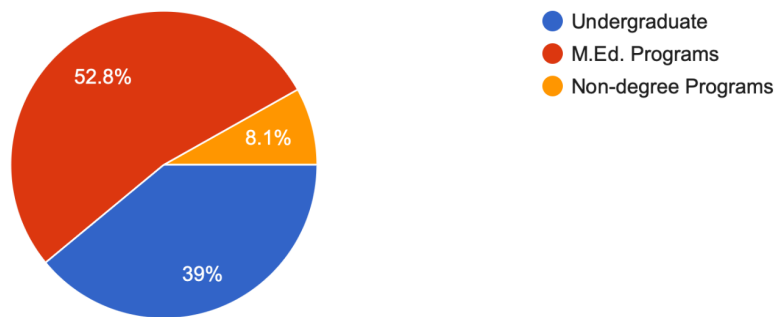


Initial License Completer Satisfaction - Rookie Teacher Education Survey 2024 1st, 3rd, & 5th Year Teacher Preparation Survey

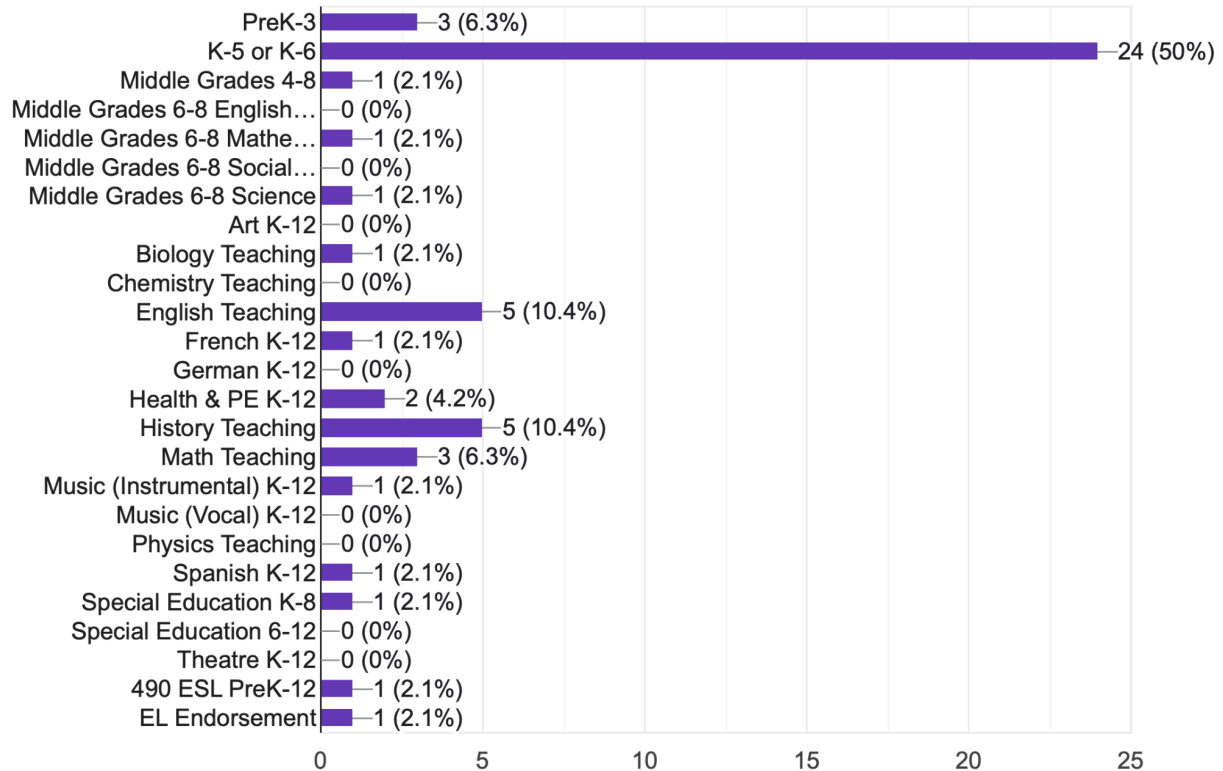
Lipscomb Program Completed (e.g. undergraduate, M.Ed., Non-Degree)

123 responses



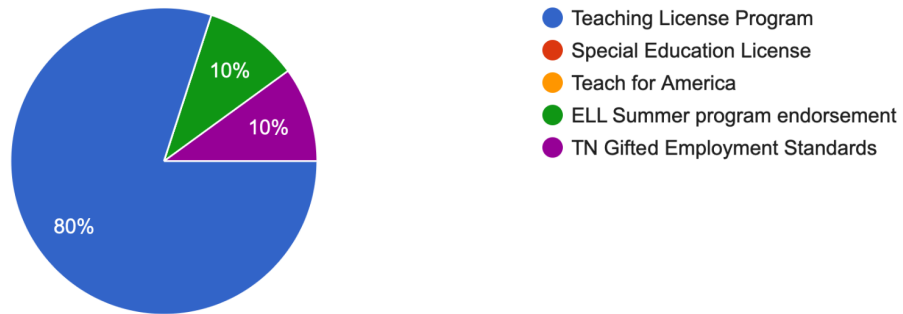
Choose your undergraduate major

48 responses



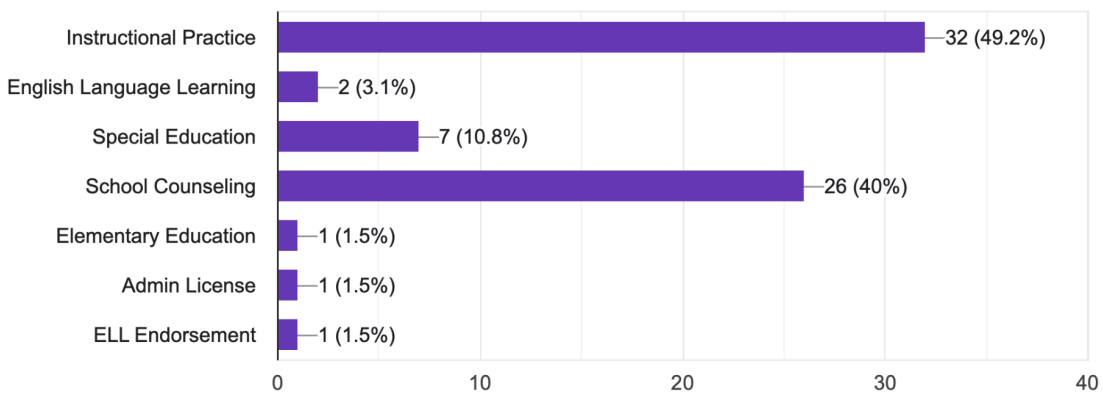
Choose your non-degree program

10 responses



Choose your M.Ed. degree program

65 responses



What has been your greatest achievement thus far?

- Getting my M.Ed. - I am one of the first strictly math intervention teachers. I can create a lot of how that works.
- Surviving. The one thing I am most proud of is that I am good with parent communication. I am very comfortable talking with parents by phone or on Teams.
- Feel like just making it through the craziness and going with the flow with everything. Finding ways to be creative about engaging students and working with each day because of having to deal with everything going on. It is an achievement just being a teacher right now with Covid. An achievement finding joy in teaching when there are so many hard things.
- Hard to answer right now--not really sure.
- I would say my compliments I've gotten on Classroom Management. I've gotten compliments with both schools I've been at. My students are very well-behaved and I have built a strong community/positive learning environment.
- I think the amount of kids' names I've been able to learn. I'm at 2 schools and I see them once or twice a week and I have 30 kids in a class. I had my 1st observation and I got all 3's and 4's and that felt really good.
- She conducted a needs assessment that provided data for future programming.
- Counseling with a student who had suicide ideation and working through with the student to receive in-depth help.
- Connecting with students and a leader of the African American Achievers Club; students feel open to connect with me and I am valued by the principal and school.
- Honored that I was on the leadership team for the school.

- I have gotten approval and affirmation from my administrators as to the job I am completing and the communication I am giving; they believe I am being present and professional; I led the professional development in Nov 2020 that was effective to all stakeholders.
- On the Crisis Prevention Team and dealt with those students.
- Being creative with technology, has been online/virtual all semester
- Applying the methods and practices for grad school in an actual classroom setting.
- Taking back my classroom mid-year and getting kids back on track and learning. I really had to lay down the line with behaviors, and I did.
- I think that differentiating for my students and being able to do so even in a virtual setting. My knowledge of technology has made me one of the experts at my school even though I am a new teacher. I feel like I've been able to provide for my students.
- I felt called to teach to build relationships. I love my home town and this is the best way to take care of my hometown. I have built a lot of relationships with kids. Lots of kids I wouldn't have had relationships with in other ways. I am proud to be over the adjustment period of last spring. I have realized that God put me here, so I better do it!
- Virtual teaching transition- 3 others on her team, helping them with technology in pandemic, felt that she is a big contributor to team now because knows updated tech tools that we use regularly now
- getting offered the job with family's companies- he did not get job just because of dad, had to work for it
- Becoming a teacher and almost being done with my masters.
- She can play to her strengths now; formulate lesson plans to play to strengths
- passing the EdTPA
- Feeling like I am making a difference in middle school. This is not a typical age that people really want to teach in, and I really feel like I am making a difference, even if it is just one kid!
- Happy that she survived her first year. She graduated in December 2019 and her first semester as a substitute at Overton was HARD. Proud of herself for sticking it out and coming back.
- Has been able to set work-life boundaries by not working after 5 pm or on weekends if she can. It's been very effective. She plans her lessons a week or two in advance. Uses Google forms to grade exit tickets (efficient grading).
- Learning to balance teaching half the class in person in the morning and half online in the afternoon and still meet personal obligations.
- The management of the classroom, managing technology and teaching in the circumstances we are in (Pandemic).
- Prepared in planning and presenting; felt that time at Lipscomb was like an apprenticeship
- Being able to switch from in-person to virtual; flexibility
- Navigating the virtual environment
- Surviving teaching during COVID. Principal is really impressed with my teaching and wants me to do the admin certification.
- My greatest achievement has been student growth in the virtual learning environment. How to engage them in ways that lead to student growth. I was afraid no one would learn anything, but they are!

- Took over a first grade class that already had three teachers. Class in disarray. In an area impacted by poverty. Being able to come in and establish some routines and have parents that were really appreciative. Brought back excitement and joy.
- Navigating COvid during the first year.
- Going back to school and getting licensure and teaching, I could see how all of the program applied to teaching. Implementing while learning was great!
- Mr. Oglesby reports his biggest achievement came between his second and third year of teaching when a migrant student from the high-incidence program learned and grew enough with Mr. Oglesby to move to general education 98% of the time with only some occupational therapy and consultation. From first to third grade, this student with many needs (learning, behavioral, emotional, language) made these strides in 1.5 years. That is his greatest success because of Mr. O*'s collaboration with the student, his team, and the family. Mr. O* feels like he can make this happen for others, too. In fact, he has had this success with another student who is now in general education in another state.
Thank you, Dr. P*!
- Implementing backwards design. I was a big believer in Wiggins and McTighe. Lesson planning is important. Also, holding down this Economics classroom--honors and standard. I'm not just here to coach. I want to be an effective teacher. To actually have a class that I "own" and become a master at that is important. Passing edTPA! It was a daunting task. I count that as an accomplishment. I have a picture on my iPad that reminds me of that accomplishment.
- At the very beginning of last week, a student moved from another classroom into my classroom. Students had anxiety and additional learning needs. She has been thriving in her new classroom. This has been my greatest accomplishment so far! (all smiles when talking about it!)
- Changed grade levels and it was a good transition from 2nd to 4th. There was a need and I was adaptable enough to make that change.
- I feel like teaching in general--getting into it and figure out what it is all about. To see what worked for me and what didn't. Used Math Methods a lot--able to use a lot from classes and learned to pick and choose. Figuring out who I am as a teacher.
- I am most proud of what I can do instructionally, socially, and in the classroom community. The only way I can measure success is by how my students are growing. A pretty lesson plan does not show much.
- Third year as a low-incidence teacher must be more knowledgeable and prepared. And obtaining a master's degree.
- WE have a program called SOAR. It's a time for students to come for remediation on certain days of the week. We used to use a Google form, so I brainstormed a way to make it better, so I built a Google sheet program to streamline the process. The administration picked it up and we have been using it all year. Pretty cool!
- For the first time in middle school at Lipscomb Academy the entire middle school has guidance lessons on a regular basis.
- Feeling confident and being able to manage the classroom this year.
- Responsible for all seniors to sign up for TN Promise (over 310 students) and have the confidence to accomplish that the first year as a school counselor.
- I have worked all of the child and bullying prevention lessons; got to orchestrate lessons for the three schools. We use the Second Step program for this district.

- A recent example from this year includes her students' performance on the MAP test - all showed gains. Lydia works with sheltered multilingual learners. The scores supported the growth she was seeing in the classroom.
- I don't have one specifically. I feel really good about making notes for my students--was complemented by the Instructional Coach and Math Lead about how well she was doing with her students.
- Classroom environment, creating a comfortable environment, students have autonomy and freedom to do as they wish, parents email me randomly and say - my kid loves being in your class and coming to school. They feel excited to come.
- Getting involved with the students with an organization at school; I am an advisor of it. It has grown.
- The start of my year was hard because I had to have a long-term sub. Being able to pick-up where the sub left off and build relationships and help kids with their grades.
- It would be taking the extra time to prepare lessons and materials--but knowing that I am ready for the day and can make adjustments as needed.
- Reaching as many kids as possible I can through 10 minute check in so I can cover as many students throughout each day.
- Brought the digital technology safety to the school for the first time; that came directly from Lipscomb's field experience opportunities.
- The relationships I have been able to build with the students here at the school. Being able to have a designated space for a counseling room.
- Bringing the social emotional language and awareness into a school setting that has not had a lot of depth with this knowledge. Encouragement from teachers that school counseling is very engaged with the students and relational with the student body.
- Becoming confident in what I'm doing. Taking the stress off...playing to my strengths instead of focusing on my weaknesses.
- Working myself back into a role that I always wanted to accomplish.
- Realizing where she fit best in terms of school culture.
- The relationship building has gone well and I can connect with them very well. They feel welcomed by me and I am patient.
- My classroom community is trusting and safe. I can see this in my students, and other teachers can see it in my classroom (and have remarked on this). My students know they voice their emotions without judgment.
- Being a good listener for my students. Having more grace and patience.
- Continuing to connect to students; seeing how needs differ from student to student; provide differentiation
- Having students learn science through discovery. Since the Science Methods class, she can incorporate more open-ended investigative lab work.
- To get the job at Lipscomb Academy. SHe really wanted the job!
- 2nd grade...team planning and taking lessons and planning for the whole team. Being a leader. Writing TEAM lesson plans
- When the principals or academic coach walk-in, they compliment my classroom management. I am proud of my classroom management and parent communication. Classroom management set high expectations at the beginning of the year and I based it on classroom community--being consistent in discipline and building relationships with my students.
- Organization! She's finally got her system down and that makes her feel really good.

- Not quitting yet. Because this job is really hard. Academically, give yourself that grace to know you didn't get it all right. I'll have to fix this sometime, but I'm not getting it all right right now.
- loving her job and balancing her life- transitioning to adulthood from college, a little overwhelming at first, getting to know students, having a motto of teaching, letting students know that she cares about them, and student relationships. brings her joy in teaching, learn from them
- Building a safe space in my classroom. It has been really hard but I've done a lot of team building activities. They were so painful at first because they stared at me like I was an idiot but I persisted. I have an open door policy and all day I have students in and out. They come in and ask for help with their schedule, or vent about a problem they're having. I keep a case of water in my class and they swing by for water, and I see so many of them as a result. I never give up on my students and I had one student put in his airpods and zone out and he failed the first quarter. But I invited him for lunch and he would come but then he wouldn't do his work! So we had a talk right before midterms about his failing grades and we made a commitment to at least try and to aim for Cs and Ds. And this morning I almost cried because he came in and handed me a piece of paper and showed me a complete, well done assignment he'd just finished for his English class. This is the first assignment he's done on his own for that class.
- Getting a student off of one-to-one aid. Prior to this, he had support all day from an aid. That was a great day for us. He was moving into a more inclusive environment.
- My growth and my kids' scores. The scores have been at the top of the school and towards the top of the district.
- Managing all the responsibilities that were thrown at me all at once has been my biggest achievement. Jumping in as a teacher of record, managing my classroom, balancing my family etc. I have been able to set an example for my own kids, and that has been really great for me.
- The growth of my students. All students have grown in IReady. The rest have grown, some have double their scores. So proud of my kids and my work.
- Building knowledge through the programs and achieving goals throughout the degree. Student teaching was an accomplishment.
- A good classroom environment! My kids are very connected, other teachers and evaluators say the students really respect me, they get along really well and are not afraid to tell me when they really don't understand something.
- Get a new job in her hometown (McKinney, TX).
- Sticking with it! I'm still serving those that are underserved. Passed the edTPA!
- Building relationships with students.
- Awards are given to fellow teachers--she was selected in the first round by the assistant principal. Felt honored to be chosen and that her efforts were being noticed. Feels that she's had breakthroughs with certain kids that she didn't think she would have at the beginning of the year. She kept working hard with those relationships and she has seen results--grades going up, etc.
- How well she knows her students and how strong her relationships are. She pretty well knows what's going on with her students' lives.
- Building relationships with students and seeing the outcome from those small groups I created.
- Presenting at three professional conferences

- Being able to go into the classroom, build relationships with students and then come to me to give hugs, excited for me to work with them
- Classroom management: didn't think CM would go well, but things are going well for her. She feels students respect her. Feels supported by her team and has gotten good feedback from them. She also recognized that this is easier in part because she's in a private school (Lipscomb Academy). Felt LU assignments helped her learn how to organize her classroom.
- I am the Kindergarten representative for our STEM leadership team, working through the redesignation process.
- I am spearheading 2 things: the ESL department and how we collaborate with them and setting up lessons; creating podcasts that go out bi-annually just through our school and on our youtube; we put it on our newsletters.
- Being the only prek-6 counselor I had a lot of goals; I have implemented small groups and classroom lessons, and guest speaker brought in to develop a comprehensive counseling program
- (1) data-wise, her TEAM rubric scores are high--all 4s and 5s. (2) she has strong relationships with her students. Knows what her students are doing outside of school, etc.
- Helping so many kids at such a quick pace and being seen for it by the community.
- Conquering edTPA and having my first baby!
- This is Tori's 3rd year teaching. What's going well: she is good at adapting quickly. She feels she has grown a lot since her first year teaching where she started out on Zoom. She feels she has many more tools at her disposal to help her adapt in the moment.
- 18 years experience: getting her master's at 52! She feels good at classroom management and content knowledge. Learned a lot in the Science Methods class. Helped her go to the next level. Really got a lot out of the instruction around phenomenon-based learning. Uses her unit plans from that class on a regular basis.
- So far it is that students I am working with who are struggling academically I have seen that they are coming back to me who are seeing positive growth and success.
- Teaching my EL students well enough to exit the program (WIDA test).
- Building a strong classroom and school community. I feel proud of the classroom community I have built this year and how it has evolved since the beginning of the year. I believe my classroom is full of students who are genuinely kind, strive for greatness & want to show others the love of God. My biggest goal was to lay this foundation from day one. I have strived to be consistent in this and support my students in the best way that I can.
- getting here; getting the classroom set up was a bug job, was a milestone, first parent teacher conferences
- This is her 2nd year with ELL students. It was really nice to learn language strategies in her classes. What I loved the most was the emphasis on translanguaging. Use it as much as she can- has given students more confidence.

What has been your biggest frustration thus far? Specifically, could Lipscomb's program have better prepared you for handling this frustration? If so, how?

