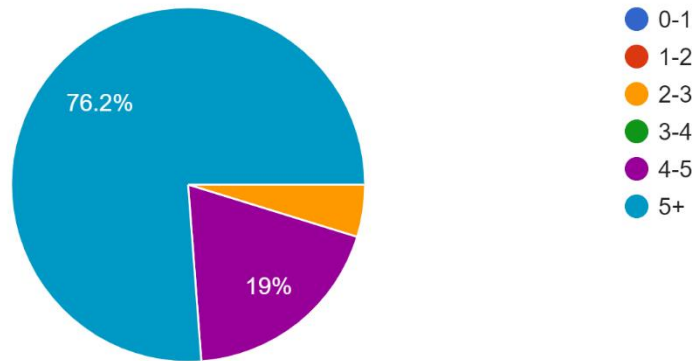


# Advanced Completer Satisfaction 2022

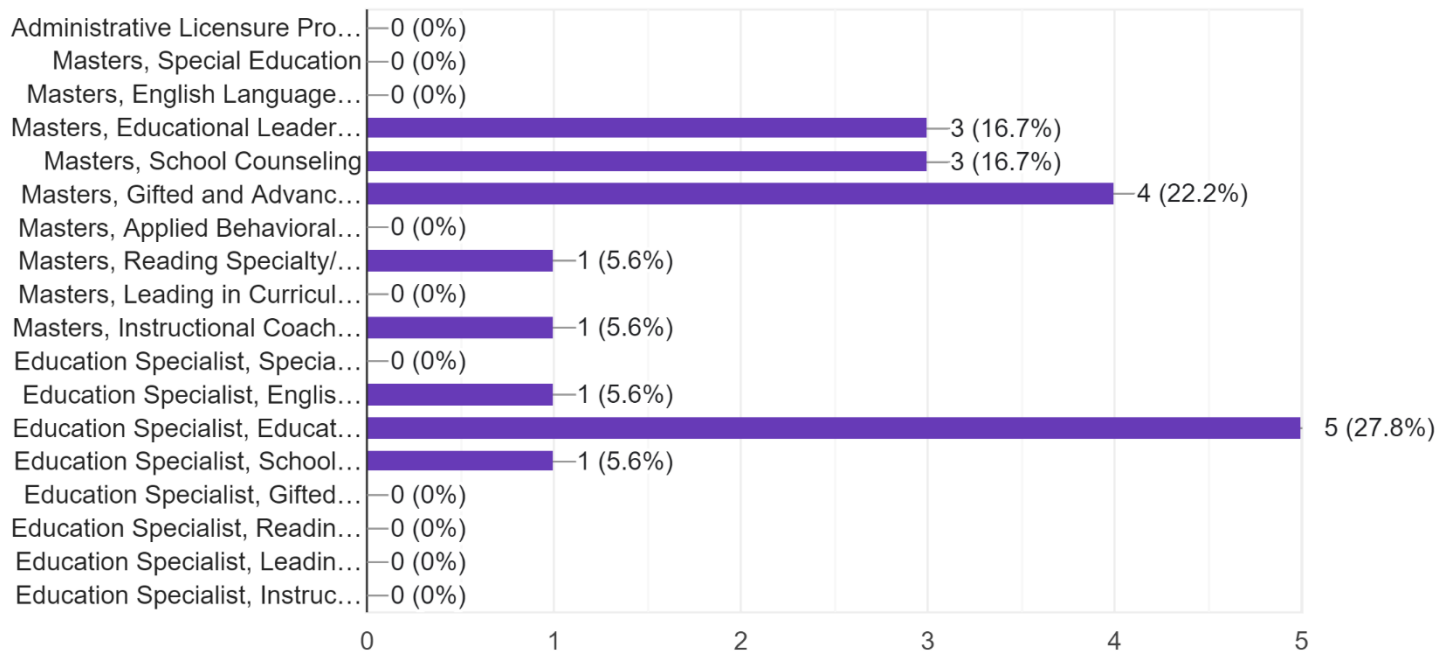
How many years have you worked in Education?

