**Analysis of Key Points:**

The four participants (Initial Completers from 2017-2018, 2018-2019, and 2020 representing Early Childhood, Elementary, and Special Education majors) were very positive regarding their experiences with the EPP course of study and the strengths. They indicated that they felt well prepared with the Expanded ADEPT (Assisting, Developing, and Evaluating Professional Teaching) and the INTASC standards. They were very comfortable with Student Learning Outcomes, Long Range Planning, and developing accommodations for the diverse learners. They did not see the values of the Long Range Plan during their course of study as Candidates, but all indicated that this experience was invaluable. PreClinical (80 hours) and Clinicals (70 days) were extremely valuable because they were able to put theory into practice. They all felt comfortable with Classroom Management and positive reinforcement. The completers were very specific that the EPP’s disposition of a Christian Ethic of Care prepared them to work positively with learners in and out of the classroom, colleagues, parents and the community, and colleagues. They even indicated that this disposition help in caring for themselves and not being affected by negativity.

**Interpretation of the Key Points**:

The suggestions for strengths indicated areas that EPP should focus on improvements. Some of the Opportunities suggested include: 1) Suggest more accommodations for ELL and include pertinent and relevant activities; 2) Include virtual manipulatives; 3) Scaffold instruction for the Long Range Plan in the Methods courses; 4) Include SLOs in the required Assessment course; and 5) Use videos, role planning, and scenarios with detailed explanations of the need for these strategies.

The one reoccurring theme is that the SOE needs to assist candidates with virtual learning strategies more. They did express the caveat that this was a result of COVID and its implications for learning and the school environment.

The SOE has already begun to integrate more virtual learning teaching and learning activities (LMS, instructional websites and tools, Google Tools, etc.) into all the Education courses. However, we will be more intentional in the highlighting these activities. The Completers were very generous in their offer to provide brief videos to the SOE highlighting some of the strategies that they found most effective. Next steps will be to implement more scaffolding in the Methods courses for Long Range planning, integrate SLOs in the Assessment course, emphasis virtual manipulatives and teaching strategies, and work with completers on developing appropriate videos.

**Please rate the preparedness of SWU education graduates for their jobs—strengths and opportunities. SLOs for past year-met etc. Completely anonymous.**

**-Using a variety of Instructional Materials**

**Strengths**

Hands on manipulatives

Tool Kits

Student Stations

**Opportunities**

Interactive virtual manipulatives

Virtual Teaching Experiences

Choice Boards

**-Adapting to the needs of Diverse Learners**

**Strengths**

Lots of information regarding diverse learners

**Opportunities**

More activities for ELL

Teach more where they are “at”

A greater variety of diverse learners

**-Meeting Student Learning Outcome goals**

**Strengths**

Data—collect and use of data to improve student learning

Modifications

**Opportunities**Experience SLO earlier in program—scaffolding

Assessment Course and maybe Methods

**-Using both formal and informal assessments**

**Strengths**

**Major focus**

Integrated in the Education courses

**Opportunities**

Assessment course address SLO more

**-Preparedness to use a variety of technology**

**Strengths**

Being adaptable—candidates urged to be adaptable and use variety of technology

**Opportunities**

Changing technology

Virtual LMS

**-Managing classroom behaviors**

**Strengths—Focused on:**

Classroom Communities and Classroom Family

**Christian Ethic of Care-growth mindset**

Monitor and adjusting because not all classes the same

Classroom management plan

**Opportunities**

Revise course

Call on support—guidance and administration

**-Planning for instruction based on content standards**

**Strengths**

Content Standards emphasized

Long Range Plans—a great experience—even if we did not think so at the time

Grid Plans

**Opportunities**

Helped with actual experience

Role Playing approached correctly by faculty

Scenarios

Videos—bring current candidates from Graduates—Minute Videos

**-Provide opportunities for student personal growth**

**Strengths**

Christian Ethic of Care

Approach relationships well—self, community, colleagues and learners

Relationships with God

Positive relationship—encouraged candidates to build relationships in SOE and at SWU.

Communicate with parents—positive comments and not just negative

**Opportunities**

Keep emphasizing and modeling Christian Ethic of Care

Personal learning opportunities with k-12 students

**-Fosters positive relationships with colleagues, parents, the community**

**Strengths**

Experiences at SWU

Tight-knit SWU Community

**Opportunities**

Emphasize community involvement

Attend Community events

How to respond negative emails

Remind and Class Dojo

**-Understanding expectations of administrators and Expanded ADEPT and INTASC standards**

**Strengths**

Awesome job using Expanded ADEPT and reflecting INTASC

Working with Team Teacher—how it applies and different level questions (Blooms Revised)

**Opportunities**

Thinking and Problem Solving

Emphasize higher level and DEK