- Honestly I transferred from Trevecca to Lipscomb because Trevecca didn't offer CRM. Guided me to complete my M.Ed. because I lacked only 3 classes. Lipscomb has been amazing. I can't help but brag about the program. I am getting my doctorate now.
- One thing that has been frustrating is interpreting data. I know that we covered it in classes but have struggled with fully interpreting data and being able to explain it to parents. The thorn in my side is using the Easy IEP program--I am confident in writing an IEP, but having prior exposure to the program would be helpful.
- Biggest frustration has been the time it takes me to do lesson planning. The daily life is that you don't have as much time or energy as had when a teacher candidate. How do I plan effectively and quickly and not as deeply?
- The biggest struggle to navigate is the online data --apart from IEPs, there is a lot to know about how to document student information. Hard to teach that in a classroom setting.
- Dealing with Parents- A lot of people that's a big struggle. I know that's hard to prepare us for. How much is too much to reach out? How do I handle it? I've been nervous. (my group watched a video of the parent simulation).
- My frustrations are from communication about COVID policies and not getting good answers. There's nothing Lipscomb could have done to prepare me to teach in a pandemic. We never went over lockdown, fire drill, school policy stuff so I felt very unprepared but that was because all our initial orientation had to focus on COVID.
- 504 plans and understanding the process; Lipscomb could continue to expand my knowledge on 504 plans and steps to the meeting. Even though I was taught about it I needed more practice in mock scenarios.
- Need additional college information on how to write recommendation letters.
- Scheduling through a pandemic; not sure Lipscomb could have helped me with that.
- A need to have more data knowledge and understanding; understanding what kind of data I can use with students. When I took the research class and the assessment class in the same semester, it was too much - so if you could spread it out over the program.
- The frustration is the lack of communication from my AP. It is something that Lipscomb cannot solve.
- Being on a rotation and learning how to manage the schedule.
- Gaps over the computer, not having the manipulatives because not in person. LU could not have done anything to help this. She feels ready to teach anywhere
- Administration is resistant to change. So it takes longer than you want to get them to change. I don't think Lipscomb could have done anything differently. This is the nature of an established school like mine.
- I had no idea how to plan a lesson or to pick texts. Where to find them. How to choose them. How to write appropriate questions. Lipscomb's program could have better prepared me for that. The PIA class was a nightmare. The teacher was not helpful at all. I learned nothing in that class, and I really wish I had.
- I think the biggest challenge at first was parent conferences. I was nervous. I know we were encouraged to go to conferences during practicums, but I had to lead one and I'd never been to one. I did have some notes from our virtual seminar. Our school uses a curriculum. I wish I was better at taking a curriculum and making it work for my students.

- One thing I was frustrated with was teacher drama. Not sure if the program could prepare us for that, but it caused a lot of stress. It was frustrating because I was trying to do my thing and it was hard.
- Lipscomb prepared her but did not prepare her for working with students with ADHD. She has 4 in her class. HOW to deal with ADHD, anxiety in children. Need classroom management to support these needs. It's very different until it is your kids and your classroom. She thinks it would help to share what the first 6 weeks of school look like to set up expectations. The book *The First 6 Weeks* and COMP training would be helpful for all. Management and especially the SPED aspect. Strategies for written expression, dyslexia.
- COVID-19
- There were certain classes I didn't need, and it frustrates me that I paid for them and they weren't really beneficial. The diverse learner was so common sense, that I didn't feel like I needed to. I was really excited about the STEM class, and I didn't get anything out of that class. I think that was because the professor was not really interested in teaching the class.
- Knowing things that she SHOULD be doing but not having the time to put them into practice. Not having time to plan the lesson plans. Feels like she's throwing things together at the last minute. Plans to make a checklist over the summer to make sure she's planning at least one lesson in the unit that is hitting those things (i.e. reading strategies, revising their thinking).
- tiptoeing around COVID...been a challenge to adapt...Nothing LU could have done to help. He was taught the importance of learning how to modify.
- Teaching in-person and remote students at the same time! I don't think anyone could have seen this coming. Moving forward Lipscomb could do something to help prepare for this, but I hope this is not a permanent type of situation.
- Taking more time on Classroom Management, especially for secondary majors. Feels like there were more K-5 candidates in CP1 and CP2 and felt those courses focused more on elementary than secondary. She would've liked to learn more about specific classroom management skills, especially for MNPS. Much different than the community she grew up in. Would like more social emotional training, trauma-based issues, etc.
- Not sure that she's enjoying her content area as much. (Not something that Lipscomb could have helped with). She didn't really understand what history teaching was about. Once she got familiar with the standards, she realized that maybe history wasn't the subject for her. Figured this out too late. Suggests maybe an activity (or something) that lets secondary majors sample the content--get an early look at the standards to determine if they will like the content. Also recommends that 6-12 people get certified in ELL. She has really struggled in supporting her ELs because she didn't get much training as a 6-12 major. Also other accommodations: would like more training on IEPs and accommodations. Felt very not prepared for that.
- Meeting the needs of all the students during this time---varying ability levels, virtual learners and in person learners, and 5 out of the 21 students are certified special needs. Would like to have had more training in special education.
- Starting out, I felt like I didn't have the resources for the specific content teaching in the courses assigned--Not something the program really could help with.
- Not many- Would be good (around CP I) more about technology and implementing strategies (not necessarily because of COVID, but already an area to address)

- Hitting a mid-year slump with students not as engaged as previously; student participation
- Differences of opinion on grade level teams, occasional personality conflicts. Perhaps spending a class session on professional relationships-adult interactions with colleagues and administrators.
- Needed more preparation in paperwork--like IEPs and 504s. (We do this now in Teaching the Diverse Learner!)
- The thing I see the most is that we were drilled in the lengthy lesson plan and that is not what we are asked to do in our jobs. I would have appreciated a more accurate expectation of what my administrators actually want when they ask for my lesson plans. Those lesson plans prepared me for observations, but not day-to-day work of school. edTPA lesson plans gave me a different perspective on that.
- Biggest challenge was the school I was in has a big emphasis on centers and small groups. Needed resources and didn't even know where to go to develop those. Where to go for resources on centers. Knew how to run small groups because of Lit Foundations.
- Covid! Expectations put on teachers, but Lipscomb could not prepare better .
- The way Covid has changed education...I have been on a cart this year because of cover which has been a big frustration.
- Data collection, engagement schedules, and overall organization. In the self-contained setting, items are easily displaced, moved, and messed up by students. "It's hard to keep the classroom organized to use the materials for data collection by paraprofessionals and me." The engagement schedule (like a visual schedule minute-by-minute for the adults in the room) outlines who needs to be learning what, where, with whom, and how. Mr. Oglesby is still working to refine this routine.
- I really cannot think of anything. Time management could be one. I am hesitant to say that one. But what I am really thinking of is different personalities in the workplace. When you don't understand why certain things are happening. How could we (as a program) do more with working professional relationships, especially with different personalities?
- At the very beginning, which I know a lot about , my classroom was hit by Covid very hard. Hard to juggle at first with providing work for parents for students who were out--but this is the time we are living in. Gifted students have trouble with blurting out and have addressed individually with the student. Feel like I have tried all the things but have gotten better as time has gone on. I think that I am always trying to find classroom management strategies--we were given lots of strategies. It might have been helpful to have more upper elementary experience prior to student teaching.
- Managing resources has been a theme for me. Having a Wit and Wisdom curriculum means lots of information and resources. It's hard to discern which is best and which is fluff. I plan mostly with a team, but it happens quickly. I felt like most of my Lipscomb work helped me with my own plans, but realistically, it's more of a group effort. I wish we could have planned in teams.
- I don't really know--a lot of people assume I know things that I know--school norms, procedures. Being out of the loop on stuff. Also, having to teach Science when I didn't have the experience--not as well versed in Science and learning it as I go. Lipscomb--part of me says not--Private school is different. Maybe provide an opportunity to take another course--such a broader teaching (for all subject areas).
- We had such a focus on literacy, but our mathematics teaching program was not as strong. I only had one math class within a STEM class, and we finished virtually. I felt very strong with literacy, but I felt a deficit with math. Teaching the curriculum helped me,

but I would have liked more of how I teach place value, or re-grouping so I could help my students more. I didn't know the best practices to help a child who was struggling in math.

- I don't have a frustration that would relate to Lipscomb. Frustrated with the central office out of everyone's control.
- The thing that has been most frustrating for me is battling student apathy. I feel like LU did a really good job at preparing me for being the best teacher I could be, but it's hard to implement when students don't care. Maybe if we had known a little more about techniques to motivate students. BCC helped, but it's hard.
- Is a general lack of support and accuracy for her role in middle school and navigating to get the things that I need as a school counselor. There is nothing that Lipscomb's program could have prepared me for.
- Besides Covid? Lack of understanding from others, feels sole advocate for students. Program is geared toward intervention role and not low incidence
- Entering into a school where the counselors have been established and the difficulty in finding my voice and finding a bridge to my participation.
- The biggest frustration is the differences within the district as far as one school operates in one fashion and the other school does it differently. Lipscomb was informed that this may happen but perhaps allow candidates to experience different schools such as public and/or private.
- A general feeling among Lydia and her colleagues is that EPPs have not updated their programs to address current and typical classroom/school/district challenges. For example, she learned to select materials and plan, but MNPS educators are given a required curriculum. This is particularly challenging (and creates more work) to make learning relevant and accessible for her diverse learners.
- I think for me it is classroom management. Initially, I thought I was prepared for classroom management, but have learned that you have had to adjust to the students in the classroom. Felt like Lipscomb prepared her for classroom management. Has also learned that you can ask administration for support when needed.
- Masks. It's a barrier for us in particular, not only for phonics purposes - as much as you try to announce, it's just been difficult. Getting on to friends who don't have it on...they want to collectively gather, etc.
- The school counselor role can be expanded to fit other jobs and what I mean by that is that I took a school counselor job, but I actually am a school counselor community relations position because of the grant the school received. Just to help understand new jobs may have a school counselor title but may involve other duties.
- Biggest frustration is there have been a lot of issues with parents this year so far and how to navigate issues with parents--knowing when to go to administration or deal with the issue on my own. I don't know if there was something Lipscomb could have done, not exactly sure if could help more because did help some.
- The classroom management has been really hard. My class was virtual so they are not ready--having to teach them everything from last year and this year and teaching them how to behave at school. I know we discuss classroom management--practice more strategies and talk about what could go wrong--the good and the bad of each thing you could do.
- I don't think Lipscomb could have prepared me because each district is different. Continue to encourage the relationship part between administration and counselor.

- Some frustration from being limited to not having additional electives that would hone in my selected preference of level for school counseling (such as elementary courses specific to that level). Also, provide various 504 forms from all districts to showcase what is required.
- I don't have any frustration. I still wish I could have had more knowledge of 504 plans. Perhaps to have had more information from the legal side of conducting 504s.
- If we could follow a more specific path for either elementary, middle or high school - spend more time learning more about middle school trends.
- The obvious lack of support...not from building admin, but education and how we educate our kids is constantly in the news...and yet no one cares what actual professional teachers have to say about it. Hard to be a professional and know you worked hard to get here, but society doesn't make you out to be one.
- None at this time.
- Dealing with TN State education requirements. She's figuring out how to navigate PD points and she is unsure how to go forward from here to move on from transitional license. Lipscomb could be helpful in supporting candidates in this licensure process--maybe at the end of the edTPA seminar as there are usually a couple of weeks left in the term.
- It is nothing Lipscomb could have helped me. Because I am in an academy and I feel like I am in a silo.
- I was not prepared for working with a scripted curriculum. We need to learn how to prioritize and pace for my learners when given things like Wit & Wisdom.
- Lack of time - no planning time, doesn't exist in this realm. Maybe having classes or activities that have you write a lesson plan, but then adjust it because you only have 33 minutes (like top chef - new ingredient you have to add!)
- Standing in front of a whole group--being confident--it's intimidating still. She got a lot of experience at Lipscomb, but still doesn't feel confident. I think that LU prepared her well with lots of teaching opportunities, but it's something she still struggles with.
- Felt good about teaching content, but a challenge was how to build good skills about how to train students to be a good student (i.e. teach them how to think, study habits, take good notes, etc.).
- Lesson Planning...to show what it looks like in reality.
- Learning how to manipulate a given curriculum....
- Admin expects teachers to be teaching the same thing--same targets. Biggest frustration is learning the 3rd grade content and standards. And also, we are expected to have small groups in ELA and Math and RTI--gathering materials for all of those things can be overwhelming. Parents can be frustrating sometimes. The Lipscomb program could have been better prepared for working with small group instruction and RTI. Talking about data is also very important--how do you use it in your instruction.
- Classroom management. The nitty gritty. LU does a good job of preparing with theories, but how to handle things when students talk back. how to handle real world situations. Student teaching was the place to learn that, but she didn't feel like she had much chance to practice it. First placement was Ezell Harding, so no real CM issues (no chance to practice). Franklin HS--she sat and observed a lot unless she was teaching.
- Not having a science curriculum (not one in Wilson co) having to look at standards, old TCAP, and figure out how to navigate the scope and sequence on my own. It's a county thing. Not really something Lipscomb can do much about if you don't know what they're going into... everyone uses Teacher Pay Teachers...more guidance about when you're

using something from a curriculum, how do you know if it is good? How much do you rely on it for? How to navigate what to buy.

- being the youngest teacher at the school- hard to establish a team, difficult to navigate existing relationships, being aware that she is entering an existing team, have to. learn when to speak up, faculty relationships
 - My biggest frustration is knowing that or hearing that teachers don't provide EL support to students - I see students struggling and not receiving the support we already have in place. I've been learning a lot about relationships with other teachers and how the admin handles issues. So it's hard to be an EL teacher and feel like my students aren't getting what they deserve. Also I have SO MANY meetings and they take up all my time - that's why I have to take things home! It's been so hard to plan my lessons - and sometimes I ask veteran teachers and they offer me no help. I'm not sure Lipscomb could have helped with that?
 - I would like to be better prepared for specific interventions and programs that we will encounter in schools. Coming up with your own lessons is different from applying an off-the shelf program. It can be hard to balance all the parts of the role while having to implement the boxed program. The mixing and matching required by a boxed curriculum is a type of planning I was not prepared for. Also, data collection. Doing this well requires more instruction that we got.
 - Difficult conversations, situations with families, especially around 504s and expectations. Maybe more real-world practice with hard conversations would help.
 - Teachers should be a TA the first year and work with a mentor teacher. I was expected to do things that I didn't know how to do right at the start. It would have been better to work with a mentor teacher first, so I could learn how to do everything. Specifically, since I was getting evaluated that first year.
 - Curriculum and how to navigate a set curriculum. They use EL and there is just so much to look at. Some things seem too rigorous and how do I take what I have and what do I take out of that lesson so students get what they need. I wonder if looking at a curriculum in PIA would have been helpful in creating lesson plans.
 - The drawback from student teaching instead of job-embedded was the way the classes were set up. He felt that courses were more designed for job-embedded students.
- Strength
- All the paperwork! Even the application, how to apply...would have helped to have statistics on where other Lipscomb teachers have gotten jobs and were happy there...or where Lipscomb grads went and didn't like staying.
 - Working with others-parents or coworkers. It isn't something that can be prepared for during the program.
 - Day to day grind and feeling the burnout. This is the first year that I've been able to recycle things from the previous year...every other year felt like a first year teacher starting over again. I can work shorter hours because I don't have to start over. Not sure what Lipscomb could do to prepare someone for this other than letting them do it...and that's the job embedded path. So hopefully teachers that students do practicum with don't put on rose colored glasses.
 - Discipline in the classroom has been --Lipscomb could provide more scenarios/simulations in handling discipline problems.
 - Group of boys in 7th period--all year long have presented classroom management challenges. Disrespectful, not listening. She's contacted parents multiple times, given strikes, given consequences, none of it's working. Has tried to be consistent in her

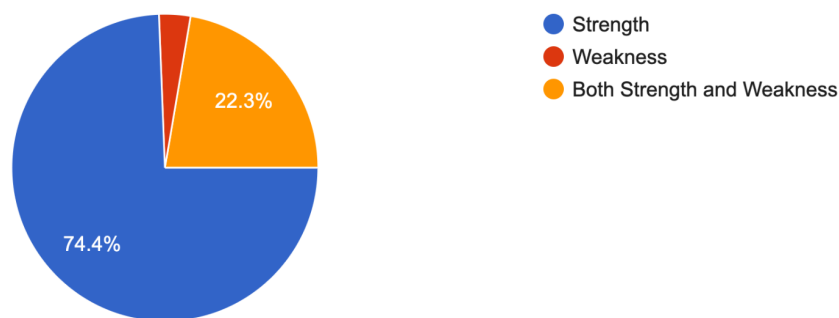
responses. Principal has talked with the students about behavior. She feels that Lipscomb doesn't talk about management strategies for secondary as much as elementary. Feels like the strategies she learned about don't fit older students as well.

- Dealing with the education system. Two teachers have quit in her Academy. Kids are confused because of the teacher transition. How do you do the best job in a place where things consistently go wrong? Class sizes are larger than normal due to fluctuations. For example, she has a 35 person class where 14 have IEPs. She's trying to advocate for herself. Lipscomb could have helped by going over "your rights as a teacher." For example, she first had 37 students and that's illegal, so a teacher told her and she pushed to have two students removed. Make sure first-year teachers aren't being taken advantage of.
- Wish I had more experience with 504s and IEPs
- N/A
- The 504 meetings because I don't have a lot of information or prior experiences; lacking the experiences
- Since she switched subjects (see note), she's struggled to plan well for math with standards and assessments since she wasn't trained in math. She's working on how to support her students in transferring knowledge to new scenarios. She keeps detailed notes on her classes so that she can change things for next year.
- Managing Student Behaviors- especially those with trauma backgrounds. I have a lot of kids who have gone through extremely traumatic situations. I've never dealt with the behaviors that I have faced this year (destroying classrooms, throwing chairs, eloping outside). I have learned so much from helping these students from admin and others in the building. Some more information on how to manage those specific behaviors and more on trauma-informed practices would be extremely beneficial.
- My struggle has been learning how to work with parents and knowing how to respond and handle things- that could have been good to put in a class; just like tips to hold parents accountable without being rude.
- I wish I had another counselor to collaborate with but Lipscomb has nothing to do with that.
- (1) cell phones. has a no phone policy, but she got a little lax on it and now she's trying to reinforce it. doesn't think Lipscomb could've prepared her any better for this type of situation. Just trying to figure out her classroom management style. (2) test scores. data is skewed because of kids who don't try, retakes, etc. and she's trying to figure out how to interpret data that doesn't paint a true picture.
- I don't know how Lipscomb could prepare us because different platforms work differently on 504. No one counselor is doing them the same way; it is all different - the 504 Ed plan.
- Lipscomb worked really well with me. Started in Trevecca and they required a lot more and it was unattainable. Challenge was meeting credentials, but Lipscomb helped me tremendously. Professors at Lipscomb were amazing.
- Classroom management is a challenge. Mostly her seniors. Not good at reining them in.
- Biggest challenge is attitudes among parents and students around academics. I Don't feel it's a priority. Puzzles her because parents pay a lot of money to go to this school.
- The biggest frustration is when I continue to meet with a student not making gains and trying to figure out how to move that towards positive change; having professors remind us that sometimes students do not become successful and understanding that may be where it is.

- Hands-down--the 3rd Retention Law. As a 3rd grade teacher there are so many outside factors--home life, trauma, immigration status, etc. Feel like everything I do doesn't matter--students are not projected to pass the test.
- Curriculum/realistic lesson planning. Going into my first year, I had a lot of experience with making lesson plans for my LU classes and edTPA. Although these were very detailed and provided me with great practice for my career, it is immensely different when planning lessons as a classroom teacher outside of college and edTPA. I think that Lipscomb could educate more on curriculum and how to realistically plan lessons for teachers instead of doing the large LU template. I also think it would be a great idea to dive into how to prepare and instruct during those first few weeks of school. I felt prepared from my time at LU, but when the first day of school came around I didn't really know where to start. I think it would be a cool idea to dive into that and maybe even go through how to plan and set a firm foundation for those first few weeks to ease any upcoming first year teacher nerves.
- learning and manipulating the curriculum, wish did more of this at Lipscomb, more exposure to curriculum, not necessarily scripted but how to use curriculum, struggles knowing how to keep best practices while following curriculum, being stressed about how to follow curriculum
- Nothing LU could have done- focusing on the language aspect of her job, wants to do this more but that is not the focus at her school.

Was your preparation in Planning and Content Knowledge a strength and/or weakness?

121 responses



Please explain or provide examples of Teaching Strategies as a strength or weakness in your Lipscomb Program.

- Integrated Literacy and EL Courses
- We had a lot of practice watching other teachers and models and classrooms.
- I feel like a lot of the modeling for ways to teach were good, but I don't remember ever really sitting down and thinking through what strategies might be good or available. Most teachers just think - lecture and ask questions, but a more metacognitive look at choosing those strategies would go far.
- Feel like I have been able to pull in different strategies and activities into class to make class creative and mundane.
- lots of flexibility - lots of types of examples
- It continued to refine my strategies.
- Differentiation is good for her and she knows others struggle. Program was focused on differentiation, so she feels confident on that. I got a high observation score on that part.

