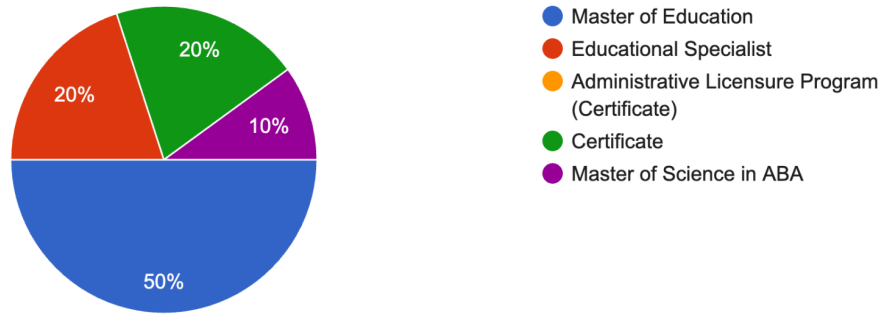


Advanced Completer Satisfaction Survey - 2023-2024

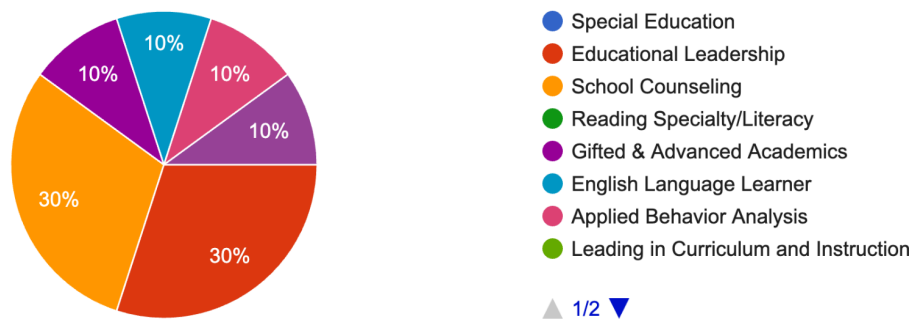
What is the most recent program you completed at Lipscomb?

10 responses



What is the most recent program you completed at Lipscomb?

