	0	0	0	19	0	0	0	19	0	0	0	17	2	0	0	19	0	0	0	18	1	0	0	19 13	0	0	0		
Spring 2021 (N=13)	13	0	0	0	13	13 0 0 0				13 0 0 0				11 2 0 0			13	0	0	0	12	1	0	0						
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Spring 2021/ N=4	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0		
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Spring 2021/ N=5	5	0	0	0	. 5	0	0	0	5	- 0	0	0	3	2	0	0	5	0	- 0	-0	4	- 1	0	0	5	0	0	0		
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Spring 2021/ N=2	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0	0	0		
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Fall 2020/ N=1 Spring 2021/ N=1	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0		
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MATH																														
Fall 2020/ N=1	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	0		
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	Learners & Learning											Content Knowledge													
Tell us a little about yourself and why you want to be a teacher.		Think about a teacher that had an impact on your life	(postave or negative) and tell us how the experience was of benefit to you.			What opportunities have you had to observe or work with child ren? What did you	expeniences? CAEP 1.1, 1.4, 2.3; InTASC 1, 3, 4, 7			Is it important to understand child	not? CAEP 1.1 InTASC 1,				observed your class? CAEP 1.1, 12, 1.3, 1.4 InTASC 4, 5			Describe some different assessments that could be used in the classroom to	in your specific content area. CAEPI.1, 1.2, 1.3 InTASC 6		What are forces that commbate to student learning? CAIP 1.1 ITASC 7, 8				
0	WD	D	E 0	U 0	WD 10	D 9	E	U 0	WD 12	D 7	E	U 0	WD 9	D 10	E 0	U	WD 7	D 11	E 1	U 0	WD 11	D 8	E 0	U	
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	Instructional Practice													Professional Responsibility																	
		of how technology plays a role in education. CAEP 1.5, 1.3 InTASC 7,8				instructional planning? CAEP 1.1, 1.3 InTASC 7,8		Who do you believe in responsible it is restain kearming The Student The Today or The Basel. The Student The Basel The Student The Basel The Student The Basel 12, 13, 14 InTASC 7.8					How will it make you feel when students do not meet	will respond to the student CAEP 1.1, 1.3 InTASC 8				InTASC 9, 10				CAEP1.1 InTASC 10			How important is dear communication to parents,	colleagues? Why? CABP 1.1 InTASC 9		If a sacker onal drone therefore is seen in very paid (SVII) per subter, white in the line is being the seed of the subter in the seed in the seed of the seed of the subter in the seed of the seed of the subter in the seed of the seed			
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2	2	0	0	6	3	0	0	3	1	0	0	3	1	0	0	2	2	0	0	1	6	0	0	2	2	0	0	10	1 0	0	0
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KEY
Well Developed-3
Developing-2
Emerging-1
Undeveloped-0