- I feel like strategies were discussed but could have been discussed more or elaborated on more. Literacy classes could have used more actual strategies for small groups and guided reading instruction.
- I teach a digital citizenship course now and remember things I learned from the class
- Actually neither. I was in the program to be a history teacher. While I was at Lipscomb, I took the content praxis tests to see what I would be good at. I passed the English praxis, so I shifted to English. It's not Lipscomb's fault, but I have figured it out as I have gone.
- Feel confident when things are going well. Classroom management is a weakness. Developed a plan but didn't feel as confident dealing with issues.
- Content differentiation could be improved- ways to implement it (only did a partner project)- to engage high schoolers - more individual assignments around ability levels).
- She learned the importance of using research-based strategies and how to use them. She left Lipscomb with many resources she could use in her plans. She had the chance to practice early and often.
- Some of my school counselor friends did not have any classroom management in their programs - so I was happy to have the education piece that is a strength.
- Dr. Hampton's class on disabilities - actually used stuff she taught
- Strategies were well done in major classes. Wished that she had done Google certification (a friend who graduated in Spring 2020 did this and shared her learning with Izzy). Would like to learn more strategies for teaching virtually.
- Rather than just teaching theory, Dr. Hauptman made us the students and she modeled in small groups. When you're actually doing the activity, it makes them resonate with me. I still use those strategies in my own classroom.
- Especially anything with reading; I learned so much. The professors were wonderful.
- Lessons with certain grades and formats or platforms are going well.
- I grew very much with the program and provided counseling strategies. The honesty of what is realistically expected as well as can possibly happen throughout the school counseling day was beneficial.
- There were a lot of different activities and lessons that were taught--there were even lessons that were taught in class that I have been able to use.
- Lots of co-teaching this year; more online teaching strategies
- Could spend more class time on teaching strategies because of the field experience, limited to what the classroom teacher does.
- Lipscomb provided me with a variety of strategies that I could use. When started --during PD they were sharing strategies to use that I had already learned and been using.
- Keep and still use classroom management stuff. All classes gave us great strategies that we could use right away.
- helped tremendously in middle school class- choose curriculum; create strategies
- Again, in the beginning I didn't have any classes about that. I feel like that was a strength for me based on my previous life experiences though. I wasn't taught that through the program though. The things we really needed to be good teachers were all at the end.
- Neither a strength or weakness - I learned some things, but I need more effective and enduring strategies for supporting my students' learning.
- Did learn some great things about strategies. Methods of Teaching Foreign and Secondary Language--needed to include more strategies to use with specific standards.
- The course helped me confidence in going into the classroom and having control over the classroom; being able to take what I saw the teachers do and transfer it to my own ability to teach school counseling skills to students

- Different schools and different school districts expect you to teach differently.
- Dr. Hasting and Haughtman were really good about using the strategies so we would know what it felt like from a student's perspective.
- Weakness in math. Math methods need to beef up.
- Strength--in class teaching strategies. Weakness--what it looks like to engage the student who is not in the actual classroom (virtual).
- The Teaching Practicum was not as usual; however, the literacy class was helpful with the resources that were provided and foundational view or understanding. The combination of the two classes would be better or more beneficial.
- Being able to know how to create a lesson plan has helped me frame group work in working with students
- I had the opportunity through the internship classes to complete lessons.
- Sometimes she feels like she was taught that there's a "right" way to teach that feels stilted and programmed. Not sure if it's internal with her or if LU could've done better at teaching a variety of strategies. Would've like more practice in having to pivot in an unplanned way during a lesson--develop flexibility and adaptability.
- Learned a lot of strategies. Most helpful would be how to pull groups--how to focus on specific skills.
- I definitely had an instructional arsenal to try. Very confident.
- We covered a variety of strategies that helped deliver--start, transition, and end. I wish we had more of the "center part" of the lesson--instructional plan.
- I didn't feel like I learned many strategies. I don't feel like I know many but I'm just trying to meet my students right where they are. Maybe I'm just making it up as I go.
- I can't really think of strategies we covered. I can't think of any examples.
- Got a good variety of different types of teaching styles. Education dept encouraged different modes of teaching. Got lots of opportunities to implement different strategies.
- Strategies helped her know who to hook the kids and involve.
- I feel that I use a lot of different teaching strategies in my classroom from classroom management strategies to specific ways to differentiate a lesson. The group I have this year is extremely tough, so I have to keep things very structured, but I am hoping to use more technology resources and gamification strategies as the year progresses.
- I feel like we learned a ton of strategies. I use turn and talk, how to put students in groups, etc. all the time.
- I felt like I was great at this while I was in the program, but now that I'm out of school I don't find myself thinking about the teaching strategies that I was taught. I find myself using strategies that I picked up in EL. So I pull some things from my Methods course, but do less cooperative learning. I do pull some students out but only for 30 min a day! It is really hard to fit a full lesson into only 30 minutes!
- The literacy class was very helpful. Finding all the books was helpful.
- Lots of different options - what's nice about Lipscomb's program...wasn't just laser focus on this is what you must do, but introduced several strategies that I can dig in my brain and pull out my file. How can I pivot?
- Learned many strategies through a mentor program. That program was really beneficial! Talking things over in class with classmates....what has worked for you this week? Peer cooperation was helpful!
- I have used some of them in the classroom. For example: Think Pair Share, Summarizing with pictures and key phrases, Gallery walks.

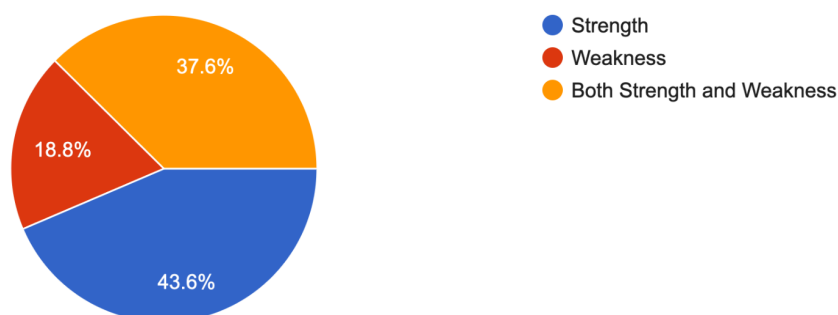
- I felt I possessed the strategies before the program to speak to students and share out knowledge
- This class taught me how to look at the google side of everything and the benefits of using this specific technology.
- Teaching Reading course was great! It taught how to scaffold and build reading. The SPED Methods course helped prepare me. The program helped me to look at individual student needs and teach those needs.
- Both--the things in college have been helpful now, but there are so many things we deal with now, cannot prepare for everything.
- I could use more classroom strategies because of classroom disruptions that occur that I have had to deal with.
- All the instructors went above and beyond to show us different approaches/strategies for different situations. Everyone I talked to about the program, we always talked about the variety, the points of view, the way we answered questions. It was all very beneficial.
- Feels like he was overwhelmed with strategies (not in a bad way), but it was hard to tell what actually worked for him.
- Every class had applicable strategies I could use as a math teacher, even in the non-math classes.
- Very prepared for teaching strategies
- Professors were just amazing and gave tons of strategies. Always had professors to turn to for help.
- Uses strategies learned at Lipscomb in her class, especially in small group activities
- I think just learning how to adopt my own teaching style built around my core beliefs and values and using that as a strength and foundation of how I run my office; tailoring it to what I think is important.
- Definitely a strength. I have learned through Lipscomb and experience that different strategies will be needed as long as I am a teacher. The variety of classes at Lipscomb gave me a toolbox that I could go back to. I purposely kept all of my notes and notebooks if I need to refer back to those. There was a wide variety.
- We covered a lot of different strategies and methods. I feel like I understand and feel comfortable trying new things. I usually know what others are talking about.
- learned quite a few strategies
- S- likes the ones learned at LU, uses all the time, pointed out by principal in evals
- Learned about strategies she had never been taught before.
- Really liked how much she learned about different ways of teaching. She's able to do more creative things because of the variety of strategies taught. Strategies that focused on the most practical things were helpful (i.e. how to organize class for socratic seminars).
- Because actually being able to practice was important and having a variety of experiences with different grade levels was important.
- Whether I am school counseling or in the classroom it allows me to work collaboratively with the faculty and school.
- I wish there could be a class for the teachers just at my school. There is so much difference between schools.
- Uses a variety of strategies from her time at LU.
- I enjoyed learning how to approach teaching strategies because they can be helpful.
- Areas where it clearly worked in my classroom or didn't. Even between two classes--they don't learn the same--what else can I do to meet the needs.

- Methods of teaching history was good--got lots of different ideas
- TRALA was amazing. She stills goes back to the book for that course.
- Since I was not a teacher it prepared me for elementary classes where I am teaching. The internship at the elementary level helped as well.
- Yes, I always feel like there are a variety of options to use to teach. Even in how I start my lesson or how to call on students - I do cold call but I feel I can do it in a nuanced way that makes sense. I also feel like I use wait time really thoughtfully and I can think through the implications and impact on my students of each strategy I choose.
- Working in a high school I don't have to have this expertise but of value in case I want to move to elementary or middle.
- Lipscomb does well for teaching candidates.
- Since I was coming from a substitute teaching background it was a strength
- As an elementary/middle school counselor the teaching strategies were crucial to the success of my program; I had boots on the ground in substitute teaching, I was lacking the theory and practical elements of carrying out well constructive lesson plans. The courses helped me solidify that knowledge.
- She learned a lot of literacy strategies she still uses.
- It's helped me adapt in different situations. I have background knowledge in that and it's been helpful to meet different needs. It's also been helpful this year when we've had to be so flexible.
- Learned a lot in class, but at the end of the day, she favors certain ones and keeps reusing certain ones. And then you forget about the other ones.
- I feel like Lipscomb set us up with success in the Craft of Teaching. I know all of these strategies to use--jigsaw, cooperative learning, think-pair-share, etc. It is simple but helps with student engagement and participation.
- It was more geared towards a teacher instead of a guidance lesson; I wish I would have had more of an emphasis on finding resources for guidance lessons.
- It was a strength --I have had to think of different strategies to use AND transfer it over to a virtual setting. Example--checklists to help students with organization and independence. Ensuring the strategies for in-person translation into a virtual format.
- I think the course was more designed for teachers instead of school counselors.
- Some of that just comes down to you and what you do...personality and style.
- There are some things you just have to learn, but Lipscomb really focused on different modes of instruction--small group, whole group, etc. Every lesson should have a focus on different modes. That was a strength.
- In math and wit and wisdom curriculum, you need to know how to do anchor charts. Turns and talks really help fill in learning gaps. I remember Dr. Duncan really emphasizing this! She drilled it in my head.
- I wish I would have had more experiences in classroom management and had more experiences and knowledge and added into more classes.
- Doesn't feel that there was a time where she was taught what things she could grab from. She learned SOME strategies (i.e. scientific modeling cycle), but smaller activities (i.e. bellringers) were not covered. She knows turn-and-talk is a good strategy, but she doesn't remember ever being taught HOW to do those.
- A lot from student teaching and observing other teachers and watching the professors model.
- Classroom management plans, William's class - teaching toolbox
- Packets of instructional strategies, literacy notebook.

- The methods class offered a lot of different ways to teach, but not necessarily the engagement piece. Methods and Dr. Hauptman taught us things I have implemented in the classroom. One thing I always use is Sketch-to-Stretch. During a read aloud, it's a visual they draw, then write.

Was your preparation in Assessment/Grading/Testing a strength and/or weakness?

117 responses



Please explain or provide an example of Assessment/Grading/Testing as a strength or weakness in your Lipscomb Program.

- In the middle. "I am good at writing assessments. It's a particular strength. The theory behind it (backward design) is something I use a lot, even though colleagues don't." She needed more on data analysis and how to use it to inform instruction. She also would have liked more on how to help kids understand and use rubrics for growth.
- I understand assessment and learning the curve
- Not something really focused on, but where Lipscomb does focus on it is the more qualitative assessment - got lots through modeling. All professors gave amazing feedback.
- Strength now that I have been teaching--has gotten easier to manage. Learning experience because not as exposed to assessment and data prior to first year.
- edTPA kind of crushed it- there wasn't enough; I had to learn it as I was doing edTPA - needed more of that, maybe even in content class...we were making rubrics but there was no intro to how to
- It showed me the importance of data to drive the program.
- She didn't feel confident in grading. She feels confused about right/wrong vs. partial credit. Wants to be consistent and is figuring out the most effective way. Everyone grades in different ways. Assessments have been okay, but she's not sure what's the best way to do math assessments as she was prepared to teach science. Another math teacher here has shared assessments and that's helped a lot.
- I am thinking back to Lit Foundations and the field experience assignment--pick a student and assess them on their reading level and there were different assessments she taught us, so we got the opportunity to do it in real life under her supervision.
- It challenged me and helped me understand research
- Similar to the answer about instructional strategies. The shift to English put me behind a little. I have a good team at my school and good resources. I am starting to grow into assessment a little bit, but it's been an adjustment. I have learned that I am passionate about English, but it's not Lipscomb's fault. I am getting through!
- Wish would have had opportunity to implement these more

- At her school they have Common Assessments, but she hates them. She has to go along with it. If she had the choice to give her own assessments, she would create better ones. She feels prepared to create them, but she does not have the autonomy to implement it.
- Prior to edTPA it felt that it was not covered too much- edTPA did help with this. Assessment was a strength in methods class (did we really assess the standard? what are ways we could do this better?) Grading and testing - not really covered too much and it varies place to place.
- She still uses the template, formative strategies, etc. All of her summaries are in her textbook and required by the district.
- A lot of time spent in the Action Research class is not something I am able to do in the profession.
- Does not use this very often
- Grading is a weakness--harder for English because of subjective nature. Currently struggling with grading (i.e. how to grade an essay in general).
- Assessment is a strength, but I would have liked more examples in grading. What does a 3 really mean? I learned about grading working with my grade level team and not within my courses. I love the assessment focus--authentic rubrics that show growth--not just for parents. It was so relevant to my ongoing instruction.
- I don't remember as much about grading and assessment, but I did also have transfer credits in.
- Provided knowledge from test scores to be able to explain to faculty/students.
- It is a strength and I believe I will use it in the future.
- Learned how to give the assessments, grade the assessments, etc. I learned this while student teaching, it helped me know how to grade that provides students feedback so that they were able to learn from their mistakes and grow.
- Learning to navigate using MAP data and other district required testing.
- Would be helpful to involve student teachers in the grading process--at least to share with them what the process for determining grades and assessing students is. (MAP, TN Ready, Access)
- Feel confident creating assessments. Providing feedback is something that I still struggle with (number of students and time)
- Able to pick out assessments that are meaningful. Suggestion would be to go over some of the major testing like TLAs and MAP testing.
- depth in assessments and assignments; Jacob's Ladder books are wonderful to use in assessing high level thinking- helps with metacognition.
- Once we took the class it was good. In the beginning we weren't really directed to find a curriculum we could use. Once we found the curriculum we could use, it was really helpful. We should have been told earlier on that there were resources available to adopt. These types of resources are better than what I can come up with in the same amount of time. In the lesson planning classes, we hear that we need to use high quality materials, but we never really heard what those things are or how to find them.
- Neither a strength or weakness - I learned a lot about rubrics, but not grading in general.
- The lesson plan template is a great tool to use--helps to plan assessments aligned to standards.
- I am more familiar with them now because the class helped introduce me from a start and allowed me to be knowledgeable of expected outcomes.
- For formative assessment, I learned a variety of strategies. With summative assessments, school districts do things differently, but my students are tested a lot and know how to use that data--we talked about data in classes--but that is what I have had to do at my school.
- Overall, we didn't really talk about that stuff. I didn't really learn about that at all.

- learned enough about assessment. Would like more on grading and writing testing.
- What a good assessment looks like is a strength--able to assess students in different ways. Weakness--grading--what it looks like to manage a gradebook--how should things be weighted?
- I gained a lot from Nashville Christian from helping with their testing and acquiring the assessment information in it.
- Helped me know when to reach out to other professionals for their expertise in specific areas outside of my scope
- I would like to have more preparation in that through an additional class because I had both data/research classes last semester.
- Emphasis edTPA placed on assessment was helpful for a deeper understanding of assessments and feedback. Helped her focus on how to use assessments and to use assessments other than tests.
- Learned about assessments. Need to include more on looking at DATA--such as AIMS web scores. What do they mean for the individual students? What do I say in Data Team meetings?
- Felt good about testing. Struggled a bit with what to do next.
- With the requirements of our district changing, it wasn't as aligned with what Lipscomb was teaching--McGraw-Hill. It is less on the teachers to create the assessments because they are provided. Maybe some focus on how to pace once we miss out on weather or other events. I feel Lipscomb did prepare me for pulling correct types of DOK questions for testing purposes.
- It was okay. I'm not necessarily doing much of it because online self-grading multiple choice questions are an easy out and that is what I do most of.
- For Sped we may have greater needs, but we are required to do data collection all the time, and what I am asked to do in my role is really different from what we learned about. I know we did talk about assessments, but it is a little different for teachers of high needs students. What we learned was more geared toward GenEd and inclusion.
- She was told what to do but not given a lot of opportunities to implement it until much later at her time in Lipscomb. Didn't actually grade until CP2. First time she graded a test or used a rubric. Would've liked a more gradual implementation.
- She learned about formative and summative testing.
- I feel like I'm able to- going through edTPA helped me put assessments together and how to give good feedback. I'm able to look and see how to help them.
- That was a huge struggle for me when I was student teaching. I don't feel like I assess students now in the ways that I did in school. When I think back on edTPA, my performative task and my rubric, it definitely needed a lot of changes. I realized it was unclear and didn't allow my students to show achievement. I could have used more help on that! I've had to learn on my own to be able to take a step back and see the big picture and understand how students will approach the assessment and how it will play out, I couldn't see that before.
- The adjunct professor for the Action Research class I took in the summer was very challenging - it was during the first summer of covid and perhaps that was the challenge.
- Benchmarks - they're not terrible and wrong, but I learned not to make that the whole thing I see about the kids. I can see the flaw of the tests as well. In general, for assessments we give I was well prepared. For Wit and Wisdom, it's all given to us. Could I add some, but I'm not going to. I do quick checks for understanding, but I know how to assess without having to give them paper.
- Had to learn to adapt some of what he learned in this area to P.E. Mentor was the most helpful in this area.

- We talked about assessment, but there was a lot of talk about TCAP and TNReady, but since most of it was related to public schools, it wasn't really applicable since we don't do those here.
- Currently I don't believe I use the assessment of data as much as the public schools; it was a helpful course but not sure I needed to have a whole course that specific; I don't administer testing in my role
- I did not receive the course material in a well organized approach; not as much consistency as what I was accustomed to; we met one time through zoom and trying to understand the research. This was during summer 2020 when everything was converted to online.
- This goes back to the PIA course needing to be a SPED section (he was in the general track when he took the PIA course - this is helpful, though, as we look at the SPED PIA course).
- edTPA, use of rubrics, meeting with students to provide feedback--felt very prepared.
- The language of those courses was a challenge.
- An absolute strength. Knowing where to go on the TDOE website, finding the standards, and then as much as we focused on using a rubric has helped me with my own students and holding them accountable for their own learning. One of the biggest strengths of the classes, not only were we expected to learn about testing, but every instructor modeled throughout each course.
- Had a PLC that prepared him well for assessment/grading/testing
- We were told to look at the test first and then plan backwards. This is a really helpful idea. Grading is grading, and I don't know what all you can teach about that.
- It is hard to assess art in schools! I struggle with how to implement a good assessment plan for seeing kids 45 minutes once per week. I did learn some good tricks for this.
- Great feedback as an example.
- Not familiar with CASE; perhaps more exposure to tests required by TN.
- Gave me insight into different types of testing.
- Not having come from an education background, it was all new. Understanding the process of backwards design smaller assignments that lead to bigger assignments. How to chunk, drill down on a standard how do we know they "got it"? I came away from Lipscomb knowing how to be intentional with lesson planning because of what I was taught about assessment/grading/testing.
- Using assessment (formative) was very much a part of our classes. edTPA was something that helped. It's really hard to do assessment of kindergarten virtually.
- S- feel exposed to data from LU W- needs more hands-on practice
- Found focus on formative assessments helpful.
- She can easily create a rubric
- Having to actually create the assessments on your own was difficult but having the practice of creating formative and summative assessments at Lipscomb was helpful. Understanding the assessments is important.
- Every day I talk about assessments and prepare for assessments and study habits.
- The planning template has helped with designing assessments. Backwards planning was helpful. I had to figure out how to evaluate student work on my own.
- She doesn't feel that she graded a lot in the teacher prep program, but she feels prepared. She works on a math team that uses common tests.
- I enjoyed the research piece because it was useful in learning how to apply the data; still something I plan to use in the future.
- I make all of my own tests--did not use the textbook but aligned to the standards. Plus--that was great. Has Data Wall and student binders to chart student data.
- She realized during teaching how UNaligned her exit tickets were with her standards. Didn't feel like she was well prepared to align assessments with standards. Grading--she feels like

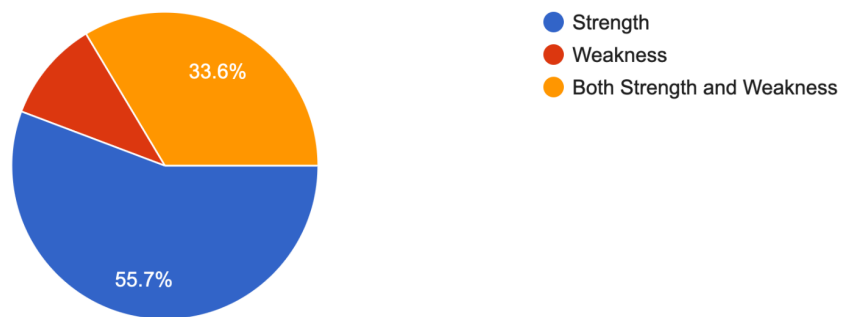
she doesn't know what she's doing. Winds up giving participation grades. Struggles with what is fair.