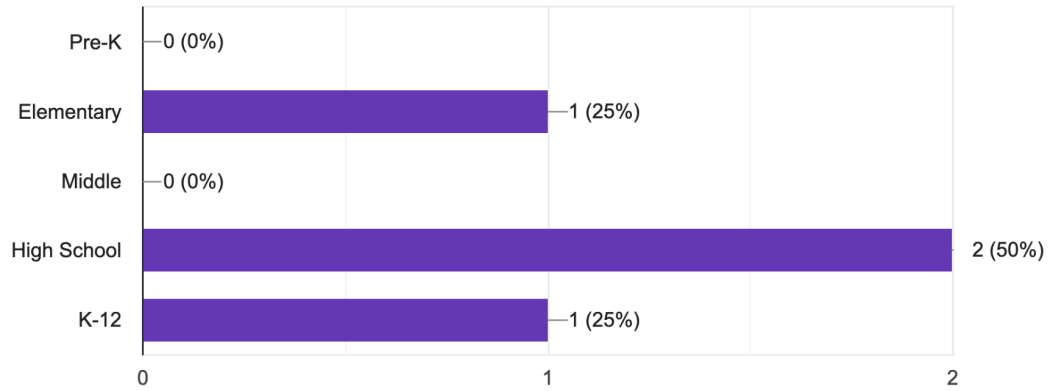
10 responses



▲ 1/2 ▼

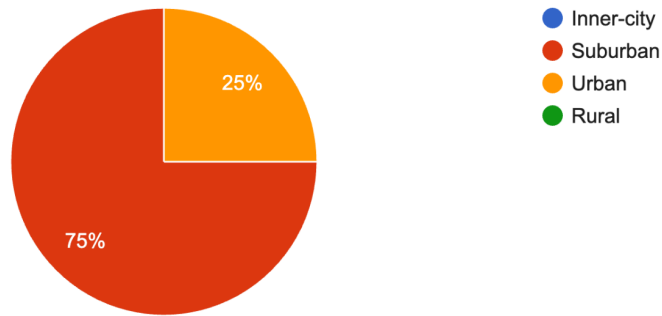
Demographic Information of Employment

4 responses



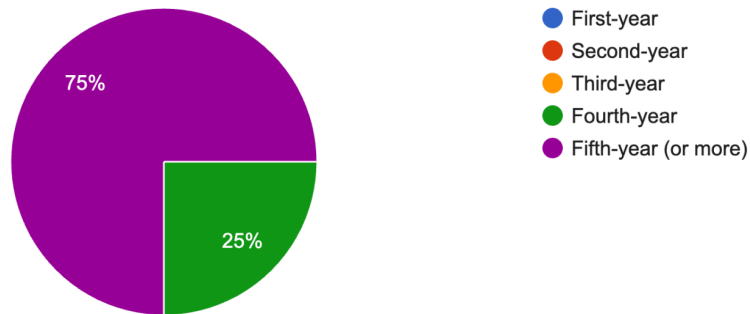
Demographic Information of School

4 responses



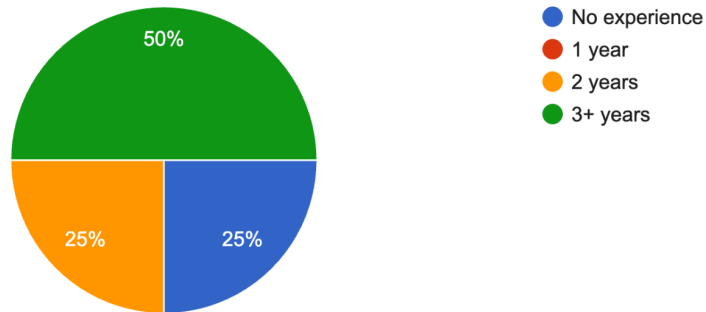
This is my _____ working in education

4 responses



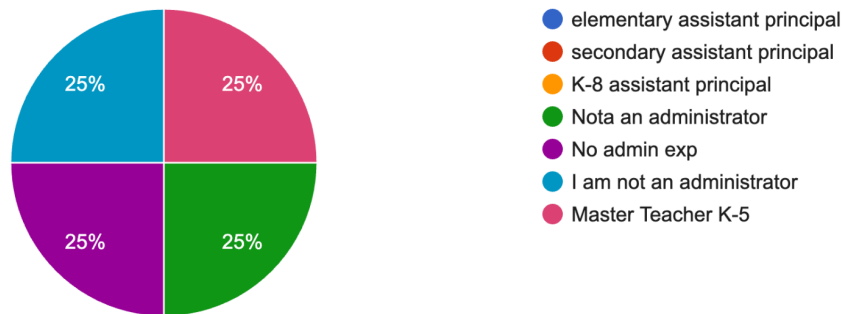
Have you had any school leadership experiences prior to entering the Educational Leadership preparation program?

4 responses



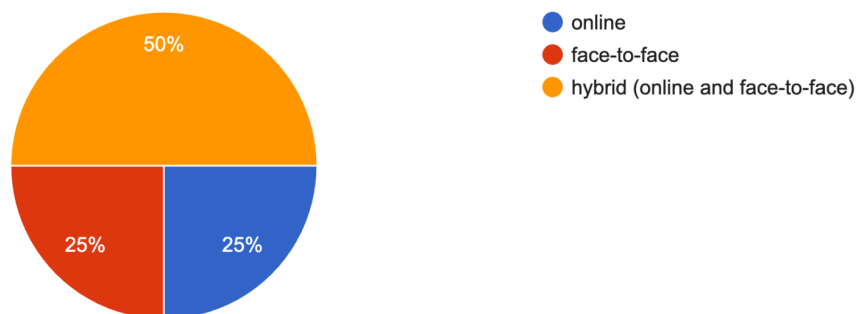
What was your initial administrative experience?