21 responses



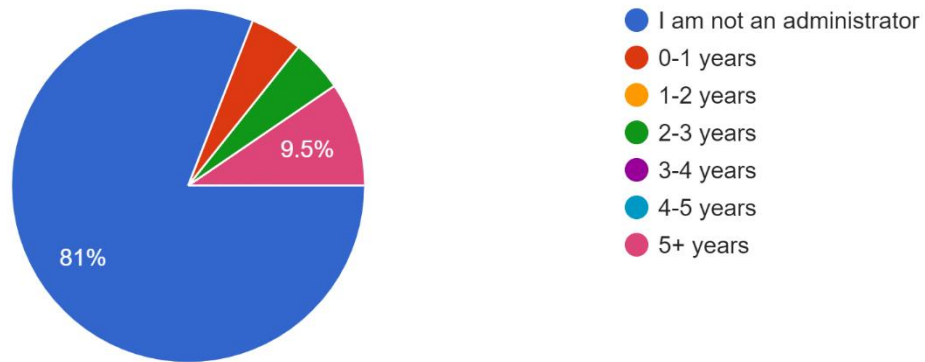
What is the most recent program you completed at Lipscomb?

18 responses



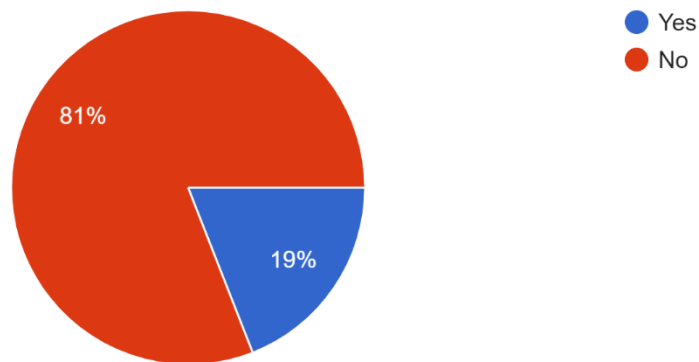
How long have you been an administrator (includes all leadership positions)?

21 responses



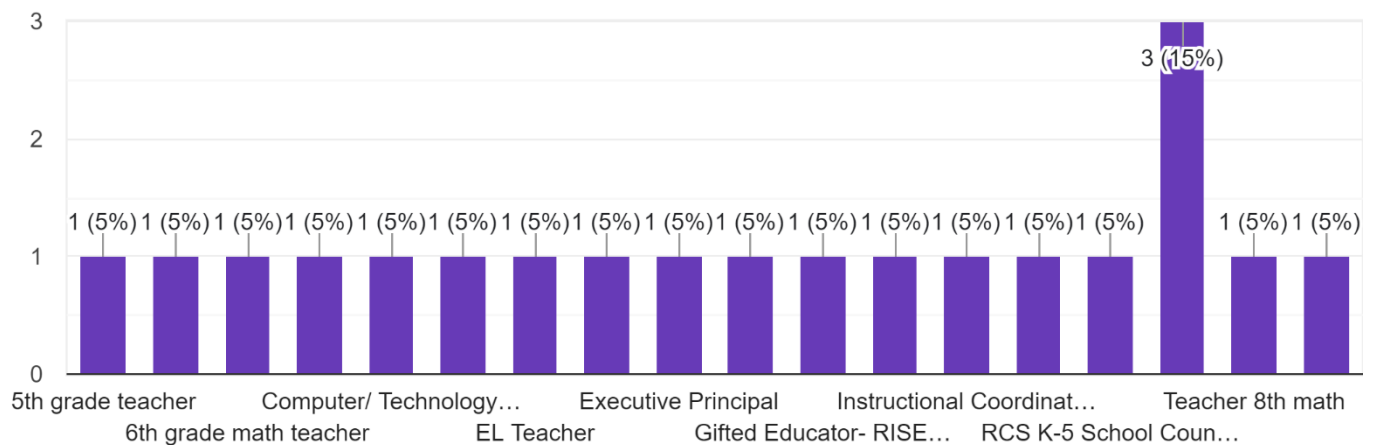
Have you been promoted since beginning your program at Lipscomb?