- ELA- yes, Math- no
- I think the class was important but should have focused on more data mining than research papers for the role I am in now.
- I felt like this was not a focus of our program - I feel like our focus and strength is on the planning and teaching strategies so I feel like I have basic assessment strategies but fewer creative/ higher order/ critical strategies. I just don't feel as prepared to do it in the way I want to. I've had to learn by asking other teachers in my school. I really realized this during student teaching and while doing edTPA and in Task 3 I felt really self conscious and lacked confidence. I felt I was winging it.
- My topic of trauma and students gave me information but did not really help me much.
- This was useful and beneficial.
- I did not find it relevant for me as a school counseling path; content was more complex than we needed for school counseling
- Helped me feel like a research specialist school counselor; I can collect quality data points for my school in research assessment, testing, etc. for my school with full knowledge and confidence that I can deliver valuable information through research and assessment.
- This one would be a difficult one for Lipscomb to address given the differences in the real world.
- I think I was prepared to do a lot of written assessment and formative assessment, but PE is very different assessing skills. That has been something I've had to learn from trial and error vs. school.
- Didn't have access to schoology (WCS management system). A lot of testing is online and she didn't have access to that until her middle school placement when her mentor teacher shared her password with her. She knew how to write questions, but she didn't know how to assess online. Wished she had known how to navigate Schoology and knew how to make a test in that environment.
- Strength for the most part. With teaching there are always new things that districts do differently. Within the content--I feel like I have been well-prepared.
- When working with the school psychologist and having the background information and what they are testing for it is helpful to have that background. Helps when we are coordinating services.
- Have had to make the assessments and then transfer them to read-alouds so that they can be modified/accommodated for SPED students. See the assessments for all content areas.
- Assessments are important to learn and I had to learn how to do them.
- It is SO hard! Minimum numbers of grades per subject per quarter...but what are you grading? What about the benchmarks? Are all of those going in the gradebook? What about the worksheets - are they going in the gradebook or are they just something to do?
- I haven't gotten a chance to make assessments because our curriculum is laid out for us, but when I do get to customize, I have pulled from Lipscomb resources. Also focusing on the main learning of a lesson and not just work that is not associated with the main learning goal (busy work).
- I really had to figure that one out for myself...I'm still confused on how to grade, to be honest. A little more preparation on this would be helpful. I was not at all prepared for data meetings. I was so overwhelmed by them...there was all this info and the data coaches and admin wanted my ideas, but I had no idea what to say. I didn't know the kids yet and would have wanted more preparation on this.
- Assessments helped you in learning and understanding how to build a program.

- She's lucky that her AP classes (physics) already have assessments done (pulled from AP Classroom online) so she feels that those are good assessments. But she doesn't feel that she could come up with those effective questions on her own. She feels she's improving, but would've liked more instruction on how to write effective questions for tests. Feels terrible at formative assessments. Doesn't do them as often as she should because of that.
- It is so hard to look at data and we go over it so quickly. It would be great to have more of that in our prep.
- We talked about it, especially being data driven but did not learn a whole lot about utilizing it.
- Purpose of instruction and assessment was helpful through backwards planning.
- Pretty much anything I learned about assessment was in PIA or edTPA. We didn't touch on it anymore after PIA. The only way I learned about TCAP was through doing it as an embedded teacher. We didn't touch on it at all in the program. I also didn't know how connected my evaluation score would be to the TCAP. I wish they would have spent more time going over TCAP and LOE and TEAM/overall effectiveness score.
- I was happy to learn about formative and summative assessment. Feedback during discussions is also an assessment. For grading, it's always difficult to evaluate student work. In ethical leadership, we talked about state testing and pros/cons of state testing.

Was your preparation in Classroom Management/Handling Routines a strength and/or weakness?

122 responses



Please explain or provide examples of Classroom Management/Handling Routines as a strength or weakness in your Lipscomb Program.

- Classroom Management is a whole different game. Stuff from BCC that was working is not working since Covid. "I did get a good grasp on thinking about what my classroom could be."
- Had a lot of strategies, but what is difficult is always being in someone else's classroom. Seeing how to start the strategies at the beginning of the year.
- SO helpful - that first year (before Lipscomb) I was really bad at discipline...but it was incredibly useful to hear about techniques, listen to other teachers in the classroom talk about what they're doing...the case studies. Seeing how things might actually be done. Adds to your tool belt.
- For the most part, things have gone very smoothly. Trying to figure out what works best for each class has been different but has gone well.
- That was great! She was great!
- Did not take this class.
- See note on Q1 about CM. Felt very well prepared in establishing routines, etc.
- My very first class was BCC and we talked a ton about that and then it went to the back burner from that point on. The first class was great! I had Dr. Gilbert for that class and she was great!
- I still use a lot of that information from that class and it helped.

- Julie Simone was awesome. I had so many plans for that class. I had so many plans that I haven't been able to implement. To be honest, I have a quick temper and it's hard with high school kids not to flip my switch. I am not afraid of the kids, but I am afraid of myself that I might lose my temper. I don't have terrible problems because my rapport makes it possible to relate to them. I can go zero to 60 pretty quick, but I am also easy going so the kids feel relaxed. I am trying to find the balance of good structure and a relaxed atmosphere. I don't want them to feel like they can't talk or express their views.
- we kind of went over basics but not prepared for running own classroom, hard to come up with on own
- Didn't have a whole lot of practice handling situations. Talked about theories, but not practical. Learned a lot of it through her job embedded teaching.
- Classroom management plan- even in the beginning (planning for learning- Dr. KK great very prepared). Theories and approaches fit, etc.- feels very prepared even with varied placements. Placement at Croft was great- and then at Nolensville (AP and Honors) very different- so good variety- (inner City middle school)- very prepared.
- Some information was clear and provided, but maybe not enough. She wasn't prepared for eighth grade boys- who are hard to manage.
- It made me aware of how classes are to be set up and keep things positive.
- Has become a strength
- Because it's a Christian university, she was taught to love students well and view her job as missional. But she struggled with dealing with disrespectful students.
- Dr. Gilbert--I loved how she challenged my thinking. I thought we had to do the dojo and behavior bucks. To learn about theorists and how to create a connection for compliance. Community and trust and safety almost always, with a few exceptions, results in connection where students will work for you and for themselves. We had some really great discussions. It was such a fear for me because so many teachers leave the profession because they can't manage a classroom. I was worried about that, but BCC helped me overcome those worries.
- It was wonderful. It was the first class I took.
- Knowledge of how to map out my lesson and align it with standards from ASCA.
- I had no knowledge until I took the course and believe I was given the proper amount of information spent for where I am today in my current school.
- I do have an extremely difficult class right now at the end of the day. The teaching on routines has helped but has issues with the large number of special needs in the class. Hard to address so many IEPs in one class.
- Always room for improvement; more ideas for incentives and online management
- Felt knowledgeable with many techniques.
- BCC was super helpful with this.
- Not quite as applicable in gifted contexts- gained knowledge about small group instruction; push in learning vs. pull out.
- I feel like the classes we had were good and gave a lot of scenarios and strategies we could use. That was helpful. It was easier to apply what we learned about classroom management since we were job-embedded.
- Neither a strength or weakness - I value creating a community that is safe with routines and also learned some ways to do this. My COMP training with MNPS had us rework a routine in our room and practice it with peers in the training. This helped us see how we need to be clear and explicit. We could use more practice like this.

- With the virtual setting, not sure if I can say for sure. In CP1--discussing procedures was helpful especially in the virtual setting.
- Helped me be able to have control and command of the room; set up the boundaries from the role of the school counselor in teaching life-skill and/or guidance lessons
- Strength, for sure. I wrote my classroom management plan in CP1, but don't always have time for all of the warnings. This summer, I looked at the developmental stage of my students--a strategy that works for K doesn't always work for 3rd grade. You have to be a lot tougher than you think you do.
- This was the first class I took. I was not ready for it at the time. It was too early in the program - I had no clue how to think through these things. I would go back to the notes about what I learned often, but it was not at the right time for me.
- Learned so much from practicum! Love that LU puts us in the classroom so early.
- Definitely a strength--especially this year when students have to have more routines in place. Being able to come up with those that have helped manage the class.
- It could be combined with guidance lessons instead of just a class.
- During my internship I had to manage classroom lessons with 70 students at a time; learning how to manage a classroom was important.
- It allowed me to be ahead because I understand how to handle classrooms at all levels.
- In CP1, writing the CMP was helpful but also hard because candidates don't have control over the classroom environment as a practicum student. Hard to practice your own CM style because it's not your own classroom in practicum and student teaching.
- Hard because it is kindergarten. Working on it in my own classroom is so hard to prepare.
- Really great prep in the program for this.
- We had a lot of courses about building classroom communities focused on building relationships, but it never went far enough. COMP training with my district made me feel more prepared for my first year. I am also on the team with someone who is going through the Lipscomb program. If Lipscomb provided more in-depth topics within the COMP training, it would benefit graduates a great deal more! One of the bigger struggles for all of us! We also talked about routines, but we never hit on the "best things" we could include.
- I think it was showing how much I care, which I learned in BCC. As far as managing the class...going over rules and procedures...still figuring out how to keep from letting students push my buttons.
- Lots of emphasis on that.
- See notes on classroom management in the previous question (frustration). Got lots of good strategies, but felt like she didn't get as many strategies for secondary.
- This is one of the most helpful!
- I feel that I was prepared for developing routines and procedures in the classroom as well as given some experience with whole class management strategies. However, like I mentioned above, I did not come in with the strategies to handle as high behaviors as I have in my classroom. I have one student considered tier 3 and multiple others considered a high behavior by our social emotional learning coach that works with us. I have learned a lot of strategies from her this year which has helped in my knowledge of handling these students. I believe it would be extremely beneficial to have an entire class dedicated to classroom management and trauma informed instructional practices with a practicum in a high-trauma school in metro. That would offer more hands-on experience.

- You guys worked a whole lot on that, but I think we really need experience. It's one thing to sit in a classroom and hear about the models and theories but it's a whole different thing to be in a classroom and implement it yourself. I remember writing my plan and had these ideas about what I would like to do, but I found that wasn't practical at all. I needed explicit practice implementing those ideas in a classroom and reflecting on what I was learning. I felt the emphasis was on instruction and less on classroom management.
- I did not have a class in that but wish I would have.
- Credit to Baese, BCC was my favorite class at Lipscomb. I often think of my CMP and pull pieces I developed there for what I'm doing now. I learned to create a caring and supportive environment. Positive reinforcement rather than negative reinforcement. Give tickets for positive behavior, but no clip down charts. Prepared me well for that conversation...not as an equal, but not to talk down to them. They're still people. Even at 6 and 7 years old, let them voice their opinion and let them be heard. I give them a say in how we do class. They'll give their opinion, they'll put in more effort and have the autonomy piece.
- Felt very positive about the Classroom Management class.
- Organization and planning really helped with my routines and classroom management. I have not had any issues with classroom management.
- There was a lot of time spent on classroom management for elementary which was good but since I work at a high school, there is really not as much of a need;
- Dr. Parsley taught us great classroom management and the project we submitted allowed me to understand all the dynamics that go into managing students.
- Dr. Parsley's and Dr. Hampton's courses prepared me for setting up the classroom for success. We made the classroom prepare students for the general education. As Dr. Baese talked about, "What does the environment say about you as a teacher?" [He noted how mobility and boundaries are important parts of this and how adding soft lighting, music, etc., creates a peaceful atmosphere.]
- Still trying to figure it out now! Taught so many strategies during the program, but still trying to figure out what to do and how to handle difficult behavior.
- The only class I had was the Teaching Practicum which was not enough for classroom management.
- Even though it was early, I still remembered having to prepare seating charts, prepare routines, and how to set up my classroom. How to maximize instructional time through clear routines. My students know what to expect every day.
- BCC helped a lot with classroom management. He had to make a mind-shift.
- I had a really good teacher for the building classroom communities class. She was really good at giving us a lot of strategies, she even acknowledged that there would be situations that went beyond what we could cover in the course.
- Would have liked more experience with this....I need more specifics for management
- BCC was a great class.
- Student teaching was helpful.
- I learned how to create relationship building skills with students.
- BCC encompassed so much. I feel like Lipscomb prepared us as well as they could, but until I was actually working with an academic coach, principal, content team leader, I didn't know what to expect. I don't know how Lipscomb would have taught time management and professionalism. I have thought about this. My other cohorts struggled with managing their classroom or handling the time demands, being able to juggle

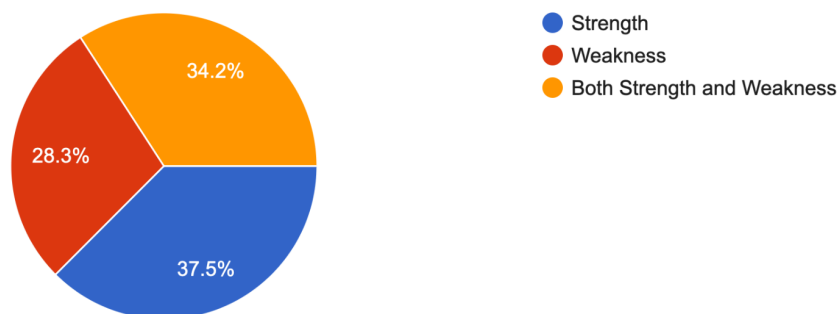
school, teaching, and home life. I am not sure how Lipscomb could have helped with that. It has changed from last year to this year.

- That was a strength due to my student teaching placement. I had a lot of difficult students. I had to work through strategies with my supervisor and my teacher to be effective in student teaching.
- S- CP courses included a lot on this and she enjoyed this a lot
- BCC (Kristin Baese) was an incredible class from the perspective of building relationships. Was an area that was a little harder for her.
- Best way to teach classroom management is to give students experience in the classroom. It's so much trial and error. She remembers talking about CM a lot but that didn't really help her in her first months.
- I knew what to do but in reality don't know what to expect--having to change instead of sticking to your plan is hard.
- BCC was helpful and helped about cultures and understanding culture is important.
- I don't think I do anything with what I got from the courses. They were engaging courses, but it hasn't made its way into my classroom. BCC was hard during the summer because I had no class to think about or use the information with.
- See opening comment. She is struggling with that. Wishes she would've known how to handle difficult students--where to draw the line and when to send them out of the room. Enforcing your rules, but she wants to be liked.
- If my full time role was in an elementary setting, it would be useful; however, I am in a secondary setting and it is not applicable at this time.
- Part of me feels like the strategies I learned, felt like CP1 strategies applied to Elementary more than middle. Use some of them but don't necessarily apply to my classroom. Some were great--able to work with students and parents--building relationships.
- Depends greatly on your placement experience. She was at MLK and they were angels.
- Some things are great, some are not. Strategies for managing behaviors for ADHD needed
- I see a lot of people who don't have that even though they have gone to other programs; this is the most incredible problem and the class was very helpful
- The only thing is that Lipscomb spent so much time on me showing compassion - how I can help a student feel welcomed and loved, but I don't feel prepared to maintain self control and regulate my emotions when students are being disrespectful to you. So much on prevention but not enough on coping with these big ugly incidents; when it happened I didn't know what to do! And I went to instinctive self defense mechanisms and those aren't necessarily what I wanted to do. I just felt like we didn't get a true dose of reality - the discussion of behaviors was really generic or like students fighting each other but what happens when the student tries to fight YOU? I feel like we focused on these small things that don't seem to actually matter - like putting my desks in a U shape and it didn't help! It was still a disaster. So I didn't want to put their chairs in individual rows but that's the only way it works! So not enough coping with what to do when therapy doesn't align well with reality?
- Good to have but I don't really implement it at high school; could use it in the future with elementary.
- School counselors have a difficult time balancing supporters because we are not supposed to be teachers. Continue to teach candidates how to have classroom management.

- It helped me when I am going into classrooms
- This course prepared me for the classroom and I had real-life experience but needed the theoretical foundations. This class allowed me to learn about what the theories looked like in practice and taught me about scaffolding those concepts for all developmental levels.
- BCC did a good job of this.
- For sure. All of our placements in different schools- we have a chance to implement it. You have to get comfortable in doing that- the practice is just as important as learning the theories I think.
- Strength: classroom management plan forces you to think about all the things. Weakness is that you can never prepare for the complexities of a real classroom. Too contextually dependent. Understands that Lipscomb couldn't really prepare her any better. Just needed to gain real world experience.
- Strength--but with everything there are things that you cannot prepare for until in the moment. The CP I Classroom Management Plan really helped.
- It provided more of how to build community but being in the classroom I wish I would have had more strategies for redirection, behavior issues, and how to manage behavior.
- Feel well-prepared. Behavior has been hard to manage over a virtual setting--especially if the student has their camera off. One thing I have been able to do, have been able to help students through chat in an inclusion class. Had to make a reminder sheet for a student who had trouble staying focused.
- I did not take that specific class.
- Baese did a great job at that. It's great when you're trying to teach it to adults, but it's totally different when it's for kids. You don't realize how many routines you need...it's almost one for everything including how to breathe.
- Definitely a strength. I just went to a conference and I felt like I had learned all of the content at the conference at Lipscomb. CP1 or maybe CP2 helped with that!
- The CMP did not help me at all because I was writing it with ideas, but every class is different so I need a different strategy now. It was all theoretical and not practical. Maybe more examples of incentives.
- Needed more management techniques to be fully prepared for those classroom situations.
- Loved BCC and helped her understand students better and the importance of relationships. But she felt that her actual students are not like the students discussed in BCC. Feels that examples were grounded largely in elementary/younger ages. She has older teens who are in AP Physics/Honors Astronomy. Not much was discussed about how classroom management changes when you have 18 year old students.
- Felt very prepared. No problems there!
- Had to create a classroom management plan which was very helpful. Focusing on positive parent relationships; how to manage adults
- Good to revisit classroom management plans and routines routinely.
- BCC was really good and it was effective, but it was the very beginning. Maybe having that closer to the end would have been helpful. Most of the management stuff I found useful has been professional development at the district.
- Absolutely a strength. That's what we started with in BCC. Thinking about basic things like seating, then culture in a classroom. I have been asked to lead a session on how to teach beyond the textbook. That class was essential.
- Give more real life examples of what to do/strategies to actually use in the classroom

Was your preparation in working with parents strength and/or weakness?

120 responses



Please explain or provide examples of working with parents as a strength or weakness in your Lipscomb Program.