4 responses



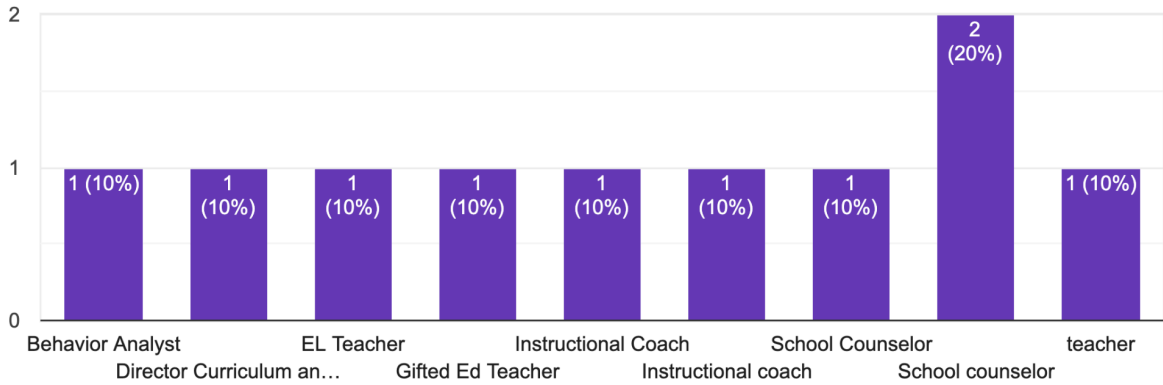
Identify the delivery method of your instruction

4 responses



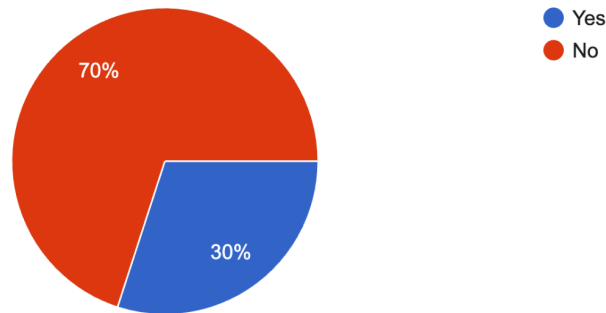
Title (e.g., teacher, coach, assistant principal)

10 responses



Have you been promoted since completing your program (this includes team leader positions, administrative responsibilities)?

10 responses



Please respond to the next series of items related to the Professional Standards for Educational Leadership (PSEL) based on your initial administrative experience and describe any strengths and/or opportunities in your preparation experiences.

Standard 1: Mission, Vision and Core Values. My program included experiences in which I developed, advocated, enacted a shared mission, vision and core values of high quality education and academic success and well-being of each student.

- Strength; mission, vision and values were able to be developed through all of my coursework and relate it back to what was happening in the school and begin to make educated decisions and opinions of what I liked and what I might change.
- Not an admin.
- I felt we had enough time at the beginning of our program to really deeply consider this.
- This was an anchor. Additionally the program had us to practice and it was woven strategically in other courses along the scope.

Standard 2: Ethics and Professional Norms My program included experiences in which I acted ethically and according to professional norms to promote student's academic and well being.

- Yes, naturally there was a discussion of ethics, but I don't think it was for me spoken about explicitly. It is a strength - it is implicit in what we do.
- Not an admin.
- I appreciated all of the real life examples discussed. This helped gauge how I would have responded.
- This too was one of our first courses and it was addressed in each that followed. It was a discussion point after one of my observations as I wanted to ensure that the practices observed followed the ethics guidelines. It did but it allowed me to further apply it to prac.

Standard 3: Equity and Cultural Responsiveness. My program included experiences in which I strived for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well being.

- Weakness for me; I don't think we had enough education on diversity and that idea of cultural responsiveness in addition to the special education piece; both of those almost needed their own course; in our law course we had one day on that topic - more is needed. In practice, it has become more litigious. The one course we did have, Jason from California zoomed in - it was useless; we did not learn anything from him. Multiple people felt it wasn't what it should be - I believe it was on diversity - we didn't learn much.
- I would have liked more in this as it's such a big issue now. Our professor over this was less than stellar.
- The program was not limited and in fact open.