21 responses



### What is your current title or role?

20 responses



### What were some of the strengths of your advanced preparation program at Lipscomb?

- loved coaching classes. Core coaching class was excellent, learning how to have those conversations, feel like her coaching is often reactive, want to be able to do coaching cycles but not always possible, liked doing PLC- like activities in last course of program, could instantly utilize in so many situations
- Definitely having professors that were knowledgeable and experienced in the content they were teaching and they were also very passionate about the content. Pacing was well thought out - could tell a lot of thought was put into piecing it together and made the actual course content meaningful.
- I feel like I had a unique look because it had been a long time since I was in a public school. For me, it was experiences of others in public settings and in other areas - challenges, successes; getting to shadow Shane Pantall over at Franklin, that real life look at admin. duties and what the day to day life looks like in an admin role. I loved the conflict resolution course, early on. I definitely look back on that one because a lot of decision making comes in conflict. Making sure all feel heard.
- This does not feel like an advanced program to me, since it was a certification program. It was accommodating to my schedule, and it was collaborative.
- One of the biggest strengths overall is all of the interactions with my classmates were high quality and really good; speaks to the gatekeeping in terms of who was allowed in; people wanted to learn, get better, seek out ways to go above doing the time to just try to get the degree; quality of people in the program and the quality of instruction; people leading the classes had a lot of unique experiences, not all cut from the same cloth, provided a wider lens than could have been accomplished through reading and anecdotal examples
- The real world application, there was a lot of theory but also a lot of application. The projects were real world based that was useful.
- I really liked the focus on character development; I had not encountered that before in my studies, but I think it is essential to leadership. The other strong component was the research component. That taught me so much learning the beginning intricacies of quantitative and qualitative research. I had never built a Likert-scale and all those things that help provide a framework for practice. Different models - perspectives and experiences.

- Strengths- unit planning, curriculum planning, stretch prompts. Universal screeners discussion...Support was strong and I still feel like I can reach out for support.
- characteristics and strategies/depth/complexity- very beneficial.
- Level of readings and texts- variety of courses; the podcasts, readings, books, research, etc. High-quality. A comfort :) Felt supported and confident in the work. Supported and comfort. Okay to feel confused and share if confused. Size of class to have a community. Organization and communication. Advocacy class--there was some miscommunication about the syllabus--
- I liked that it was accommodating to teachers, meaning we were able to attend classes virtually. We have tutoring and after school programs, so that was a real strength for me. The materials, the text books etc.
- So much information- diving into gifted curriculum and learning more about the characteristics. Has given me the knowledge to be able to advocate for these students. Teachers have the assumptions for how gifted students should act. I feel like I now have a great support system.
- The main strength was that this was a pathway to becoming EI Certified. Being able to do it virtually was a plus for me. Classes being one day a week and the timing were also a plus.
- Faculty relationships, Faculty availability, Closeness of the Cohort, Quality of instruction
- 1. The flexibility of the program allowed me to work and apply my learning in real time. I was able to have theory of action. 2. It exposed me to important ideas around effective thoughtful leadership that I can implement in my current and future roles. 3. Collaborative work
- Caring professors. Professors who reach out. They are really welcoming and were good at finding ways to connect the cohort together.
- Legal and Ethical course prepared me to think about the legal aspects really well. I use this every day in the practice. Program management was a very big strength and I learned how to write and map out a year's plan to make things happen.
- I enjoyed the discussion based classes and the flexibility of internship hours; mentorship from professors was a strength and the focus of learning instead of just completing assignments
- A lot of the practice that we were able to do with all the different counseling theories and skills with role playing provided insight for time now in my practice; being able to hear from others who are in the field or related to school counseling and their shared experiences provided a good picture of what to expect.
- The strengths were that I felt overly prepared for my praxis; the things I learned in class prepared; to be able to have types of different counseling skills in my current roles
- Felt well prepared to step into the district level leadership role in her district.