- Neither strength nor weakness. The strength/deficit mindset work was helpful. "Lipscomb and MNPS never mention or address 'families who don't care.' I did learn in my coursework that there are underlying reasons, but we did not learn enough strategies to work with difficult to reach families," call and communicate with families who are fluent in languages other than English, etc. "I wish I had a better sense of how that worked with a lot of different languages, like how to you call and say 'Bryan was terrible today.'"
- You can't really prepare t for this...
- Did lots of case studies for that...but every parent conversation is going to be different.
- Really enjoyed doing the simulations (parent/teacher conference in CP2), felt confident in talking with parents about data during conferences.
- Didn't get any of that - could have done emails, phone calls, conferences, house visits...that would all have been helpful.
- I work with parents all the time and they email me to check on them.
- It's gone well because parents here are pretty easy. Felt simulations in the seminar helped a lot. Hasn't had to deal with a super-hard parent conversation yet. But she feels as prepared as she can, knowing that you can't fully prepare for every situation.
- I don't remember talking about that at all. I wish we had learned how to respectfully talk with parents about academic or social struggle. A framework of how to start the conversations. It's hard to tell a parent their child is struggling. Especially now that they're learning at home.
- We could use more parent informative conversations to learn from.
- Julie Simone talked about communication, but I haven't had that many parent interactions. Julie Simone told us how to "cold call" parents not to start negative right off the bat.
- personally a strength but I don't know if it was from Lipscomb training
- Haven't had many issues with my parents. Didn't feel she learned much in the program to help her deal with those.
- Given COVID cut student teaching short, this was not covered as intended- but it was not really a weakness. Some of this experience comes with placements, but we did not really have mock experiences prior to student teaching- this could be helpful.
- She feels good in working with parents and she brings life experience to the situation, both as a teacher and a parent. This year has been hard, but manageable. This could be strengthened, but it's so different in different schools. Covering them all would be impossible.

- We did need more preparation and may need updated trends to set up school counselors to be aware of things.
- Does well with that
- It's hard to prepare for this until they're in the situation. Thought the mini-sim in the seminar was beneficial. Though the live-actor version would have been even more helpful. (She had a really difficult conference with a parent her first year and she struggled).
- We talked about whether you are working with admin, partners, or parents. If you are doing good work, you are instructionally sound, you've created community, then working with parents is really not an issue.
- There was a lot of emphasis on relationships. That is all we do! I do one-one with intervention on T/R. It is a lot of talking to parents about students.
- When I reach out to a parent I know how to conduct the conversation and have the confidence to try to meet their needs.
- Gaining knowledge of how to work with parents and politically correct with their children was sufficient.
- I have thought about things I learned at Lipscomb when talking with parents--but never know what situation you will be thrown into until you are. Tips were provided but would like to know more.
- Getting information out is a strength (communication); more about parent responsiveness; what to do when parents don't respond
- Felt somewhat prepared. Felt the simulation focused exclusively on angry parents. Her parents have been nice but many don't speak English. It would have been helpful to have experienced a simulation with a translator involved in the conference.
- Would like to see more scenarios or simulations in working with parents.
- Not really sure that any prep program can really prepare you for hard conversations with families.
- Had so many resources shared- very meaningful to learn about (helicopter style, etc.). And hearing from other students.
- It was not really in depth. We touched on it a little bit.
- The simulations would have been helpful, but they were canceled because of COVID. Lipscomb gave us the impression we would only talk with families if something bad happened or there were conferences - rather than how to build partnerships that support students.
- In Cultural Perspectives, helpful in reaching certain families in different ways. In a lot of PD's right now--hearing what was taught in Cultural Perspectives class.
- I learned to make sure to keep confidentiality piece very important because of legal issues unless a situation of self-harm
- However, I know that we were supposed to do the parent simulation but this year we didn't do it because of COVID. We talked about parents, but you can't really be fully prepared until you are in the classroom and working with parents.
- We never talked about this at all.
- I didn;t have to work with parents until I was actually teaching.,
- Hasn't had many experiences working directly with parents (especially in person). Has been able to handle phone calls.
- Did not have a class specific; we had conversations but would like to see more engagement in this area.

- Working with parents who were worried about getting outside help from a psychologist; I helped them learn how to ease their anxiety to make it happen.
- I have a great relationship with parents and through the community class it prepared me.
- Felt like she talked about caring family interactions a good bit. Cultural perspectives and CP classes--threaded throughout the program. I had the opportunity to engage with parents during student teaching.
- Back to School Night--what information to share with your parents. Would also be helpful to have a basic script for parent teacher conferences.
- Not ill-prepared, but it still made me nervous.
- Weakness for the program, but a personal strength. Almost all of our jobs have required talking to adults for adolescents' behavior or needs, but Lipscomb did not prepare me. Possibly some prepared prompts or conversations that teachers could anticipate--situation-based conversations or scenarios they could work through. Unless you do it, you can't actually help with it.
- Still have a hard time with the language barrier, their phone numbers change often and I don't know if they're getting my messages in Remind, which has translation services. I've learned to make messages more easily translatable (don't use idioms and things). Sending letters and things home as well. International Day is coming up soon and we're hoping for an evening event and hope to meet more parents then.
- The importance of working with parents was stressed in the program. I don't know that it was exhaustively looked at, but it was mentioned often.
- Feel like she didn't get any experience with that. Sent a parent letter introducing herself, but never interacted with any parents. Did the mini-sim in the seminar, but didn't do the actual simulation. Didn't know what to say when she called parents or wrote emails. Suggestion: craft a practice email to parents. Or given a scenario, draft an email responding to the parents.
- She does not remember much about any of this in the program. She had a lot of IEP students, and the other person who was supposed to help her with specific students was weak. A parent was not satisfied and a classroom placement change for one student was requested- but not honored until the last 9 weeks. The behavior of that one student required her craft messages carefully and she would like to have had more training. .
- I don't feel like I had much experience with dealing with parents prior to actually teaching this year. However, I think this greatly depends on your mentor teacher for student teaching. I don't know what could be done differently as far as this. I think it's something you just have to be thrown into.
- Granted my engagement with families is different because none of my families speak English so we struggle to communicate. I feel a lot more responsibility to advocate for my students because the families don't know the system. I don't feel prepared for that! I feel like I'm not getting my message across very well.
- We talked a lot about working with parents and picked up tips.
- Didn't go too deep into this. Through life you learn how to interact with others in a respectful manner. Had learned to do the parent interaction differently. Treat parents like a client - respond, be kind. Make sure they know I care. Weekly newsletter - end of week. Being a parent myself helps.
- Communication class was helpful. Some components of this were covered in every class.

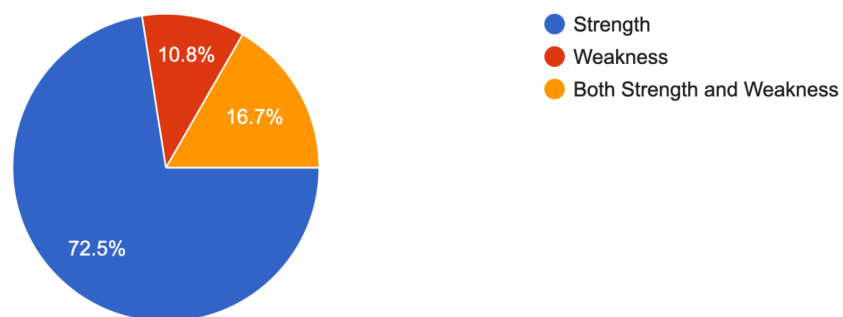
- We didn't talk about that. Well, I think some parent populations were discussed, but not the private school parent population. I guess this is something that could be added if there are people teaching at private schools.
- My interactions with parents is frequent now and I could have received more information in courses instead of just during my internship while earning hours
- I do not think it is Lipscomb's job to teach us how to work with parents; graduate students should have social skills that allow an understanding of people dynamics. I do think Lipscomb did provide this opportunity to learn about this when necessary.
- This came more in my first year. Dr. Parsley's course and Ed Law were really helpful, and how the IEP is the blueprint for the interventions for goals, accommodations, etc. This helps protect the student/family and educators. He also noted a coaching session he had with me to talk about a family concern and how helpful it was to have some listening and not judge - and how we all need a thinking partner.
- Both--not a criticism but There is why--some parents don't answer the phone or respond. How to handle when parents don't want to communicate/respond with the teacher.
- Helped identify parents as stakeholders and their importance. Helped me understand to keep open communication.
- I honestly don't remember talking about working with parents. It could have happened and I don't remember it. It may not be a need. If a candidate is a people person, and can get through all the interviews you have to do, there is a way to figure this out.
- Hasn't had to work with parents much at this level.
- I don't remember a lot of preparation related to parent interaction. Being a mom myself helped more than the program did.
- I am not sure we touched on this specifically, but I do remember discussing how to keep parents in the loop and informed.
- Not sure I spent much time talking about that.
- Take a class session to talk about popular apps used by schools to communicate with parents (Class Dojo, Remind)
- I felt confident after the Law and Ethics class as what is confidential and appropriate to say; understanding boundaries. Also, knowing when to pick up a phone and make a call vs. it is not a big deal and do not need to call - that was an area I could use more insight from the courses.
- I am trying to think of a class or assignment that was geared toward parents. As a parent, I have used my experience to know how I would want to be treated as a parent. My undergrad was communications, so I knew the importance of communicating with parents, but I feel that came from prior employment and experience.
- We wrote a parent letter but I didn't go to any meetings. I am constantly communicating with parents because they are with their children learning virtually. The students have 2 teachers. I answer so many emails.
- S- ST simulations were very helpful, helped bring peace as to what to expect
- I Don't remember talking about this at all. Talked about community outreach in terms of diversity, but that didn't really help her. no concrete strategies.
- She felt prepared to do it but doesn't like talking on the phone.
- We never had an opportunity to work with parents on our own. Having to meet with parents now can be a little scary at first.
- The courses prepared me for that and we always talked about family, community, etc.
- I don't think this ever came up.

- Feels well prepared. I Wish she had more time to communicate more frequently. But she gets compliments all the time on her interactions with parents.
- I feel confident in talking to parents and providing resources and feel prepared.
- The activities we did on how we talk with parents was helpful. Dealing with parents who are involved, being able to talk with parents has been good. Wish could have done one of the simulations.
- Remember being taught to start with a positive when talking with parents.
- Remember ST simulations that helped
- This should be added into the curriculum at various parts throughout the program. Things can change if I can get the parents in my office and work with them. We have to stop be afraid of working with parents
- I just feel like I never had the assumption kicked out of me that parents will come - and then what do you do when they DON'T COME? like not a single parent came to see me Open House Night. I texted my principal to ask if I had done something wrong and he just told me that's how it is (high school, EL population).
- My previous experience of working in a school was the most beneficial.
- It was sufficient. My intern supervisor helped teach me how to work with parents.
- Always can learn more; we did not have enough time because of all the intricate details you need
- I learned how to interface with parents that were having a hard time providing adequate resources; however, I needed more information on how to deal with helicopter parents who were too involved and mistrusting of school personnel from an over-equipped perspective. We need to have more literature on this topic.
- You can talk this through, but until you can actually deal with it, that is difficult to learn except on the job
- We don't work with parents that much in the program. I think the communication we are doing now is email/written. Help with words/phrases to use to present information so it's not a criticism would have been helpful.
- At the end of the program, she felt that more emphasis was starting to be placed on this in the program. In her system, it's more common to do emails and she didn't feel prepared to compose those emails. Has a colleague proof her emails to make sure it sounds okay. Felt prepared in that she knows to do the sandwich--positive/negative/positive.
- A big thing that helped was the Parent Simulation. There are always parents that you have to learn how to navigate--can't anticipate what will happen.
- I think the program did a good job of providing a foundation for how to communicate with parents and focus on positive communication and collaboration of parents who are the guiding voice in their child's life.
- "This is the one area I have the most confidence in. I am not afraid to call parents or talk with parents with an issue. I do feel like it would be beneficial if candidates would be able to work with mentor teachers during clinical practices.
- I did not have a lot of interaction with parents but learned how to do it within the classroom.
- You're as adequately prepared as you can be. It all really depends on the class of students you have. No one can really prepare you for that. Practice in drafting communication would be helpful. I knew how to write an email - I worked in a corporation for a while...but what about practicing on real emails from parents?

- Knowing what kinds of things are necessary to contact parents for and what could be handled in the class. Some of the parents have contacted me and I have not gotten ahead of it because I didn't know it was something I needed to do.
- I got most of my experience with parents from working at a summer job at KIPP, but parents here are a big help and really sweet. Big PTA. If I need something, parents get it for us. Divorced parents were bickering in a meeting...another teacher told me I could stop this.
- We did a lot of role play and felt comfortable talking to parents.
- She doesn't like it. Try to avoid it. Wants to do it better but she doesn't know how. I hate making phone calls. Doesn't feel like she ever talked about parent communication beyond "it's good to have it"
- During student teaching the simulation was important.
- In a few courses, I wrote parent letters and had positive relationships with parents; had parents come in and talk about personal experiences.
- Helpful to partner with classmates around issues with families.
- I don't remember anything that we touch on other than BCC and TDL. At my school, there is a lot of parental involvement. It would have been helpful to know how to handle an IEP or what to say and not say in an email. Almost like a mock-IEP meeting. How would you handle it and how could we mimic that?
- I remember a lot of discussions involving stakeholders, but there were some missing realities about those stakeholders. You have parents who are involved, those who are not, those who are crazy, those you can do no wrong, and those you can do no right.

Was your preparation in working with technology a strength and/or weakness?

120 responses



Please explain or provide examples of working with technology as a strength or weakness in your Lipscomb Program.

- "We were not prepared for teaching in a virtual learning environment, and my mentor was not very supportive of me nor aware of how to teach in a VLE."
- Students taught virtually. Also CP2...we learned a lot.
- With the pandemic, we all had to adjust and use Zoom. Learning platforms - so it was a strength.
- Use SmartBoard everyday in class, students have iPads. Came in understand how to incorporate technology into daily lessons.
- We used computers, but when I came here I needed to know Schoology, Campus, I didn't know any of this. Crash course would have been helpful...all districts are different, but maybe the most common ones
- I had to learn new systems.
- Always had to do assignments that involve technology.

- We used technology a fair amount, but there wasn't necessarily ever a time when anyone said here's something you could use. What would have been really nice would have been some time dedicated to online tools. Not sure where it might fit, but incorporated in every course would be helpful.
- Learned to collaborate with others on presentations and a lot of apps to help with students' behavior
- Oh, it's a strength for sure! The stuff we've had to do this year, I'm like--I know how to do all this. Especially screen castify! The Ayers Institute webinar on technology was helpful.
- Multiple classes that incorporated different websites and tech. Has used some of these in the classroom.
- Even prior to COVID, I would like more experience with using technology with students.
- She liked that Lipscomb uses technology in assignments, and she's used some of them with her own students. She learned things she'd never heard about and that was helpful.
- I learned enough but my district is small and does not have an abundance of offerings for technology.
- Incorporate it a lot
- See comment about Google certification above. She felt okay with tech because she's comfortable with it. She knows basic things but doesn't feel she really knows about the tools that could be really helpful in the classroom.
- I loved seeing all my ELL classes online. I was very impressed with how the team took the marrow of our classes and still reached us as learners. In my STEM class, the professor helped me think about Jamboard, Kahoot, Google Keep, a great way to augment traditional instruction.
- We did a lot of collaborating with other classmates through technology.
- I have created a virtual classroom and google surveys to collect data.
- This was the number one thing that I brought to my current school and was happy to be able to fulfill that part.
- I was taught so many platforms to use with technology in the classroom (Nearpod, Google,) definitely a strength.
- The google certification was helpful.
- Felt prepared; Lipscomb does a great job exposing students to different technology for different uses. Maybe make a list accessible to students where everyone can add new technology (apps, websites, etc.) that they learn about.
- Lipscomb had us use a variety of technology tools. District provides a variety of tools, GIZMO, Nearpod, etc and felt confident using.
- Remember the tech we were taught to use, but quite a bit was geared toward older students. More tech for Kinder.
- Navigating Canvas, using different hyperlinks; could play with AI
- I could have used a lot more of that. The different teachers used different programs that we didn't know how to use for assignments. There were times when I spent a lot more time learning how to use the technology than doing the assignment. Specifically, the tech requirement for EdTPA was really tedious. The programs we had to use to record were really hard to use at times. Some of the things I had to upload into LiveText were a real challenge. I had to ask for help with uploading files etc. The technology piece was very frustrating for me. I would like to learn more about programs for kids to use.
- We learned how to use platforms and apps. Virtual teaching forced everyone to use technology more (NearPod, etc.).
- If we have known we were going to be in a Pandemic and in a virtual format, might have said it was a weakness.

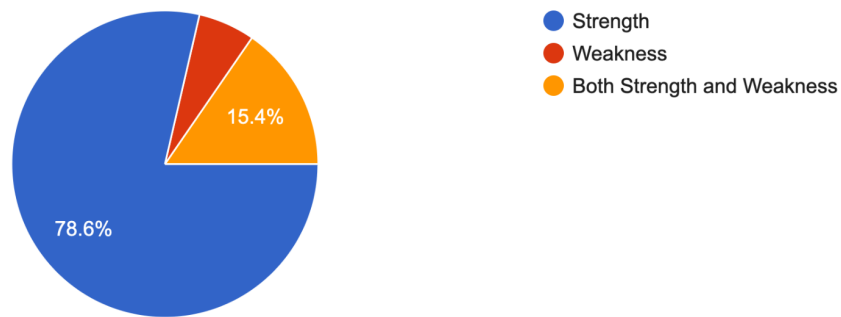
- There were times that zooming on the phone was difficult -but I learned how to avoid pitfalls in running technology; the development of powerpoint lessons were taught that expanded my understanding of technology
- We used technology a lot and in student teaching and edTPA, we used it a lot--all of my students have computers.
- Nothing prepared us for the tech demands that we are facing now. Outside of that, we didn't really talk about technology strategies or tools.
- Had many opportunities to work with technology
- Strength--Has been able to apply what I learned. Weakness--working with specific platforms, being able to manage.
- I think the new avenues still prepared me to look at new options and were helpful.
- Being able to create powerpoints that were informative and direct.
- I have used a lot of resources that were taught to me even now throughout my faculty.
- Having it on the lesson plan template forced her to think about whether she was including tech or not. Faculty did a good job of inviting them to incorporate tech, use new apps, etc.
- Technology was easy to pick up. Also suggest how to use assistive technology--how to use and have students with IEPs use.
- Felt great about that.
- I learned more about Zoom, Excel, and Microsoft in the program because we had to use them.
- Because we were in the virtual world we all had to figure out how to work the technology. Gave me lots of tools and tips for navigating Schoology. How to build in Canvas helped me build on our own platform.
- We did a lot with technology in one of the classes. Technology should be embedded more though. It was really good to hear about what others in the class were using for their lessons etc.
- Was given lots of tools and opportunities to practice. Nearpod, Zoom, etc.
- Most of her tech use was learned at her school. There are so many more things that are being used in schools now than what she learned in her program.
- I remember learning about Flipgrid. We've been using that in distance learning. I learned about Zoom too.
- No but I don't have to use a lot of things. But if I were asked to do Google classroom I would probably panic? I do have a SmartBoard but I use it for really basic functions - I can see other teachers do these other fancy things, but I can only present PPTs or videos. I remember being taught EdPuzzle and that was useful! SlidesMania was also helpful. I haven't used NearPod yet. I don't remember other technology tools that I was taught. I also have to interact with students' Chromebooks all the time when they malfunction and I feel clueless?
- I think we did a lot of presentations and it was helpful.
- Well prepared in this area.
- I did learn one new technology tool. I learned how to do Pecha Kucha presentations.
- The courses gave me a variety of ways to learn now apps or platforms for technology; my internship allowed me to use FACTS which is a student info platform
- I became knowledgeable of technology; the class I took with Dr. Fanning was very helpful and she made it interesting and relevant.
- Lipscomb did a great job in teaching us how to use apps and technology to meet student needs. The pandemic required us to use even more.
- More than a strength--how much we had to use.
- I knew some of the technology but the updates continue to be a challenge.

