**Analysis of Key Points:**

The participants (Initial Completers from 2020-2021 representing Early Childhood and Elementary Education majors) were very positive regarding their experiences with the EPP course of study and its 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 but suggested more observations of different classroom teachers’ management styles with a presentation with peers. 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. They even indicated that this disposition helped in caring for themselves and not be affected by negativity.

**Interpretation of the Key Points**:

The suggestions for strengths indicated areas that EPP should focus on improvements. Opportunities for improvement include: 1) More emphasis on accommodations for differentiation for diversity in the classroom setting and include pertinent and relevant activities; 2) Include more practice in using LMS and different technology; 3) Scaffold instruction for the Long Range Plan in the Methods courses. One reoccurring theme is that the SOE needs to assist candidates with differentiation for learners and the learning strategies more since K-12 has returned to face-to-face instruction. They did express the caveat that present behavior was a result of COVID and its implications for face-to-face 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. The EPP will be more intentional in highlighting these activities, classroom management strategies, and early exposure to the NIET rubric. The next steps will be to implement more scaffolding in the Methods courses for Long Range planning, integrating SLOs in the Assessment course, and earlier exposure to the NIET rubric.

**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**

Integration of the DoK strategies into the lesson plans and planning

Incorporate accommodations into the planning

**Opportunities**

More activities for working with MPFS and interventions

Teach more where they are “at”

A greater variety of exposure to diverse learners

**-Meeting Student Learning Outcome goals**

**Strengths**

**“**Thank you” for including in planning and

Apologized for “attitude” when they had to complete the SLO’s

Data—collect and use data to improve student learning

SWU Completers helping completers from other universities

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

Assessment Course and maybe Methods

**-Using both formal and informal assessments**

**Strengths**

**Major focus**

Integrated into the Education courses

**Opportunities**

Assessment courses address SLO more

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

**Strengths**

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

Something new in technology every day

**Opportunities**

Changing technology

Virtual LMS

**-Managing classroom behaviors**

**Strengths—Focused on:**

Classroom Communities and Classroom Family

**Christian Ethic of Care-growth mindset**

Monitor and adjust because not all classes are the same

Classroom management plan

**Opportunities**

Opportunity to observe different teachers’ management styles and have a presentation to share with classmates

Revise course

Call on support—guidance and administration—goes back to the Intervention strategies

**-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 experience—more experience

Scaffolding of planning

Consistency in lesson plan format

More emphasis on questioning words

**-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 the Christian Ethic of Care

Personal learning opportunities with k-12 students

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

**Strengths**

Experiences at SWU

Tight-knit SWU Community

**Opportunities**

Emphasize community involvement

Attend Community Events

Continue with the Christian Ethic of Care

**-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 levels and DoK