### **What were some of the weaknesses of your advanced preparation program at Lipscomb?**

- Want to learn how to wear the multiple hats
- Honestly, I struggled to think of a weakness. Maybe more face-to-face time with the others since I was online. Intensives provided time for face to face time with peers and professors to get to know each other.
- It's tough to say weaknesses. Our first semester was Covid, so that is hard to gauge in efficiency of grading etc. - administrators lives turned upside down etc. - how do you assess that. A weakness/ strength - everything was formatted toward public school. There were assignments were I needed access to a public school file that I didn't have, but was at the same time beneficial because each professor made sure I got the credentials and access needed - they made it work. Understanding the why - but that was the only hiccup I had from my perspective.
- It was completely virtual and I am not really a virtual learner.

- Don't know if there were any weaknesses exclusive to LU, a matter of fact you can only do so much online, but in spite of that the quality was excellent; in person on campus is ideal, but not everyone can accomplish that, online is not the same, but was also a choice for all who entered - not a weakness - just the circumstances, despite the circumstances - very strong on all fronts.
- Really long zoom classes in the evening. Did appreciate it being on zoom but hard to stay engaged for a 3 hour zoom class.
- I can't pinpoint anything that I thought was weakness. Not the fault of Lipscomb and the professors, but when we finally got past covid and got to have the intensives that was wonderful. That couldn't be helped. Was no one's fault, Underscores the value of face time in the program.
- Learning curve- the state tool for Ed plan format (tool for writing IEPs). Process of referring a student (AAST Advanced Academic Support Team meeting, then eligibility, IEP meeting)
- Good information- but the program planning was not as valuable unless you want to go into leadership; different counties do such different things...
- Did not get as much feedback on advocacy project and wanted more-- liked feedback on program plan- felt less connected in advocacy class (got wrong syllabus). Would like more early childhood, 4 years old to 8 years old- would love more info about their development (when a 5 year old acts like a 3 year old).
- I didn't get feedback in an adequate time. My papers were graded at the end of the course. I wanted feedback in a more timely manner so I could fix anything that needed to be fixed earlier.
- It was a lot of information to process at once - especially the summer courses.
- Virtual learning, while being a plus, was also a weakness. Because it was virtual, some things were probably modified and would have been different or better in person. The professor was nice but she was a weakness because she didn't cover the right content - especially based on what I know about different programs from other universities. When it came time to take the praxis test, I had to cram. I know other teachers who got their certification at other institutions who didn't have to cram because their coursework better covered the Praxis material. The classes didn't really prepare me for the test.
- Part of it was during COVID, so we had to navigate the virtual environment vs and in person experience
- Diversity and Equity inclusiveness still needs improvement. There seemed to be a lens of privilege that many people led from. There was one course that gave a historical lens of the city we live in but overall the cohort was diverse, but the faculty perspectives weren't as diverse. My experience happened during COVID, so our field experiences and class experiences were limited due to the times. There was a wide range of people and their experiences in k12 education, it would have been nice to have more people in k12 in my groups, many candidates in the program didn't have k12 experiences. For example: someone could be promoted to leadership/admin role with little experience.
- LiveText was a little difficult. I don't if the directions were as clear as they could be. It was like the professors weren't all on the same page.
- I feel like I wish had more practice with counseling for more of serious scenarios such as anxiety, etc. I would like to have had more practice in grief and loss or suicide or DCS referrals - very serious cases that I could have had more practice.
- Covid made things complicated
- The one area I would liked to have practice in would be 504 discussions and practice and see more scenarios to provide confidence.
- The weakness was the preparing for my internship hours at certain schools; at McGavock I felt like the mentor struggled to create an experience for me and it was just paperwork. There should be opportunities for MNPS to have mentors think about how to give aspiring counselors a good experience.
- As mentioned in her exit survey- maybe the opportunity to learn from multiple mentors would be nice.