Standard 4: Curriculum, Instruction, and Assessment. My program included experiences in which I developed and supported intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

- Strength; we had a lot of opportunities to discuss parts of assessment and curriculum; I do a lot of this in my regular job and I feel like this was supported in my learning; we were able to discuss curriculum; I enjoyed the opportunity to look at our professionalism structure on our schools and see if we were working appropriately - PLCs and supporting students.
- Not an admin.
- I feel this could have been a year long process but I felt prepared for the beginning.
- I have been able to apply pieces from each course into my roles as a Central Office leader.

Standard 5: Community of Care and Support for Students. My program included experiences in which I cultivated an inclusive, caring, and supportive school community that promoted the academic success and well-being of each student.

- That was done pretty well; several courses discussed relationships - connects back to mission and vision - creating community - this was discussed consistently throughout the program.
- Not an admin.
- Everything went back to discussing what is best for the child. That is most important.
- Yes, the professors were responsive and knowledgeable but also willing to support as a thought partner if needed.

Standard 6: Professional Capacity of School Personnel. My program included experiences in which I developed the professional capacity and practice of school personnel to promote each student's academic success and well-being.

- I really loved the human capital class we took; strength - that class was really good; I am wondering how a piece of that could be appropriate - not sure how to write it but what I've noticed that not everybody knows how to speak to people in an appropriate manner - there were people in my class that probably could have been coached on how to speak more professionally - general professionalism - there were some people who were

abrasive in their words - part of it is innate, but it would have been useful to have some type of discussion on professional conversations - to know. how to speak to not offend.

- Not an admin.
- I was fortunate that I had opportunities to grow in this at my school. This may have been difficult for others
- Through the practicum hours I was able to apply this standard.

Standard 7: Professional Community for Teachers and Staff. My program included experiences in which I fostered a professional community of teachers and other professional staff to promote each student's academic success and well-being.

- Strength - I loved that we had a hybrid schedule for the use of time - it would have taken me a long time to get there each week, but I also loved that when were in person we were able to form deep connections; naturally the coursework helped create connections within my school because I had to speak to people I don't necessarily speak with and though I have a good relationship with admin, I had to ask deeper questions; the assignments we had fostered the need we had that for the community.
- Not an admin.
- I felt very well supported with my peers and professors and I loved that!
- This was not a focus for my program but it was a topic we discussed.

Standard 8: Meaningful Engagement of Families and Community. My program included experiences in which I engaged families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

- Weakness; for me in that question when talking about families, I don't feel like I needed to reach out for families in my coursework though it would be good to have this. The only place I feel i was able to learn in that aspect was shadowing a 504 or IEP or when I was with administrators while they were having a conversation with a parent.
- Not an admin
- As an instructional coach this was difficult because I wasn't a student facing. I think this could have benefited from a way to do this better.
- This was not a focus for the entire program but there were pieces to this and it was discussed.

Standard 9: Operation and Management. My program included experiences in which I managed school operations and resources to promote each student's academic success and well-being.

- To a point my action research helped with this. I would say this is a middle of the road one. For me, my action research was on professional learning communities and I was working with a PLC, but not specifically in my other coursework. When I think of operations, I think of building - the building piece. What I think would be useful would be to have a teacher shadow either a day or time when a fire marshal comes or being with an administrator during a duty or event - that would help support that operation piece better.
- Not an admin.
- I felt well prepared for this with the assignments we had.
- This was a part of our study and was able to be applied to practice during our practicum hours.

Standard 10: School Improvement. My program included experiences in which I acted as agents of continuous improvement to promote each student's academic success and well-being.

- Strength! I could point to 4 or 5 different things but naturally through learning and growing as a profession, momentum for change was created at my school; through what I learned in the program I implemented in many ways - discussions with admin, teachers, introduction of new strategies to improve student achievement and success
- Not an admin.
- More review of data would be beneficial.
- This program allowed me to make adjustments to my personal workflow.

Please answer the next series of items by sharing strengths and opportunities for improvement in your preparation based on your preparedness for your initial administrative assignment.

After completion of my educational leadership program I felt prepared for my initial administrative assignment. Explain.

- Yes, I did feel prepared (though I am not yet an administrator).
- Not an admin.
- I am not an administrator but I would feel initially prepared.
- Yes, I sought a role as an AP and made it to the final round of three but because district leaders had other plans for me they asked that I remain in my role at Central Office and not move back to a school.