- Technology for me isn't a difficult thing, but the amount of technology that is out there, and very little consistency between schools and teams. It's up to the preferences of teachers and schools. Flexibility with technology would be a good focus. I see lots of teachers who aren't flexible with technology.
- He does feel prepared, but doesn't know how much is actually just his personal knowledge.
- Thinking about a non-COVID school year - I think it was ok. I remember some math specific things that we learned in the math methods class. We didn't learn about learning management platforms like google classroom and teams. This year, a COVID-year, so much more is required than what we were taught.
- We had a lot of technology examples used in our classes which modeled how to use certain pieces.
- Everything was online.
- In this time, include more about teaching online.
- It improved having to complete a lot of presentations and the level of elevation they would be for parents; such as presenting to parents or students. The IGNITE conference gave me confidence and upgraded my technology skills. Attending the SACAC conference to present also upgraded my experience level.
- Through the whole process I was learning so much technology between classes and my residency job. It was reciprocal.
- We walked through a ton of different tools. It was always on the lesson plan rubric.
- S- saw a lot of technology tools in action
- Took two tech courses that were helpful. But one of them (Hope Nordstrom's class) had communication issues (Hope was having a family emergency), so she didn't get as much out of that class as she'd like.
- Doesn't use a whole lot but feels she was exposed to it at Lipscomb.
- Especially during COVID, learning how to use Google Classroom, Nearpod, and Prezi is so helpful now.
- I wanted to take a technology course.
- I don't remember learning anything new with technology. Dr. Garcia encouraged us to use different software for presentations and I remember thinking it was nice to be exposed to different formats, but it was also a little frustrating. I appreciate that she tried to get us to use other things.
- N/A
- The apps I learned when presenting at the Ignite Conference allows me to provide resources that I still provide to students/families.
- Feel like, especially going through COVID time, able to use technology easily--felt very prepared.
- Remember learning about different platforms (edpuzzle, etc.), but then she also felt that there was a huge learning curve with virtual learning.
- This was heavily emphasized and in all courses
- I learned how to collaborate with others in powerpoint and apps, google docs and forms; The assignments through the classes had us create presentations that prepared for my role now.
- I know you can't prepare us for everything but it's been SO HARD to use Schoology. I was using paper and pencil all first semester and had literal stacks of paper to grade. I know that's really hard because every district uses something different but all the portals and platforms have been such a stressor - Infinite Campus also!
- This is an area that I still am working on to perfect.
- I needed additional instruction for software.
- Dr. Milligan provided so many resourceful tools related to teaching to gain the students' attention

- I learned very much about technology for school counselors; learned from courses and colleagues with different tools when we worked together on projects.
- She learned a lot and her classmates had to help her learn- Google Docs, Google Sheets, other technologies.
- I think my co-teacher at Jordan was texting me all the time for help with making videos and Google classroom. Overall it was a strength, but technology changes so fast. The filming for edTPA has been HUGE. It helped me be comfortable on camera because we've been having to video record ourselves for lessons. I've been using Swivl to compress my videos- I was able to share this with other teachers who didn't know an app to use.
- See comment on Schoology in Assessment question. She knew how to use Edpuzzle, nearpod, etc. so she feels prepared overall.
- Used it with lessons especially in practicum placements and student teaching.
- Being exposed to different platforms was helpful.
- Feels very confident in technology now--it's the generation because we are engrossed in technology. Teachers have come to her for help. Strength because she was prepared. Is there a way that Lipscomb could do Microsoft Training instead of Google certification. However, I did enjoy having the Google Certification. Future teachers need exposure to Google, Schoology, Microsoft.
- We did a lot of work with new types of technology.
- Every district uses different stuff, but ultimately we're all in a different age.
- I have used a lot of the things from Lipscomb.
- It had a lot to do with what placements we were in...I didn't have preparation for the ELMO. Some teachers in placement wouldn't let me use their computer to connect to technology...didn't know how to connect to them or use the smart board.
- Something that every class we had incorporated technology.
- Picked technology electives when she had a chance because she sought that out. She considers herself tech savvy in the first place.
- I took a tech class as an elective.
- Covid played into it; learning how to be creative; shared a lot of technology tools during remote learning.
- Did learn ways to integrate tech.
- The last class we took with Dr. Garcia, she had us using different platforms for each assignment and it was really cool. I am not a tech person, but I am trying to learn. That class was really helpful, but it was the only class we did it in. Also, I didn't know about academic writing until last semester.
- Neither a strength or a weakness. I can't think of anything specific.
- The methods class we did a lot of things. That was a strength. There was no way to avoid that last year (pandemic). In all classes, we used all different technology--Zoom, prezi, Google suite.
- We did some but was somewhat disjointed

Was your preparation in diversity & inclusion a strength and/or weakness?

117 responses



Please explain or provide an example of how your preparation in diversity and inclusion was a strength or weakness in your Lipscomb Program.

- "I really feel like Lipscomb emphasized seeing students as humans and the importance of seeing each student as an individual - for relevance, access, etc. The language we use, etc." Lydia mentioned how the program emphasized that representation is so important.
- I had so many diverse experiences and talked to many people who had experiences in diverse placements.
- That's one of the best things Lipscomb did. I don't face it a lot in the classroom here at Brentwood, but I really feel like I have expanded and developed a lot of understanding. Especially talking to MNPS students who face it all the time. Had Dr. Garcia and got more out of that class - it's what I draw on most.
- My school is not very diverse--haven't an opportunity to use my preparation as much as I would like to but is based on the demographics of the school.
- Lipscomb tries...but there has to be more on our vulnerable communities...like EE, exceptional ed...I have a parapro here, but I don't know if I'm doing enough. Having a class dedicated to how to be more inclusive on EE would be good.
- I was taught how to work with diverse students and keep an open mind and those sorts of things. I support students if they need it.
- Knows that professors did things to prepare candidates, but she's also learned a lot in the job in terms of how kids feel. She's still learning and growing. Referenced Cultural Perspectives--wasn't helpful because Junior High and Laura Delgado were so different in beliefs and teaching styles.
- Again, it was discussed regularly, but I never felt like it was the main focus at any given time.
- The Secondary Career and College class helped bring in a lot of offerings
- I would say neither again. I live in a rural area and I haven't had to test my knowledge of diversity, but in my school, I haven't had many minorities or sexual preference differences.
- Learned a lot about it. Learned how to put it into practice, especially through edTPA (forced to think about it and go into detail).
- Specific classes prepared well....
- Dr. Garcia's class was great, even though she doesn't have a ton of diversity in her school. She does need to know what that class taught so she can use that knowledge in her own teaching.
- Because there is not a lot of that in my school and I can help make it our school culturally aware.
- Being with different cultures and knowing how to navigate that
- Doesn't feel that she was prepared culturally (she teaches at the most diverse school in TN). She's noticed how hard it's been--for example, a discussion about Stop and Frisk. She didn't

talk about that stuff growing up or at Lipscomb. Was stressful being in a position of privilege talking about something that she didn't know about. Would like to have more training in class practicing how to have hard conversations.

- Dr. Garcia--within our classroom space, we were able to have some uncomfortable discussions that helped us understand why the phrase, "color doesn't matter" is a negative phrase. Color does matter. You are no better or worse because of your color. It was a different way to think as an educator. My experience as an exchange student helped me think of English learners, but TDL helped me have a bigger awareness.
- I teach at Title I, so I was definitely trying to soak up all of that (my job-embedded) Now it is very useful.
- So much of what I do with students depends on my knowledge of their background and an understanding of their culture. Because they will not all fit into one category, I know it is important to be aware of their culture and diversity.
- I had a lot of training in diversity and I see now how much growth there needs to be. I feel like I can tackle things that I did not know how before those classes. Made me a better person and counselor.
- I learned a lot about Inclusion and Diversity--but it is very different in the classroom. Lipscomb does a great job of teaching about it. However the district has a lot of rules for what can and cannot be taught.
- Maybe more on how to discuss with young students and integrate into more content lessons.
- Wonderful job developing sensitivity in students through the classes in the program---teaching EL, special ed, Cultural Perspectives, etc.
- Definitely a strength!
- Things I gathered from Teaching the Diverse Learner and looking at my own biases was good. Using a lot of strategies from the ELL courses.
- Addressed underrepresentation; scaffolding
- I can't think of specific examples, but I know we talked about it a bit.
- The College of Education has a ways to go to be inclusive and responsive for candidates and prepare them to be inclusive and responsive with their students.
- Cultural Perspectives hit the major points that teachers need to know.
- One professor, Secondary College/Career Access, allowed me to be prepared to work specifically with strategies to help students specifically in our school (being accepted and included and welcomed)
- Honestly, I feel like on my team, I am more attuned to that than other teachers on my team because of my preparation.
- I learned about kids who have IEPs and various disabilities. There was a lot of theory and background, but I wasn't prepared for what it was really going to be like.
- I saw a lot of diversity in my practicum.
- This year has had to lead in the chapel classroom--especially this year has had difficult conversations with students. Parents have actually reached out to appreciate how the conversations had been handled (i.e. discussing the riots at the Capitol).
- I remember vividly that Dr. Surgener presented lessons that revolved around ACES and Dr. Allen Long to provide great insight.
- I was able to bring restorative justice training to MBA
- I had previous experiences with the public but my practicums were in both that helped me.
- Feel like it was talked about a good bit (esp. in Cultural Perspectives). Variety of situations discussed.
- At a lower income school I felt really good about working with this group.
- We were introduced to a variety of teaching styles that fit some students and didn't fit others, which showed us how variable our own style needs to be to meet our students' needs. I also

enjoyed the types of classes we had because they gave us a better foundation of teaching. A lot of us don't have undergrad degrees in teaching.

- Strength but I was in it while I was doing it. There are very few - if any - middle class white kids at Glenclyff.
- We had a whole class on that and it covered a lot of stuff. We don't have a lot of diversity - but I do have a few adopted students, and that is something we didn't cover much.
- Was in MNPS for all of her placements with lots of diversity. Really liked that because she didn't have exposure to diversity in her own schooling experiences. As a social studies teacher, it was wonderful to learn from the students about cultures. Some of these students were from places that they were studying.
- Some good articles were provided, but she was already a paraprofessional who had a lot of OJT.
- Everything I learned from Cultural Perspectives was helpful. Being able to put yourself in someone else's shoes since I don't have the same background as a lot of my students.
- I do think it trained me to be really curious about students and their backgrounds - like what might be going on at home, how might they be experiencing our school environment, and to interpret their behavior as a sign that something is amiss. I feel like I handle diversity on a daily basis because I work with immigrant students and I feel really well prepared to do that. I do think it helped me step back and evaluate student behaviors and be more understanding that students might have different cultural expectations (about say students who are very touchy). I had a lot of exposure and knowledge prior to going into the classroom (Delgado note: could not really specify more than this which makes me want to downgrade this vote from strength to sort of strength?)
- We talked about this but I could use more information.
- Started in BCC. Then TDL - was so good. I loved coming in person, but when we had to go virtual it was hard. I would encourage Lipscomb to limit the online Zooms as much as possible. In person, interacting hands on with students different from me really helped. TDL was during George Floyd stuff - there were a few African American people in class and the dialogue was so helpful. I have a lot of the books recommended by Baese in my classroom. Was very intentional. Not that I wouldn't have gotten those books, but I was intentional about the representation in my books because of the classes I had.
- covered in every class well...teachers from different backgrounds as well as students...enjoyed diversity class a great deal!
- It is a topic we covered a lot, and I appreciated it.
- A lot of courses I took prepared me for working with a set of diverse set of populations within my school (Cultural Perspectives and College and Teaching the Diverse Learner)
- Dr. Hamilton's class taught me how to be aware of different ethnicities, different norms, and cultures.
- He said it was interesting. Of the diversity course with Dr. Hampton, "I truly think it was the first course in education that addressed such important issues: 'Is education equitable for all students? As teachers, are we being respectful?' The assignments Dr. Hampton had us do challenged us and made us confront implicit bias, etc." Mr. Oglesby suggested we add to this by having culturally diverse teaching methods and strategies.
- Strength for sure, the EL endorsement really helped. Providing support for all learners--especially working with my ELL population and being able to communicate with them.
- I was taught a lot of new information within a school. I now have more awareness.
- I really like the different books in Dr. Kirkpatrick, Teaching Diverse Learners. The way he talked to us got us thinking about different perspectives--students, teachers, parents. What is equitable? How do we level the playing field for everyone?

- Was prepared by taking Teaching the Diverse Learner.
- I think they did well. Across all of the classes, we had teachers in all different types of schools, and I think the professors did good at trying to understand that each school is different. They would try to address how you might handle something in one school, and how that may be different from someone else's school.
- I do not teach at a diverse school, but I did get to learn a lot about diverse schools from being with other teachers in area schools.
- Throughout the whole program.
- The diversity of practicum placements and experiences with ELL students was helpful.
- Having an understanding of how to engage with students and parents from other cultures was helpful.
- We did a lot of that between TDL and ELL endorsement, there was a class or two directed that way. I felt prepared to approach students as individuals and not to rely on stereotypes or assumptions. My classes did a good job of preparing me to teach diverse students--let's look at that person as an individual and see how I can help them meet their goals.
- Working in Nashville Schools- I was at the Academy, and a lot of diverse schools, students with diverse language backgrounds, students with IEPs.
- S- exposed in the schools WE- never took Culture course
- Some helpful awareness and information that were helpful. felt like a lot of it was "checking boxes" and weren't very applicable. Acknowledges that she is not at a diverse school and doesn't have to deal with diversity too much.
- She heard a good bit of diversity in cultural perspectives, but wished she'd done more specific groups (i.e. what Black students are facing that others aren't). Also wished she knew more about ELs--what traumas do they often faced (i.e. immigration)...what kinds of things may be a trigger with them. Wished she had known what trauma-based mindset looked like. She feels like a therapist some days.
- Relating it back to books and lessons to meet the kids and that they were treated fairly.
- Cultural perspectives were helpful.
- Similar to prep in classroom management--theory is different from reality. She remembers great discussions about this in the education classes, but implementing it is hard.
- Helped me prepare for understanding to value other cultures.
- Discussed diversity in multiple courses. Able to work in diverse settings. Even at Ezell-Harding able to adjust to meet the needs of students.
- Could be talked about more. As a predominantly white institution, she thinks it's important to name Whiteness. Suggests listening to a podcast or reading a book. Suggests The Promise podcast.
- Her school does not have a lot of diversity. Cultural Perspectives was helpful.
- This is something everyone needs.
- All I learned was how to add accommodations for SPED and EL. That was the extent of our diversity education.
- The class helped me to see different aspects of cultures and tried not to be biased.
- It seemed it was forced more than necessary.
- Can't think of anything in particular
- Strength that we addressed diversity of various topics in every course. I wish we could have gone deeper. Because of many students who have learning differences in the school where I work, I would like to have seen the different topics of learning differences.
- The diversity course opened her mind to what kind of students you would have...
- For sure. Especially this year. We didn't have any school prep- having a strong background in that helped.

- Took Dr. Hampton's cultural perspectives class Fall of senior year. Helped her a lot. doesn't have a lot of racial diversity in Williamson County.
- It hasn't really played a huge role in my particular school but I am more aware of the things that I might be saying. Having the knowledge about diversity--and having experience in a variety of placements was helpful.
- Being prepared to deal with students from different cultural and SES backgrounds, we were very prepared for that in terms of thinking about our bias and what that is and how it can affect how we work with our students; When it comes to working with EL or special needs students I would like to have been more prepared.
- For inclusion in the SPED realm, feel confident. However, when working with students from different cultures, and the times we are in now the program needs more. Cultural Perspective was great, but more focus in all areas. Another suggestion--How to work with translators, best practices, etc.
- We covered a lot of that material.
- Push in/pull out...I don't know that I was well prepared for that. I dabbled into IEP/504 plans and what does that really mean? When do you find the time to reteach and redo everything because it has to get done?
- We were prepared well for one to four students who might need differentiation, but 16 of mine are ELs and they need different kinds of learning. That size of a group needing differentiation--I was not prepared for.
- It could be better...our classes on diversity and inclusion were white-centered - it's a big component and you can't overlook those students or think negatively about them. There were comments made when I was in Cultural Perspectives where classmates said they didn't really need to know about diversity and inclusion. I felt like toward the end, in CPII, there was a conversation about dealing with parent teacher conferences...and an example of a black student and no one wanted to address that the situation was about racism. As a person of color, I didn't want to say that it was racism, but it felt like the white students were scared to talk about it. But it is the reality. A bigger emphasis on diversity would be great. Even at the end of student teaching with awards...no students of color got any awards.
- The class on that specific topic could have had heavier content and gone a lot deeper.
- She learned a lot about HOW to go about it in the classroom. In WCS, there's not a large amount of diversity so she hasn't had a lot of opportunities to implement those practices.
- Made me appreciate all people and cultures. Adding that into my language and how I run my class.
- Did overcoming diversity presentation together was awesome
- Sources, choices in books, different texts, access to tools.
- Embedded in every course.
- That was one of my favorite classes--cultural perspectives! TDL was also really good.
- This is one I had a personal issue with. There was a lot of this when it comes to gender, sexuality, race. It felt force fed and drinking out of a fire hydrant. In the TDL class I felt like there were not good boundaries around conversations regarding these issues. I love diversity of thought, but it didn't feel like that in that class. It felt like there was a silencing of one school of thought. A few times I felt really frustrated over that. In the midst of political dissension and heightened emotions.
- It was a part of every class.
- The class itself was well taught - It was just more of a common sense stuff that I didn't need a class on.

What courses or resources have you drawn on to handle issues of diversity/inclusion?

- N/A
- Integrated Literacy is an example - Dr. Hasty had us select a book for EACH of our students.
- cultural perspectives and CP2
- Diverse Learner course
- Used Teaching with Text a lot as a literacy teacher--use diverse books and videos. Had a big impact!
- Educators Cooperative - I don't even know who they are but they are the best! Lipscomb needs to call on Greg! Its local- includes charter, public and private schools.
- There are many situations at my school that I pull in from the program.
- no
- Secondary Career and College access course brought into the counselor theory and helps today
- Cultural Perspectives, SPED courses
- Dr. Garcia's Diverse Learner class was the most helpful, including learning about IEPs.
- The cultural perspective course helped me define how to work with diversity and the selection of books.
- Parent survey
- Teaching Diverse Learner, all the materials with that class. Dr. Hauptman also talked about diverse literature--different authors, points of view, websites we could use. My colleagues were also diverse and many of us are still in contact and we support one another to provide solution space. ELs and non-verbal students--we have relied on each other for options and solutions.
- Culturally Responsive was useful and the Ethics class was useful.
- Cultural Perspectives taught me so much with diversity and inclusion including mental health issues.
- BCC--Dr. Base provided us with lots of resources. Teaching the Diverse Learner was great.
- both courses (gifted)
- Nothing comes to mind.
- My own lived experience.
- The central office at WCS and the principal are very helpful - we all work together to make students successful
- In practicum or student teaching experiences--the hands-on perspective.
- I
- A lot of the ACES work with core counseling classes (such as food programs, etc.)
- Her current job (Little School in Franklin) hasn't required her to deal with issues of diversity yet.
- No specifics are coming to mind
- BCC - talking about inclusion; Teaching Diverse Learners; and maybe one other elective? It's all such a blur now. There was a lot about diversity and to not expect everyone to be you. You've got to examine your own biases. And recognize them.
- I have remembered some things, but I can't remember a specific resource. Parents of my adopted students have been helpful with resources on how to support the students.
- Doesn't feel she's drawn on any. Her school is not very diverse.

- She has drawn on the articles she was given. She also looks to her school culture and her colleagues and administration.
- I really haven't had issues with this in my class.
- Books and the parent relationships. We have a diversity committee that parents are on and I was on the team last year. With heart and mind lessons this is brought up and we are always talking about it.
- BCC, TDL, books...even the literacy classes. All of them really.
- I rely on those courses from the program; rely on other counselors and co-workers.
- EL classes--Spanish and Methods of Teaching Foreign Language, offering the EL endorsement at Lipscomb was so important.
- The cultural responsive class was helpful and useful.
- Teaching Diverse Learner--books associated with that class
- He depends on the conversations that were had in his class with Dr. Garcia.
- All classes had aspects of this, so I have tons of resources.
- Reaching out to other school counselors from my cohort; consulting with the faculty at Lipscomb University's College of Education.
- I felt like there were plenty of resources and I kept them all. There was nothing I pitched. They are all on my bookshelf in my classroom. I was given websites and skills and direction to search and find what I need.
- no courses, but has tried to read more about student's history (in their files). Try to understand where the student is coming from if they're struggling in your class. Talk to other teachers to understand students better. Would like more training in how to deal with students with mental health issues. What to do when a student is self-harming?she
- The materials and books I was aware of and making sure I had those to use in my classroom.
- The course of Building Classroom Communities and learned to use that when I approach coworkers to get to what we needed to solve problems.
- I haven't used any of my Lipscomb resources.
- none
- All of them. Any of the CP classes had the practical examples--most applicable to the classroom.
- The cultural perspectives course for me was very important and helpful! The courage to teach should be required.
- Google? No haha but honestly I haven't had time. I'm learning a lot about what this really looks like in my school and what our areas of growth are. I see my school struggling. It's just food and a soccer tournament?
- I have not had a need to do that because we include others.
- Outside sources provided from school district; Building Classroom Community course
- The program of IRIS through Peabody/Vanderbilt and edutool box through Ayers.
- The diverse learner course with her EL students was great, and she's had lots of diversity in her classroom especially this year.
- Cultural perspectives class. Was thankful for all the guest speakers. Sarah draws on her learning about family dynamics and split homes from that class.
- Practicum placements and student teaching. Cultural Perspectives was also helpful.
- We had a cultural perspectives course that provided insight.
- I use knowledge such as smart goals that attributes to work I deal with on a daily basis.

