

### **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.