Program components (curriculum, assessments, internships, instructional delivery, mentors) were instrumental in preparing me for my initial assignment.

- Strength - I think that we had opportunities to learn from many different educators; really I think one of the most beneficial parts of the program were there stories - all of you had so many experiences that just hearing those stories helped give confidence and knowledge as we moved toward being an administrator.
- Not an admin.
- I believe curriculum was useful but more internships would have been useful.
- Assessments and the practicum hours were most supportive as they required a level of application.

If your principal preparation program had a practicum experience or internship component, did it impact your leadership experience as an administrator?

- We had to interview an administrator, so I had a mentor and a shadow day. i think it was great to have a day in the life situation and we made sure to try to get all of the pieces of an admin in that day, but even as a teacher the on the job training is where it is at - it was a good snapshot.
- Not an admin.
- The conversations were extremely useful but I would have found more hands on experience more useful.
- Yes, see above.

What would you change about your principal preparation program experience, if anything? Explain.

- I touched on this before - equity and cultural responsiveness really needs to be a focus - the special education piece also needs to be a focus. For example, I would have loved to

sit down with a spec. ed instructor and write a 504 or IEP with them. Many people don't know how to do that and it is such an important understanding to have as administrator.

- Not an admin.
- More equity training. I did not feel like I learned anything to support my growth in working with other ethnicities and cultures.
- Nothing

How has the character education component of your preparation shaped your practice?

- I actually really loved that piece because it was supportive of self-reflection, really. That is something as an educator or an administrator that is something that needs to happen but does not happen enough. I really appreciated that as a way to recenter myself. When I started at 22, I saw myself as the big sister to guide them, now I see more of myself as an older aunt - now I see that it is part of my job to ensure they have a compass to lead them in the right directions. For me the character component (ethics) was a good reset and reminder that this is an important part of our profession.
- Not an admin.
- I think it was useful as a focus to build on.
- I appreciated and have used this to further build and develop leaders, emotional intelligence.

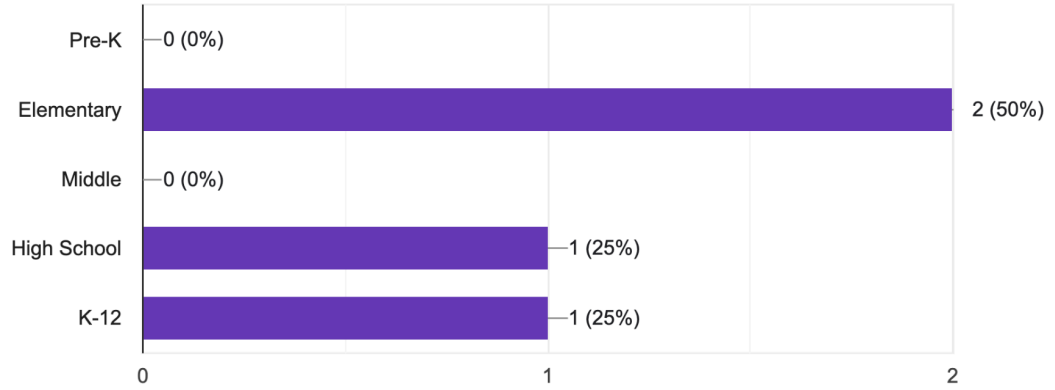
Share anything else that you may feel was important to your principal preparation program preparedness.

- Generally, I really enjoyed my time and if I had the money I would come back to continue. i really did enjoy a it. i felt I learned a lot and that I am prepared for if and when I become an administrator.
- Not an admin.
- I really enjoyed my training.
- Nothing

School Counseling (ASCA Standards)