- Dr. Hampton's course--we talked about a lot of different ways to reach diverse learners and how to help them be represented and succeed in the classroom. Lots of different books and materials to help students see themselves.
- My own lived experiences have really helped me understand my Hispanic students, and my Indian students...being able to remind parents of students of color language takes time to master; inequality of homework with parents who do and don't speak English.
- Teaching diverse learners and Lit Foundations.
- Most classes touched upon it, really all of the classes. Having a mentor, Beth Patterson, was super helpful.
- Methods class and PIA-mirrors and windows approach, making sure everyone's included.
- I still have my ELL textbook.
- Cultural perspectives and TDL. At one point, I had so many diverse learners. Those courses helped me scaffold for all learners. Cultural perspectives taught me about all the things that can affect learners. Helped me see students as people. Differences are not hindrances. Dr. Fain used a text that was helpful. and helped me realize that life experiences are not negated by a new culture. We have to be open to their knowledge. That can be to their advantage. That thought came directly from Dr. Fain.
- none from the program.
- Used in class a graphic novel that was so helpful; have used other graphic novels to teach students to read graphic novels, social justice aspect of courses
- Teaching the Diverse Learner.....tools that were used in classes like how to choose course material (texts) to meet the needs of the students.
- Multicultural Literature course- Dr. Fain
- Teachers with my school; collaborate with teachers who have expertise in working with those students.
- Teaching Foreign Language course, scaffolding and providing support, Cultural Perspectives helps with the Diversity part--opens eyes to approaching students who identify as They--how to handle that not just as a teacher but addressing it with students and how to approach it.
- Dr. Kellet's World Lit course- marginalized voices, cultural appropriation Dr. Steele- capstone class, mention other authors and Sherman Alexi, cultural appropriation Dr. Hearn- found things in all types of literature Dr. Reed- helped find alternative resources
- She can't recall.
- Teaching the Diverse Learner--very helpful. enjoyed walking through case studies. Dr. Hasty's class (not PIA--one of the last classes she took) changed her thinking about diverse learners.
- BCC and Cultural Perspectives was great because I see the necessity for middle school especially so we can build community within the classroom.
- Dr. Hauptman's courses were the most helpful because she provided so many real examples of what to do with different kinds of students. Everything included scaffolding. For edTPA, we had to look at data to scaffold for students. I felt prepared to understand them anecdotally and based on data.
- POL and TDL--one of the things I remember is to make sure the way I am viewing what's happening in my classroom is not tainted by who I am. I remind myself to be objective.
- This is what I really care about, but I don't have a particular resource that I go to.
- Cultural Perspectives

What has motivated you to stay in the classroom? What could Lipscomb do to keep more educators teaching?

- "I have been motivated to stay because I love my students and feel called by God to teach. It was important for me to find an environment where I can be supported." (She is in her third school in three years.) "Make sure the program is addressing the needs of teachers entering a really tough field and being honest with them about how hard it is." "Continue having the spiritual reflection for those who benefit - I value those reflections so much I go back and read them for motivation."
- relationships I am building with students. They make me want to be here for them.
- Pay teachers better! Let us take out less loans. Lower tuition. The kids are what motivates me to stay...I don't feel motivated by the teacher's guilt, but getting to be with them and knowing you're a good influence is what keeps me here.
- I love the a-ha moments when the lightbulb goes off. Building relationships with students has been important. It is so rewarding--when you see them work so hard and they finally get it. I think that Lipscomb could tell people ways to turn the work brain off--always checking emails, weekends working--promote self-care.
- My team. My principal. Combination of everyone. Doing Rookie visits...the fact that you care about where we are..maybe inviting us to come to your classes and share. Have them tell you about Schoology or how to call parents.
- What motivates me are the kids and relationships I have built with them and the staff. They reach out to me when they think I need to help a student. I enjoy waking up each day and look forward to going to school.
- What has kept her in the classroom is balance. Teaching is not her life, self-care is important. Touch on self-care more in undergrad to encourage people to have balanced lives. You can get stuck into "this is who I am" instead of "this is my job." Setting boundaries is important. Taking advantage of breaks during the day, etc.
- I am successful because of Lipscomb -they very well prepared me for my role; I have a lot of support with my current school that helps.
- wanting to get better, a perfectionist, want to keep getting better
- Snow days are pretty motivating! She's an English teacher who feels like she's found what she's here on earth to do- teach reading and value and cheer them on. Teachers have a lot of expectations and challenges. Sometimes parents are hard to deal with, but who can find an answer for those? More pay would be good. Keeping the legislators from making rules that put pressure on teachers and children without having the full story or effects of their rules would be helpful. She's mentoring a new teacher who tells her all his friends are already out of the profession, and he seems to be headed there too. Dealing with all of this requires maturity.
- I am passionate about helping students and want to continue to look at it as my ministry and calling. Lipscomb helped instill that with me.
- My kids this year. Second year with them and have gotten very close to them. Currently burned out at the moment. Out of Lipscomb's control - lack of pay, limited staff
- I love what I do. I got 500 hugs. They are starting to read. I remember my 2nd grade teacher and I am part of these children's lives. No great honor. No greater responsibility. I can also be creative. I do what I want. Firm on the curriculum; flexible with how to teach it. Every day can be different. Professors encouraged self-care. Encourage teachers to connect with other teachers. You have to take care of yourself, but you can't take the job lightly. "There is more than this job." You have to have something besides this job. You

can become myopic--data, preparation--teachers have to prioritize what needs to be done and what has to be done. You have to have procedures or the kids will eat you alive, especially the younger ones. Always motivate with the carrot, not the stick. Be a positive motivator.

- I think having the program is transparent in the expectations of the role of a school counselor. Keep being honest with candidates as to what school counseling entails. I learned to be me and still be a professional.
- It's definitely the students--being with them motivates me to keep coming back. Having an engaging lesson planned also motivates me. There are some days that could cause burnout--Lipscomb could let students know that there could be days like this and know ways to handle stress and take care of themselves.
- Building relationships with students and knowing that I am making a difference.
- Students are so invested in their learning. It is so fun to see students so invested in creative lessons. Lipscomb- advocating for teacher pay to increase. Lipscomb prepared very well.
- I enjoy it. The main thing that would help us stay in the classroom is to have enough paraprofessionals. Not really something Lipscomb could do, but if the pay-scale for the paras would be better, they might stay to support the students and teachers.
- It's been a really hard year and challenging experience. We need more experience in the reality of classrooms - more transparent.
- Going into the various schools when I interned I saw the different needs of students, I realize there are so many high needs for school counselors to help all students; Lipscomb could continue to offer different experiences in different schools and encourage school mentors to offer guidance instead of a place to sit and just watch or give the work that they do not want to do
- Being a teacher is hard, especially in this day and age. In motivation--knowing that you are making an impact--even though you don't feel it every day. It is really cool to think that my students don't know what these things are and I am teaching them so that they can move on in school. Lipscomb could be encouraging-especially during edTPA. Lipscomb could include more real-world practices--what to say to a parent, what if a child is having issues at home, etc.
- I love the students and being in my school...good administrator
- There is such a need for it and it is a personal motivation; also, seeing the impact on children and supporting the staff is beneficial.
- Seeing the need to advocate for students and continue to hire passionate professors
- Views each day as a learning opportunity and is learning to let go of perfectionism. Not every day is perfect. Just seeing the kids where they're at and helping them achieve their goals. That's what matters at the end of the day.
- Felt prepared.
- The joy I see from students who are understanding a concept they have struggled with in the past keeps me motivated to stay.
- My students. Notes from students that remind me that I'm doing a good job. Feedback from students. Even the ones that I fail say hello to me in the hallway. Secondary...the admin here...they're not micromanaged and not scrutinizing...I don't even have to turn in lesson plans.
- I like being in the learning lab and being with the high needs students. I like the environment of being off in my own little world. The TA program is helping, I think. TAs have a better sense of what they are getting into - which might lead them to stay longer.

Maybe see if aspiring teachers can get more field experience so they can see what the day to day job is really like.

- Seeing the progress academically and socially has been a big motivator. When students share about their personal lives. Likes that Lipscomb has their teaching candidates out in practicum a lot. **Experience led to confidence, so she recommends at minimum keeping the number of practicum hours the same, maybe even increasing it. providing candidates more opportunities to figure out what they want to do when they graduate.**
- She is subbing for Paducah City Schools right now, but plans to go back. Every school is unique, and she thinks people are leaving teaching due to the culture about and in schools. Teachers don't feel backed up or respected especially in the post-Covid era.
- I love working with kids and seeing their growth. I have absolutely loved working with students with high behaviors because they need so much love and guidance and their growth (while slow) is amazing. My school and admin are both incredible. My admin especially is so encouraging and supportive. As far as Lipscomb goes, keep encouraging new teachers and maybe see if there are ways to offer more PDs throughout the year. I've loved my first year of teaching!
- I love teaching! I love my students! Especially my newcomer students who don't know any English and that moment when I'm using gestures and pictures and I can see they understand is just amazing and I feel accomplished. I love getting to know my students - I do small groups of six students and I get to know them so well! I love how the small groups really allow us to talk and bond. I have at times considered not teaching just because of the bureaucracy and the difficulties of working with the other adults in my building. But I get to spend most of my time with students and I try to focus on that. I did sign up for a mentor. I think that you guys offered post graduation? But I didn't stay in contact because I was so busy, and the business was so bad. That was a really good idea though! I was luckily assigned a mentor teacher in my building by my district and they were fabulous and super supportive. I think the person in the building was KEY and luckily I felt really comfortable going to her for help. She was a support and an almost daily person I could vent to for stress relief hah. I do think self care has been huge and learning how to do that well? I've seen my gen ed peers seem way more stressed because they have so many more forms and steps to take daily (attendance, forms, referrals). So maybe there's a support there with sessions post graduation to help people learn to manage their time and set boundaries? It's hard to figure it out until you're experiencing it. I have peers who seem to spend hours grading at home outside of school hours and they have no down time, whereas I get to leave my job at school.
- I love all the people I work with and the supportive team that keeps me motivated. The teachers are appreciative. The community in the school is helpful.
- I knew this career change was a long coming. I am in this for the long haul. These little faces. They need people who believe in them - especially right now. Teachers are feeling very burned out, but I believe you've got to want to do it.
- The students motivate me to stay; not sure what Lipscomb could do to motivate me other than continue to encourage like they already do
- The kids. I could not ever not teach in Metro--I love their stories--I am inspired to be around them every day. Something Lipscomb could do to keep more educators teaching--share with teachers how diverse and special MNPS is--crash course to all of the diversity in MNPS schools.
- I can use this as a ministry and I enjoy working with the children. I am here for a purpose.

- The kids motivate me to stay in the classroom. I don't know that Lipscomb could do anything differently. The biggest problem right now is student behavior/discipline. I felt prepared! I loved it! My life experiences also helped me! Military background helps me have a perspective! Lipscomb is doing everything amazing!
- He is starting to feel like he is making a difference in the students' lives. The relationships he has built with colleagues, students, and community have been crucial. Knowing that he has contacts at Lipscomb is helpful.
- Jesus. I really feel called to work with middle school students. They need tons of supportive adults.
- The students and knowing that it serves a greater purpose in this world than what I necessarily see; how am I impacting them long term instead of day to day; the burnout is real- so we must stay focused on the end result and the greater good for students. On the grand scale it is important and having at least one valued conversation each day is important - you are bringing value.
- I have been motivated to stay in the classroom through relationships with students and colleagues. I love watching them grow. Light Bulb comes on. Growth in writing skills. Growth in student scores. Positive data is a good motivator. The network of support. I still communicate with my cohorts. Two of them are in my building and I spoke with them. They speak so highly, too. If there is a way to continue to foster a support system. Having the people to support you is huge.
- For her, she feels that teaching is a ministry and a calling. Loves impacting learners. Very passionate about science content. Retention: teachers need more money. Somehow build in durability and resilience.
- She was ready to quit at Fall Break. She lowered her expectations for herself. She is a perfectionist, so she had unrealistic expectations for herself. Help candidates understand that this is a job. It can't consume you. It's not an all-consuming calling. One piece of advice that she got that she wants to push back on: she was told not to go to the teacher workroom because they all gossip. She has survived by making friends at school and finding mentors.
- I love doing it--being with the kids is a lot of fun. Knowing that I care about them and they care about me and their excitement in the classroom is always fun to see. Lipscomb is doing a great job already--To keep more educators in teaching--let students have experience in all the grade levels is important so that teachers know what they want to teach.
- The work is motivating me to help people solve problems and help students to be successful. Continue teaching counselors to do what they can.
- I enjoy it! I'm new in this setting. It feels fresh and new. I would like to work a little harder, but I really enjoy it.
- Her students. They're excited to be there, so it motivates her. She doesn't want to let them down. We can help her understand that this is not an easy job. Not really a 7-3 job. Maybe we can help them understand the realities of teaching. Student teaching gets at that, but more intentional conversations about this.
- The work environment and support from the admin has been huge. Seeing what other peers have gone through has made me appreciative. Her teammate has been a support system--how blessed she is in the environment. Lipscomb could prepare future teachers with real raw examples (and counterexamples) of why teachers stay and why they leave. Give the fire to be the change.

- It is a calling and I feel the need to be here every day and have inner accountability for students and teachers. It keeps me motivated!
- Guilt no haha really the students! I love them. I love my 11th graders and I want to see them become 12th graders and graduate.
- For me I am motivated by the school where I am working; it is nurturing and Christian based.
- The need is so great; students need skills on all SEL components; we need support of having a counselor mentor and resources, tools, etc. Networking with others - encouragement for that
- I love working in education and have that nature part of me; thinking about the nurture part Lipscomb helped me be prepared; because I feel prepared I love my work and feel well equipped to do it. By doing what Lipscomb does and fine tuning elements in the counseling world, that should keep more of us in the field. With the confidence I have by being adequately educated, it should keep the field well and alive.
- She's self-motivated to stay in the classroom. She worked hard to get there and she's not ready to stop. She has built her teaching program and skills. This is her third year, and she doesn't plan to stop. She thinks her coursework was great, every class and every professor. She could have used more classroom experiences, but she was in a Covid year. She was a TA for 8 years before she entered the program, and that was a motivating factor. Had she been training without that background it would have been much different. She thinks doing classroom debriefs after experiences would help. Her Lipscomb mentor was not particularly helpful, but her WCS one was.
- Motivation: the kids. They're really funny. having the ability to have a classroom where kids know what's expected of them, building connections with kids, etc. Only has one prep so she doesn't feel super stressed. Feels supported by the admin and has a great teaching team. She comes from a teaching family so she didn't see another path for herself for now.
- My students. I love them all so much even though they might drive me crazy. I also have a great team.
- The students have motivated me to help them and build relationships; they look for me as a safe person to come to and I really enjoy it; I like to focus on the positive long term impact and the most important thing is to remember this is for the students and that is what makes it rewarding at the end of the day.
- Not applicable.
- When I see my kids get it. When I see them, they're excited about what they're doing. Open the door to create honest communication between teachers and school districts about why they're leaving and what teachers really need.
- I have felt successful so that keeps me motivated. It's definitely hard, but I love the kids and I feel good about my evaluations so that keeps me motivated. I think some people think the degree is easy and it might be a temporary career. Constant reminders that every child needs a good teacher. Reminding people that you don't have to stay at a particular school to stay in the profession.
- The kids! I love it. It is so rewarding. Lipscomb has done a good job with academics. I feel really prepared, but I don't know what else Lipscomb could do. Maybe scholarships!
- Her kids. relationships. She loves them. She loves her school and her colleagues.
- Not the money! I love the kids and love the content. I like to learn new things and love growing and love to see the kids learning and growing, as well. It has to come from the state and district, not Lipscomb. We are just asked to do more and more. Scanning

library in a database for the state. Really? The retention law is crazy and parents are stressed? Basically, we need sane laws.

- Kids, students; they most rewarding job in the world; can't imagine doing anything else
- Positive school environment, her school promotes family environment, strong rapport between faculty and admin, collaborative. She believes the program is solid.
- The students are what makes me come to work every day. This is the only thing I have ever wanted to do, so there is no back-up plan for me. It takes a certain person to be a teacher, but to do it well, it takes a certain personality and drive. It's really hard. If people were to see more of the relationship-building and the impact you could truly have, that would appeal to some. Maybe if you highlight the opportunities for growth--coaching, admin leadership. That could be a step to more grad programs at Lipscomb.
- The students are great. My school is amazing. A lot of support and encouragement. Keeps me going. Our admin does a great job with a positive culture. Lipscomb--stay open-minded. There's so many opportunities in this profession--support positions. Data coaches, academic coaches, admin. These are all important and add to the student experience. Flexible and fluid.
- My love for the Lord & knowing that this is my calling. I also love my school I work at and my students I get to see everyday.
- The students. I got into this profession for the students. One of my admin put on my evaluations that I have a gift of connecting with students, especially minority students. It is truly why I am in the classroom--to be a continuous learner. I feel like education is being on the front line of ministry-the boots on the ground. The big event is edTPA and I think some of the material comes all at the end, but I remember feeling surprised by edTPA as too much.
- The kids- year 14 at Glencliff, loves the school, has not taught anywhere else, these students get written off pretty quickly, sees the external judgment of our students and what they have to deal with and how much braver they are compared to kids at other schools, that's why I stay, I can influence the system by teaching the kids that I do; I want them to be able to make an informed decision to be successful in life; I want to prove people wrong about these kids
- Something that I want to do. He has other options, but this is what he wants to do as a career. It is internal which makes him motivated. Mental strategies may help teachers stay in the field.
- Being in the students' life and building relationships. EdTPA scares students and takes away "loving what you do".
- What has motivated me is my passion and love for helping; seeing the results and the progression of students who are making healthy choices.
- The students are what makes me excited to come to work every single day. I am blessed to be in an amazing community at Lipscomb Academy that values teachers deeply! I have so much love for teaching & being able to have my own classroom has only amplified that. I would say that teachers just want to feel supported and valued. Offering means of support whether that be a mentorship program, PD, etc.
- The student relationships have been a positive motivation for me--seeing students turn and do a 360. Students are more motivated--they are trying! Lipscomb could spend more time in the classroom--put teacher candidates in more classes at the beginning of the year--earlier in August/September.

- student population- they feel that what they have to add matters, know she is making a difference, they tell her, students get excited, students form own questions, incorporate scripture, practical life/social skills integrated into ELA
- The kids motivate her with their successes. She feels blessed with her admin in both the places she has been. Less positive settings with less support would have been a different story. If we could offer support to those who don't have such good admins, that would be great, someone like an alumni liaison who could answer questions or connect people to resources.
- What keeps her going is desire to help the next generation. Having a role in helping them become good human beings. EPPs can help by building in reminders of why teachers do what they do.
- Because I think it looks bad to quit mid semester, honestly. I know that there are some students that want me to stay - I know they didn't have a teacher last year - it was empty, and I know I am making a difference, and also that being a Latina is powerful for some students. I think having access to a mentor would be key - I hate asking some of my co workers because I feel like a burden. Just now in this meeting we talked about a problem I'm having and came up with a solution that will save me time and make my life easier. I've been feeling guilt at not being a great teacher. I'd also love to just get more check-ins and hear from my former professors - it helps me feel cared for and supported in this hard time.
- I think the students have been what has kept me in school counseling because the adults have been cranky. I have good relationships with my parents. Lipscomb could check in during the first year when beginning to job to just in and see how we are doing - some type of a checkpoint starting out more at the beginning.
- Honestly, the schedule works well with my family. I love getting to work with kids. The relationships I have built with students and co-workers is important. Finding motivation isn't hard--it's always there. Lipscomb could teach young teachers how to say no. This year we have 19 new initiatives. Make a list. Prioritize. Feel ok with saying no and running your classroom.
- Most of my motivation is just who I am. I despise work that is monotonous, so teaching allows me different interactions throughout the day. The kids motivate me. I really want them to succeed. One obstacle is the cost of transitioning into the field of teaching. The financial burden is limited to some people because it costs too much to get into it. The transitionally licensed teachers. It needs to be easier to become a teacher.
- I am motivated by the connections I make with kids, the growth that I see in their reading makes my heart smile. I don't know the answer to keeping teachers in the classroom, but it's not an easy place.
- Personally, I love it so much. I lean on the Lord every day, especially the hard days. I love seeing my students everyday. They make me so happy and make me want to come back daily. At Lipscomb, spiritually growing the students I think would help motivate them as teachers!

Do you have any further feedback or suggestions for Lipscomb's teacher preparation program?

- No
- "I feel we covered it."