**How did your preparation related to Craft inform your practice?**

- Really good- always take as many resources as can. This role she is in is completely new to her. Always love new information and resources
- One key takeaways - using data to inform decisions - in the profession learning how to be reflective, look at data and make decisions to determine what is going to be the best decisions. You learn what it means to be a good leader outside of reading a textbook - the values and characteristics and work to implement them in practice.
- The first thing that stuck was the evidence aspect of it. Being in a private setting, our observational structure is not as strict as public schools, so the expectations that were set through the CARE system raised that awareness, personal responsibility. Teachers are often gifted and know how to respond to students, sometimes it is easy to shoot from the hip, but realizing the finding evidence is more than just the quiz/ test grade - analyzing short answers, do they understand the standards. Working in various ways to provide that evidence and adjust if it is not working; staying current, learning something new for the betterment of students rather than relying on what has always been done. Sometimes teachers have to be students too.
- It brought my desire that all teachers are differentiating to the forefront. It made me take another look at the importance of differentiation. I need to support all teachers with differentiating for students. This was the biggest thing to come from me being in the program.
- The biggest piece that comes from that is the whole idea of reflection in general. Sometimes education and educators get a bad wrap of just giving worksheets and not being engaging - the reflection piece makes you examine yourself and your practices. People reflecting individual impacts all of those areas - makes you seek to better to go above and beyond. It changes the mindset and does not allow your to settle. If I am believing these things, how am I demonstrating it? There is a lot of accountability in reflection.
- planning instruction with appropriate scaffolds for English language learners and multilingual learners. The mindsets of all teachers are a language teacher, language is a part of all content.
- I haven't been in a leadership role officially yet, but did help me understand why some approaches have to be taken by leaders in some instances (i.e.-top down vs. collaborative). That was helpful. It helped me be a teacher leader, which I did this past year. i was the teacher leader for my department. I learned to get people to buy in etc. from this program. Some of those where simply how to better think about interactions of personalities, collaboration, how to guide them, get them onboard, conflict management (an entire class).
- really thinking through content, process, and product (not just finding materials that are higher)- Bloom's, etc. Solid info for curriculum.
- I can take any standard from a lesson or textbook, and I have the toolbox to raise the level of it. Because of our courses with examples, etc.
- twice exceptional, those not typically recognized, know strategies to work with CLD, etc. and is very helpful.
- There was a lot of focus for students engaging n critical thinking. That was something I could apply the very next day. We didn't focus on behavior much. I didn't mind it, but it just wasn't pertinent to our program.



- Providing high-quality instructional strategies—creative thinking and critical thinking pieces go together—being able to evaluate good solutions to ideas; creativity is not ornamental. More mindful to include the critical and creative thinking.
- My practice did not change in any of these areas due to my time at Lipscomb. I developed these things these from who I am as a person naturally and from my previous experience working as an educator. I got a few ideas from others in my cohort, but I had already basically developed my craft before taking the 4 classes for the EL certification.
- Learned a lot about analyzing data and using it to help drive instruction, support and inform parents.
- Analyzing strategic instructional decisions and modeling critical thinking are areas that I'm utilizing often when coaching teachers and being a part of a team that is changing the whole system of analyzing data, making good decisions, and planning for interventions districtwide. These areas have impacted my work in many ways.
- I knew I wanted to be a leader, but I was hesitant about it. I was wondering if I would really be able to be in a formal leadership position. After the program I felt like I was really equipped to be a formal leader. I learned quite a bit.
- In general it helped me know how to map out a comprehensive program using data; learned how to collect and use data to form groups as example. I believe my philosophy was crafted around the role of a school counselor; the various classes informed how to create lessons; I was able to understand how to collaborate to figure out what is needed for students for interventions and/or curriculum that could be broken into small groups or individual cases.
- Several assignments were creating lessons for small groups or large group and directly correlated with what all I do now; a big emphasis on technology that I learned in the program and comfortable to use it now
- It was helpful to have my philosophy of why I am reflect on as to what I am aiming for; it is helpful as you get started when so many things are thrown at you at the beginning of my true practice.
- I felt like the classes did a great job to prepare us to work in diverse situations and communities of families with students.
- Her role is more helping at the district level- so planning with other community partners to best help students in the district- like helping the homeless population with food scarcity with a local food bank was one example.

## Attitudes and Values

### How did your preparation related to Attitudes and Values inform your practice?

- Very much prepared her So many practice coaching sessions, simulations PLC work Several classes seemed to overlap in terms of content, it would be better to have new content Attitudes and Values were strong Culturally relevant coaching was very eye-opening for her as private school teacher/admin Good to have those outside LU share perspectives
- It makes you more aware that as a leader you are not doing it alone and you have to be part of a team and with that comes the understanding that you are working with a lot of different people.
- Your class (research) took some of the dust off of receiving feedback; writing is a process; staying current; the confidence aspect, we focus on equity a lot - a school for learning differences, expensive, parents pay because they do not want their students to fall behind; its not just a motivational poster, but has to be achieved; understanding all kids can learn is important; at my school the kids are here for a reason and they are not going to learn automatically, it is also a confidence thing too because

sometimes it takes a long time for students to get it; confidence in understanding of standards - the blueprint in front of you and the role you have to play while keeping your mind focused on the goal before you.