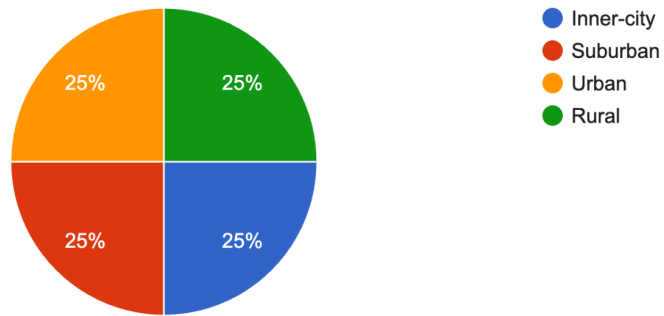
Demographic Information of Employment

4 responses



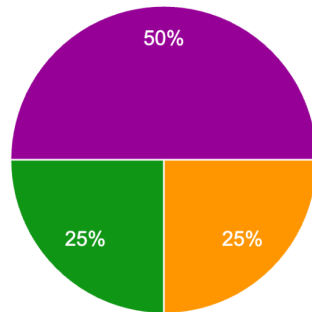
Demographic Information of School

4 responses



This is my _____ working in education

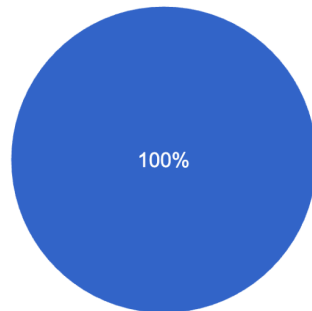
4 responses



- First-year
- Second-year
- Third-year
- Fourth-year
- Fifth-year (or more)

Have you had any school counseling experiences prior to entering the preparation program?

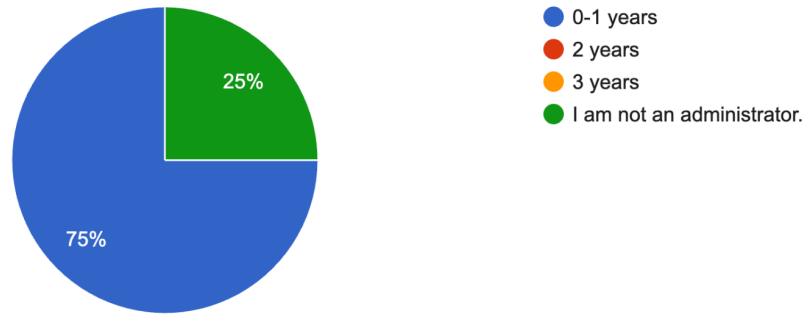
4 responses



- No experience
- 1 year
- 2 years
- 3+ years

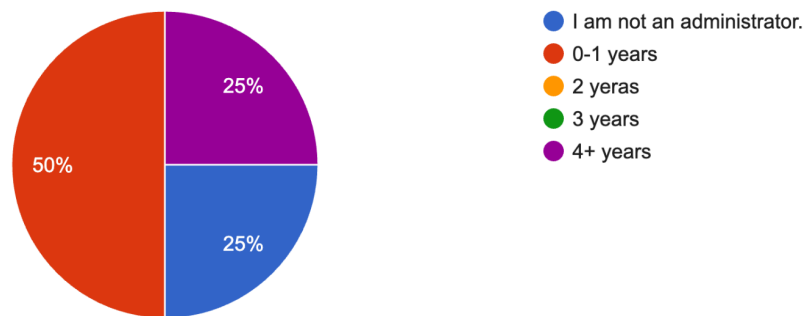
How long after completing the School Counseling preparation program did you receive your initial appointment as a counselor?

4 responses



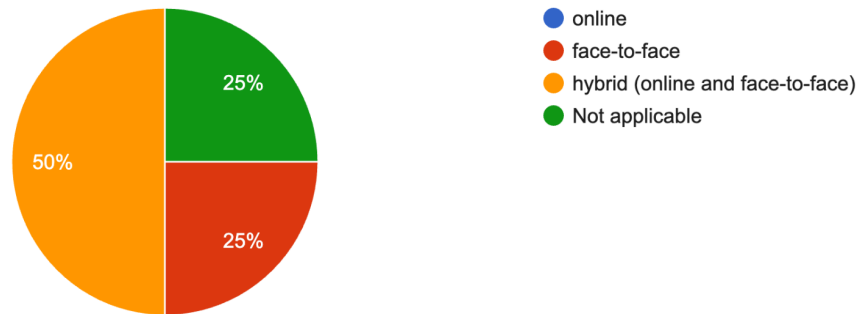
How many years have you been a school counselor?