- Show us the realities of the beginning of the school year to see the strategies to begin strong.
- Would be nice to have a few more options for courses - things you could focus on. I did Instructional Practice, but I felt like I learned a little bit about things that really interested me, but I didn't get to specialize or do more of the things I was really excited about.
- Not really suggestions--I really enjoyed having the opportunity during student teaching to be able to have some choice in student teaching placements. Overall, I felt very prepared going into my first year of teaching.
- I think field studies make a difference. Have one day of whatever class...the field experience has to be a collective as a class or small group - go visit a school and do a tour. Students need to get their feet in the classroom. So they can see and hear and feel the day to day. It's weird to do it by yourself. But doing it as a class would be really good.
- Covid 19 did disrupt but the professors helped me even though the best way possible. The courses were updated and worthwhile and made sure the curriculum was engaging and relevant and applicable.
- Always had to plan so heavily for a unit, but what she's learning is that plans change day-to-day and you have to change based on what your kids need. Feels like she was well-prepared for planning, but she didn't realize that it was okay to create a unit plan and then have to take it in a different direction because of what kids need. Tell candidates that it's okay to change in the moment--flexibility is okay. it's okay to deviate from the plan.
- I enjoyed the program. I genuinely felt prepared when I was finished. High points--relationships with faculty. I love Ally Hauptman. She's fantastic. Every professor, knowledgeable, hopeful, wanted us to understand and succeed.
- I enjoyed the program; I think Lipscomb could bring in more scenarios in how to communicate with parents on a daily basis.
- I love Lipscomb. It was my dream school. It was hard to drive from Sparta to Nashville during the program, but I also wanted to do that. My brother got his M.Ed. at another university and he feels like he paid for a piece of paper. At Lipscomb, I got to learn from people who were so intelligent and so helpful. I am proud of that. It was hard to be job-embedded and juggle course work with full-time teaching. Some of my professors didn't seem to grade consistently and had different expectations, which was frustrating toward the end. That was my biggest frustration right there at the end. The research class had me questioning whether I would even pass. I wouldn't trade this experience for anything because I felt so prepared, not intimidated and I know it's because I went to Lipscomb. I am sort of thinking of this year as my student teaching year.
- wish I would have had more emphasis on Praxis, 1 hour course? Pay to come for test prep? Overview of Praxis in TRALA for TREE test, SPED law class with SPED Praxis
- Any little tips or tricks to give candidates to help them quickly develop a well rounded curriculum. She knows WHAT she needs to do but struggles to plan quickly. Maybe an assignment could be having candidates develop a cheat sheet/reference sheet of quick strategies to build well-rounded lessons. Something they can use when they're actually teaching to make things more efficient.
- Tyler really feels prepared, feels glad about going to Lipscomb, very personable professors (Dr. High- under his wing). Curriculum was laid out well. Methods class was really good (Jesse Savage).
- She would love to come back!

- The main thing is trying to get the candidates to know which level they want to go in and then have classes that speak to that. For example, having electives that would allow us to have a concentration in areas for either elementary, middle or high.
- Make people take the reading practice while in the program; Dr. Hampton's Complex Disabilities class was sooo helpful. Guest lecturers were super helpful.
- no
- Maybe a little bling, water bottle, or bumper sticker--something that feels good and we can be proud of. I loved the license-size degree! The drive-thru was a great thing.
- Laura Weller is the most wonderful human on the face of the planet. She was what kept me relaxed. I could email her anything. The communication and ease of navigating programs was wonderful - so easy (registration everything). Professors are so helpful and accommodating - answer emails at any time. I felt very prepared.
- Making sure to continue with ASCA membership for a professional organization; to schedule a meeting with their administration within first month for review of the TN Dept of Education program management agreement; continue to provide in-depth knowledge and paperwork requirements of 504 meetings and procedures; the leadership class was great and necessary and understanding how to delegate; Understanding the scope of what we can do as counselors but learn to be able to connect them with community stakeholders for clinical counseling; learning behavior plans for students that are referred for the support team; continue to practice how to map out management of time; evaluations from principals (planning and delivery).
- I think that continuing to have online blended with face to face is necessary. Making sure online stays in place and keeping the website up to date.
- Honestly I don't. The program at Lipscomb is perfect. It is a rewarding feeling that when I was interviewing that they knew I went to Lipscomb and Lipscomb has such a good name in Education.
- Keep all assignments with technology, co-teaching, differentiation, how to record information about student needs, who to contact when student needs S-team, using data.
- One suggestion is to place students in a range of practicum settings throughout the program. Some friends did have a range, but tried to be intentional with everyone. Another idea is to have two students plan and co-teach a lesson. She has done a lot of co-teaching this year and having actual experience in co-teaching would have been helpful--maybe in CP 1 when you are in a classroom with a partner.
- More scenarios and simulations or classroom experience prior to student teaching. Love that Lipscomb does this (Rookie visit) to keep up with graduates.
- I loved all of the literacy stuff we did. Use all of those strategies all of the time. No suggestions.
- Having a mock IEP meeting to discuss a child's needs (simulation).
- It was a life changing program. I was working 4 jobs, and by going through the program I was able to go to one job. I am making more money with my one job than I was making with those 4 jobs. There were times I was tempted to leave the program, but I am glad I stayed in and I have recommended the program to so many people. It is hard, but it is worth it! The professors were amazing. I loved Dr. Hampton, particularly. The professor for ABA was a challenge to work with. We got extra credit for doing the evaluation before the exam, but the exam had material that was not covered in the class. If we had done the evaluation after the exam, our evaluation responses may have been different. The class was really helpful though. There needs to be way more support at the beginning of

the program. (EdPlan) When we get our caseload, we need to be instructed to look at previous progress reports to become familiar with the students and the previous data and data collection methods - and where the student is at.

- I think an important thing would be to include more about collaborative planning and working with colleagues. How to work with other people's ideas is important.
- Feedback - It is an AWESOME program; more full-time faculty; faculty with varied experiences; 504 mock trial sessions to provide full experiences in running a true 504 meeting
- I don't think so. Just data is a big deal and I didn't fully realize that until in the classroom.
- It would be better to not have so many adjunct teachers. They were lower quality, and we deserved better. They had many other priorities and lessons were often messy. Response times were long. Some of the adjuncts were not knowledgeable and would just tell us to google it - which was really not helpful.
- Not/A
- I think for me, the education classes (CPI, CPII, Student Teaching) were great. The Math Methods class did not feel super helpful after I left the class. Would like more opportunities for breakouts for elementary/secondary levels more often would be beneficial--especially in mathematics high school. Moving forward, the integration of being able to teach virtually would be beneficial.
- Continue to bring in special topics such as trauma informed, ACES, STARS, etc. in small group offerings. Bring in restorative practices included a class or module.
- Hire additional full-time faculty for the school counseling program to support the work that is taking place.
- It would have been helpful if the data assessment course had been introduced at the beginning of the program instead of the last class.
- It's such a great program, and she had a great experience! The only thing would be to help students practice flexibility (mock teaching with unexpected interruptions, etc.)
- Include a group project--plan for a whole day of instruction. Discuss how much of a team effort teaching is. How to work with a team (PLC)
- Overall, it is a crash course in teaching. I think student teaching was invaluable. I Love Dave Moore. Felt very prepared.
- Get rid of edTPA! It just didn't add any value.
- In the real world, all the things we learned about in silos are connected. It would be helpful to have something to give students the experience of making trade offs. More training on data collection would be good.
- It should be a requirement for Lipscomb candidates to have a placement in a Williamson county school or private school. All her placements were in MNPS and this created a lot of uncertainty in her because of all the challenges she saw there. She didn't enjoy those environments and was questioning whether she wanted to teach or not after spending time there. If she'd had the opportunity to see different environments (suburban, private), she would've felt more settled about her career path. She feels lucky that she landed at Woodland Middle School, which is very different from MNPS, and she's very happy there. But there for a while, she was questioning if teaching was really for her because of all of her placements being in MNPS. Would be nice for student teachers to talk to first year teachers from the program. She has mentors in her school now, but would be nice to talk to Lipscomb grads who understood the program. Maybe have a panel come in for a seminar day, or zoom in during their planning.

- She was discouraged by the LOE score and thinks anything we can do to influence that would be helpful. Every school is unique, and your score is impacted by the students you are assigned. She keeps her notebooks and books and will remind herself of what she learned. We need to teach about how to motivate unmotivated students, handling disruptive behavior, dealing with difficult parents, etc. Mentorship was really helpful!
- I loved Lipscomb and the program was great!
- I would encourage you to interview and vet mentor teachers for student teachers. I felt like my mentor teacher didn't like me and nothing I did made her happy. I felt like she was not prepared for co teaching and didn't understand the expectations of me and was not prepared to truly let me teach. It was horrible! I cried every day after being with her. I felt humiliated. It was incredibly detrimental to my mental health and resulted in a crisis situation. I felt like more due diligence could have been due to make sure she was a good fit before pairing us and then training to make sure she was prepared to actually have a student teacher in the classroom. She was a good teacher in teaching but she was not good at giving kind feedback. She was the opposite of kind and sensitive - she constantly told me I was terrible at this and I shouldn't be a teacher. I asked her to adjust her tone and language when giving me feedback and she blew up and told me the tone and language doesn't matter because my principal will do whatever and it only matters how I respond to it. I hate to talk poorly of her - but I was already very delicate in the mental health arena, I just really needed extra attention to my pairing and to be paired with someone who could support me and be sensitive to me while still pushing me to grow. Luckily my experience with feedback in the field has been really positive since I've been hired. I think I tried to communicate to the Lipscomb faculty and my Supervisor about how awful it was and everyone just kept telling me it was my fault and I didn't feel supported at all. So I don't know what else I could have done. I don't feel like they really understood. I don't understand why there wasn't a different option for me. And when I had a crisis situation and they walked me to the counseling center I felt like the Education faculty treated me like I was a problem and weird and it was my fault. Probably they were just uncomfortable, but I felt like it was handled really poorly.
- I would encourage the topic of grief counseling.
- Doing 4 page lesson plans for every lesson we teach every day is extremely overwhelming. It's not practical. We don't do that in the classroom. At some point it needs to tailor off - transition to something more realistic to what happens in the classroom. Especially knowing that job embedded classmates don't submit them...and knowing student teachers doing edTPA that it's a real grind. Is it really necessary? It just isn't practical and it isn't what we do in the real job.
- had a good experience at LU....appreciated help prepping for EdTPA
- If you have a teacher in a private school, preparing for the EDTPA and the EDTPA class is hard. I think there needs to be more supplemental resources or maybe they could put private school teachers in a group to brainstorm - because the terminology and process was so foreign to me given my context. I loved the program! I am glad I did it. I would recommend it.
- I think the School based assessment course, for me, was less necessary because I do not administer testing. If there could be a way to edit the Action research class that focused on how school counselors could use the information to further their program in school counseling - helping candidates to see a more clear reason to understand how research can further programs in a positive way. The spiritual reflections were good for me with each class. I think the field experiences can be tedious because of working

full-time, church leadership, classwork and just living, they can be overwhelming - could you find a way to spread out the field experiences more than just 8 weeks even when it is a term course.

- The overall program was amazing and taught me a lot of information, very important essentials to be a school counselor. The biggest thing that has helped me from the program was the role play sessions we conducted through various classroom assignments. I think that the practice of role playing could be continued with every class and I encourage candidates to take full advantage of it. The book, *Transformed School Counselor*, is the best book of the program. It was very informational and broke things down for a lot of things that are relevant. It was organized and helpful, explaining things very well. It also gives practical applications.
- "Lipscomb's program is a great program. For me, I would have benefitted from more SPED tailoring in courses to prepare us more for the specific demands of SPED. [He started in the IP program.] I will help out as needed! I believe in the work Lipscomb is trying to do, and I want to support it."
- It is so incredible! Would not change a thing--I had a perfect experience.
- Include classroom management as a course or throughout some courses; start communication with EG 6000 earlier than the last semester; keep a blended type of course delivery.
- We've already talked about all the things I would say. The modeling during classes was so helpful. I just think content would have been more helpful than anything! The genuine relationships with professors and flexibility helped me get through everything. Many residents feel the instructors were great!
- Says that a WCS district level mentor stated that Lipscomb produces the most well-prepared instructors.
- Some of the testing that you need, in the job embedded program, needed to be clearer. The policies about not passing were unclear. The timeframe between tests was not given upfront, so more of that would be helpful. We also heard mixed messages about who needed to take which praxis test. It was a great program! I have recommended the program to someone doing a job embedded at our school. The school knows that the program worked well. The program is great overall.
- I loved the mentorship in my program! Having a good mentor was so important for me to do well in the program.
- I just want to say thank you. Everybody was gracious and quick to respond. All professors were over the top helpful. Hasty as an advisor was above and beyond. I loved my experience so much.
- No, she felt very prepared overall.
- The only thing I felt was lacking in my knowledge when I first started as a school counselor was learning all the requirements and number of colleges that exist; understanding how to tackle the college admission process. I wish I could have attended college counseling meetings sponsored by colleges. I would like to have known more about local colleges and their admissions process throughout the Secondary College and Career Class.
- Regarding parents, a game or quiz, like in the back of a magazine. Some kind of role play about how to deal with parents. If then, statements. We could probably get scenarios from students. How would you have handled this? One suggestion--my mentor teacher would have valued some involvement in the program, such as a periodic check-in (Google form) on how the resident was performing, and a required

recommendation letter. Everyone I spoke with at Lipscomb was so helpful. If I had a question, they knew who to ask. I am so proud of my Lipscomb degree! My daughter wants to look at Lipscomb as a potential place for her. I felt like God placed me, directed me to the program, and I felt like God's hand was on the plan for my degree to come from Lipscomb to be at a secular school. I know I was there for a purpose and I loved my experience! I didn't like doing edTPA, but I am glad I did it!

- Not really, I feel very confident and comfortable being a teacher and all the different aspects. We prepared very well-learned lesson plans, IEP meetings, and differentiation. The experience at all the different schools was helpful. I got to see a lot of Kindergarten classrooms in my practicums, which was a huge plus for me. Overall it was very good.
- I don't think so. I learned a lot. Lesson plans from freshman to senior year are so different, much more prepared.
- encourage ST to try everything (conferences, IEPs, etc).
- She felt hesitant to be candid on her surveys because she liked the professors. Didn't want to be critical. However, overall she felt that many of her professors were too busy, distracted, or not "all in." Wasn't sure if her professors really had time to dedicate to the class. Didn't receive great advice.
- Focus more on the classroom and focus less on lesson plans.
- It was great!
- Trying to have candidates ask about their awareness in what situation they want to be in once they are in a job or future job? Ask what populations do you see yourself in for working? Such as rural or inner city, etc. Asking each what is the ideal situation you see yourself in?
- The literacy course did not seem relevant. I really liked the responsiveness with questions. Always got back with me promptly, early. Teachers are always making us feel connected and welcome. It has been easy to recommend the program to other people.
- She felt lost on the first day of teaching. Talk about the start of school routines. Is there a way to let people taking CP2 in the fall observe a few days at the beginning of school to see how it all works. Maybe this could be optional for those who are in the Nashville area and can do it. Doesn't have to be in the same classroom that they will ultimately be assigned to in CP2...just something to get experience in the back-to-school routines.
- To learn more clinical or coping methods to work with when students are struggling in various areas such as anxiety or stress. Feel like I need more in the moment of short term solutions so the students can return to class. I did learn a lot during the internship.
- I felt like being in placements (and diverse placements) was great--need to be sure to do that.
- N/A
- Classroom management- CP I or II needs more. SPED and classroom management were not what she actually needed, needs strategies to work with disabilities . Lipscomb did prepare me way more than other new colleagues.
- Look at curriculum based instruction for school counseling with Kristin Baese and have her expertise with the Teaching Practicum course. Move Dr. Davies to the position of Director over School Counseling to broaden the scope of possibilities for the growth of the program.
- 1. 504 information needs to be a class if possible. More in-depth knowledge and practice through mock scenarios at all grade levels would be helpful. While we had speakers come to talk to us about it, we still need hands-on practice. 2. A full class on reading and interpreting high school transcripts. More in-depth knowledge and practice with an

assortment of transcripts from private and public schools as well as schools from other states and countries.

- Continue to have university supervision support throughout the Flex model.
- Overall, I am pleased with my experience and graduated with a decent foundation. All key assignments were relevant. Least favorite course was the Assessment in the spring and would rather have an overall picture instead the in-depth details.
- I loved when our program would get together for social activities/get together with working projects; it allowed me to bond with my classmates. Once a semester would be awesome to build community.
- Her advisor - Ally Hauptmann- has been such a great support. She was confused by the LiveText changes. She has been thinking about the Master's program, and she has a few things in LiveText, but she'd like to get what she can no longer access. The support at Lipscomb has been great compared to what she had in earlier programs. She has loved the online access she had during her preparation. One negative- when she did the portfolio, she reached out to Julie Harper to ask what she was supposed to do, but she was shocked when she realized what was left undone still for her portfolio. That might have been due to the licensure vs the master's, but Lipscomb should have a better process for those who do licensure only. There's a disconnect there. She had great experiences with Lipscomb. She would love to see more opportunities for helping people fund the program.
- I think something that helped me just as much in classroom management was from working at a summer camp. Having a PE credit class that focused on PE routines, ice breakers, things like that, would help. Other than that I have felt very prepared. Thank you for preparing me so well. I am better prepared than a lot of my other 1st year teachers I see around me. Doing edTPA honestly helped me so much too. I was able to discuss in my interviews standards and collecting evidence and being able to back up what I do with assessment and I think that helps so much. This is my goal, this is what I am going to teach, and this is how I know they have learned it. I reach out to teachers in the building about including sight words and mental math and that is something that really has been seen as "wow" because they have never had that before.
- Wish more classes were geared toward secondary education. Challenging to apply things to high schoolers. Practice with email sending and communicating with parents. Her bio classes were not applicable for the level of high school content she needed. She learned the same concepts (i.e. photosynthesis) but she learned in way more detail that she felt she needed to. She wishes there has been a class that helped her learn what was appropriate for high school biology.
- Student behavior is a concern--there are more concerns now than before. Need to be prepared for the unexpected. Thank you--you have set me up well and feel like I have hit my stride. Have done a great job preparing me for teaching.
- SPED--You are writing IEPs in several courses but when you get to student teaching, you are not writing IEPs. Would suggest some type of refresher with writing IEPs during student teaching--right before the first year of teaching. Help mend the gap. Prepare student teachers for virtual teaching!
- Have the courses that are outside of school counseling more school counseling focused. For example, courses that are in the general education area should focus on school counseling instead of teaching.
- Go over TEAM rubrics for teacher evaluation.

- Dr. Duncan's edTPA--I could not have asked for a better way to prepare for edTPA. I have talked to friends who were not as prepared as we were. She has so much information! I appreciate how much Lipscomb puts us in schools early and consistently. That's the best way to learn is to see the schools.
- Weeding out more students who seem to be in teacher ed for the summer vacation, realizing that it requires a lot of passion; helping more students see the variety of issues around diversity - that it is about socioeconomics, special needs, etc. Also - the get-togethers that happened for education majors didn't really consider commuter students. I was not able to make good friends with other classmates and peers outside of the Pioneros that I wish I could have. It felt like the other white students clicked together and weren't interested in getting to know me. Even trying to sit next to students, they didn't seem to want to sit with me and I felt like I really missed out on bonding.
- To see more of the 504 process and how to actually go through those forms; Action research did not provide a good understanding; More opportunities to do lesson plans so that I could have more resources to pull from.
- edTPA. Felt unprepared for the workload.
- Did a great job motivating teachers and getting us excited and prepared. Improve on looking at the existing curriculum. Make PIA a sixteen week course.
- It was really an amazing program, especially having a mentor. It was a community.
- Loved her mentor, and was a huge asset and help. This was a great support and could help teachers stay in education. Jessica appreciated the professors, Laura Weller, and all support from the program.
- I would advise a different book besides Courage to Teach. Marzano or Kagan Strategies I hear a lot around here. Any other person who is currently in research. I wish I had had any kind of SPED support--what accommodations are, how to group students, applying accommodations to assessments (quiz or TCAP).
- The Lipscomb program was my favorite. I also did a masters with another program. I actually learned from Lipscomb. What I would like to see. GYO is nice to get teachers in the classroom, but what about an admin pipeline? I hear people are afraid to be admin. What about a pipeline from residents to principals? It was great. I am really glad I was asked to apply and got accepted. I would do it again!
- Less "busy work" and more applicable strategies and techniques
- One thing I loved during the program is I never felt I was on an island. Hasty and Marklein were constant support from the beginning of the program to the end!