- The whole program was centered around values and attitudes about students who are different from them. The big one for me is the commitment to ongoing development and digging deep to find different ways to reach all students. We definitely believe all students can learn, but do we have the tools to make sure they all DO learn?
- Whenever I feel like I am at my best, in the flow of teaching and being within the school all of those things come to mind. It is your attitude and how you choose to view it. It comes back to the reflection piece. When you think of yourself critically it is hard to settle for less. A lot of teachers begin committed to these things, but the red tape can get you caught up and forget. This happens with veteran teachers sometimes; your attitude and the way you perceive things will impact how you engage. I believe there is a lot of personal choice involved. The classes in the M.Ed. program are like refreshers, like giving an opportunity to be idealistic, enthusiastic and positive. It is what it should be anyways but not always the case.
- reflective and learning and growing in her practice, learning and growing and reflecting on how she can do better. The additional supports for students.
- I really, really emphasize the importance of reaching all students. We spent a lot of time talking about equity and equality (defining and learning about them). This has spurred me to work on a 6-12 interventionist endorsement because I work with an intervention class. I want to better understand those students. As far as equity and reaching more children it intensified my desire to be well-versed. It served as a spring board for me to learn more.
- continued PD- being up to date on related topics and activities to be able to coach and grow others; looking at referrals- being aware of ELL- looking at other measures (a variety of product choices).
- Wanting to pursue ESL certification to advocate for equitable identification (L1 and L2 language learning).
- I have been so receptive to the new learning. Modeled well-- want to keep learning more about early childhood.
- When Stars Are Scattered (book) was really inspiring related to all students being able to learn. This reminded me a lot of my students, and so it was really relevant to me and connected to the belief that all students can learn. We participated in a lot of professional development, and I really enjoyed being able to take some of the strategies back to my classroom.
- Providing high-quality instructional strategies—creative thinking and critical thinking pieces go together—being able to evaluate good solutions to ideas; creativity is not ornamental. I am more mindful to include the critical and creative thinking.
- Maybe if I was a first time teacher I would have changed my attitudes or values. I have been teaching for many years. If these attitudes and values were not already in me, taking the classes at Lipscomb wouldn't do that either.
- The self-reflective piece was really important and I still use that now when things go awry I use that to think about my part in it and what I can do next time to prevent it from happening again.
- Lipscomb did a great job to always bringing me back to the larger mission of serving our teachers, district and students at the center of our work.
- I think the program put the mission of teaching into perspective. At the end of the day, it is all about what we can do for kids. I think we learned a lot about how leaders can impact what is best for students - even though you are really there to support teachers.



- I feel like I learned how to do the job well and have a good attitude in working with other teachers; I learned how to collaborate and be in the middle of administration and teachers that is helpful.
- I learned a lot about ethics, what it was and the difference between ethics and law; I think about it a lot - daily as I work with students in situations
- Through the program cultural and diverse opportunities were learned so that I can share new insights for students to become aware of in their daily walk.
- There is a big emphasis on service and serve others; not just serve them one time but be specific as to what the community needs
- Can tell she always had a positive outlook, but wants to further her education with Lipscomb and get her Ed.D. and maybe teach at the college level. She is glad the way this Ed.S. program is built it will help her already have some hours towards her Ed.D.