4 responses



Identify the delivery method of your instruction

4 responses



Please respond to the next series of items related to the American School Counselor Association (ASCA) standards based on your initial school counselor experiences and describe any strengths and/or opportunities in your preparation experiences.

For each component listed, ask the completer whether each was a strength or weakness and to provide examples.

- **Standard 1. Foundational Knowledge. My program included experiences where I demonstrated the knowledge of the history of school counseling and the structure and organization of the American education system and provided opportunities to understand the development trajectories of diverse learners in the school environment.**
- Strength
- Yes it was helpful. One example was the Secondary College and Career Access class that truly prepared me for my current job.
- Not applicable.
- Strength. Great classes that helped to build knowledge on the background of counseling. This information has helped me to advocate for more appropriate responsibilities within my current role.

Standard 2. Core Theories and Concepts. My program provided opportunities to demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques, and utilize relationship-building skills that are foundational to successful outcomes for students.

- Strength
- Yes- it prepared me to have the ability to interact with students and form those relationships.
- Not applicable.
- Strength- I learned a large amount of different skills. Would loved to have more classes or connections within classes to help embed theories into my program, rather than just one course.

Standard 3. Instructional and School Counseling Interventions. My program prepared me to use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. I was prepared to utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

- Strength
- Yes it prepared me for attendance in 504 and IEP meetings so I can follow their struggles or strengths to help with counseling on an individual basis. Helped me with future class progressions for students and finding resources for students.
- N/A
- Strength- learned a large variety of data collecting techniques.

Standard 4. Student Learning Outcomes. My program prepared me to create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. I had the opportunity to use pedagogical skills, collaborative strategies and referral systems to support student learning.

- Strength
- A major part of my job is that I am on a data team to intervene with students who are struggling and the school counselor has a big part of that to meet with the students. I help them find resources for remediation and teaching them how to advocate for themselves. Across the board a lot of classes spoke to this standard and prepared me to have suggestions and tools/techniques to help students.
- N/A

Standard 5. Designing, Implementing, and Assessing Comprehensive School Counseling Programs. My program prepared me to use school data and school

counseling program assessments to identify areas of strength and needed improvement for program activities and interventions.

- Strength
- We look at ACT and track attendance closely to track data from a counseling perspective to make sure nothing is impeding them from attending school. Using YouScience to help guide a student's career and college pathways. The classes allowed me to actually explore and apply knowledge for this standard.
- N/A
- Strength- would loved to have more opportunities/assignments that had us imbed different components of the National Model into the work we were doing.

Standard 6. Professional Practice. My program prepared me to demonstrate the appropriate scope of school counseling practice in varied educational settings, understand my role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support my professional growth and identity development.

- Strength
- We do a lot of collaborating with teachers and communicate with teachers to help individual students as a whole and help them be successful. The consultation and collaboration class helped me learn how to communicate and keep the focus on the student.
- N/a
- Strength

Standard 7. Ethical Practice. My program prepared me to demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses.

- Strength
- The Legal and Ethical class prepared me to be careful with confidentiality with students. The cultural perspectives helped me understand to step outside of personal biases and helped point out biases I may not realize that I have.
- N/a

- Strength- the ethics class was beyond beneficial.
- Please respond to the next series of items by sharing strengths and opportunities for improvement in your preparation based on your preparedness for your initial school counselor assignment.

After completion of my school counselor program I felt prepared for my initial school counselor assignment. Explain.

- Yes however there was still the fear of the unknown.
- I absolutely felt prepared and really did not have the learning curve that other new people who were trained in other programs. I believe I do not have the gaps that other new counselors are having; I hit the ground running and was good to go.
- Not applicable.
- Yes and no. I knew how to help students and teachers, but some of the more "administrative" work was not really covered in classes. 504s and support team procedures mainly.

Program components (curriculum, assessments, internships, instructional delivery, mentors) were instrumental in preparing me for my initial assignment.

- Yes
- Absolutely. I learned a ton from my internships. I cannot imagine coming into this without completely learning from the internships. 99% reinforced what we were learning in the classes during the internship experiences. I was well prepared from the curriculum through the Lipscomb program. All of the professors are great mentors and very approachable and helpful.
- Not applicable.

If your counselor preparation program had a practicum experience or internship component, did it impact your experience as a school counselor? Explain.

- Yes
- Yes, most definitely. It prepared me to immediately be ready to step into a position at the beginning of the school year and not have to catch up with other counselors.
- Not applicable

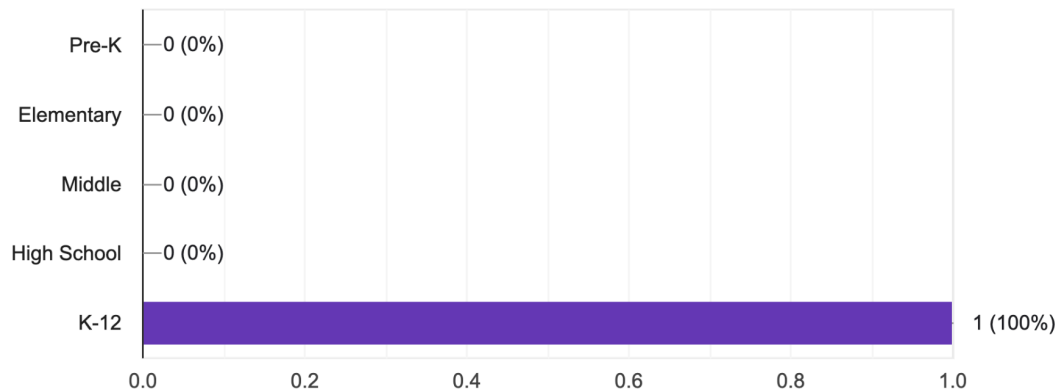
- I did a job-embedded internship and it was amazing. The only issue I had was at the district level with not having a coordinator or mentor counselor. I felt like I had to learn a lot on my own.

What would you change about your school counselor preparation program experience, if anything?

- N/a
- Provide more counseling techniques revolving suicidal ideation; not sure how much preparation I could really have for this - having additional roles plays could help. Being prepared for heavy situations from students experiencing trauma.
- Not applicable
- Not really
- **Share anything else that you may feel was important to your school counselor preparation program preparedness.**
- N/a
- I felt supported and encouraged during the program. I felt prepared all the way through. There were classes I did not like but learned a lot from them. Anyone wanting to become a school counselor I would encourage them to come to Lipscomb.
- Not applicable
- Nope

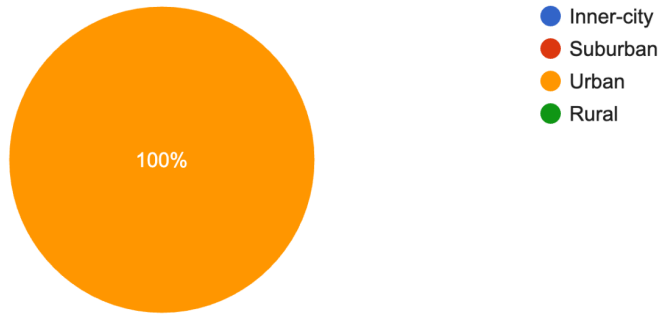
Demographic Information of Employment

1 response



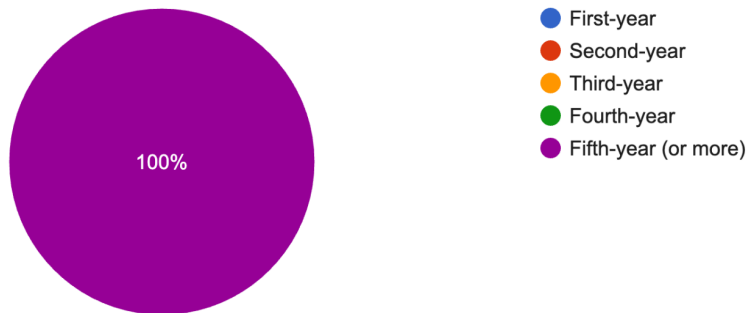
Demographic Information of School

1 response



This is my _____ working in education

1 response



Identify the delivery method of your instruction

2 responses