## Relationships

**How have your professional Relationships (e.g., administrator, colleagues, families, students) changed since completing your program?**

- Yes did all of these Nature of coaching classes Active listening encouraged In classes with many of the same people, get to know people Everyone very respectful
- I have become more understanding of others in the sense that we are all so diverse and even those that might seem similar to me have different walks to get to where they are. Understanding that makes your work easier and more efficient when you understand we are not all the same.
- I think the first thing that happened was you get it a lot more - its not empathy because I am not in their shoes, but being observed makes you realize what it is like; law class - thought maybe I don't want to do this because there is a lot and it is hard to read; typical grips of employee - why not an email - well there are times when it is necessary to meet face to face; creates an understanding of why administrators do the things they are doing; we are working on culture, before being frustrated about interruptions during class, but now understanding students needs to feel safe/ connected goes beyond my math class; it is always on the record, because in a school you are like family, but when you are on the clock you have responsibility; keep dialogue positive, supporting; everyone is on the same team - trying to the best we can and support the mission. We try to be inclusive, but sometimes students are not, especially in middle school, SLP job is teaching students perspective taking - we try to implement these things in our professional life and help students understand as well.
- We do have strong relationships already, but the program helped me to think more about diversity and how we need to really value that more. We needed to make sure our value for diversity is really evident. We (the teachers and leaders in the building) already felt that way, but we are making a bigger efforts to make it recognizable to everyone.
- The program throughout my time and completion of it has really increased my confidence in the leadership roles I carry. I think in my interactions they can sense that confidence and I am perceived in a different way. When things are brought up, people think to ask me. This is only my 4th year and yet people are looking to me for insights - a little nerve wracking, but does build confidence. You want people to trust you and believe in you - hopefully I am helping build a strong community within or school. the program gave me a lot of confidence - i.e. - finances, a wider knowledge of areas outside of general expertise. A lot of good opportunities to expand the knowledge and build the general knowledge around education to contribute.

- Contributing to the school culture and supporting all students in different content areas and collaborating with other teachers.
- It gave me so many more ways to think about avenues for reaching out to stakeholders, transparency. I didn't really understand the importance of transparency and consequences of not being transparent until we learned it through the program. I now work toward being transparent with my families and students as a result. the communication and transparency I would highlight.
- Coaching in PLCs, being seen in the community; working with families (engagement piece with families)- a biweekly newsletter; There is a mentoring program- Emily was able to present about the differentiation tool. Being willing to share.
- It is difficult because I am at one school one day per week (5 schools). Positive relationships- teachers need awareness on child find services and identification; I have to be the one to initiate conversations to support them. The result is an explosion of referrals! And several STeams are now in place because of awareness.
- The coaching and program design really strengthened my confidence in how I am working with other teachers.
- I was able to make some connections with people at schools around the corner. We had a student to transfer from my class to her class, and it was awesome to have that personal and professional relationship.
- Has helped in IEP meetings to know what to say to parents. Research that shows acceleration- equipped to educate stakeholders and parents.
- The four classes and readings made me ultra aware of making sure what I was presenting to the kids was to the benefit of EL learners. I had always thought about making my instruction beneficial to all students, but I was more aware of what the ELs needed.
- My administrator has been really helpful in giving me opportunities to practice leadership. She's coaching me up and giving me a lot of responsibilities.
- My relationships, especially with my cohort, have had a positive collaborative effect on my job and personal life. I've gained thought partners because of this.
- I definitely feel more comfortable about having more difficult conversations with a lot of different stakeholders. I feel like I can get into those conversations and be open and approachable, but also ask or say what needs to be said.
- I believe I learned how to work with adults which I had not done as a teacher; I am still working on that so sometimes I have to tell other teachers what to do for advocacy for students; I feel like I have worked about bringing in culture in my school with families and understanding cultural norms.
- It changed because my role is different than as a teacher; I have a more support role as a school counselor compared to when I was a teacher; I am a person faculty can lean on and receive help - so it is different.
- I would say that administration was viewed as having a close relationship and I have that now with my 6th grade administrator. It is good because things can be easily blurred from the school counselor role and administration role.
- Titles do mean something- and lends validity to having the discussions that you have to have to advocate for students.

## Essential Knowledge

### How did your Essential Knowledge change by completing the program?

- Yes increased
- The plethora of resources that through course, professors and knowledge the wealth of knowledge available and understanding how important it is to stay on top of changes in education.
- It's nice having the experience (undergrad in K-6), actually knowing and relating to the theories this time. Bringing in my own experiences to try to improve my own classroom. Differentiating for example, changes for my class heavy in students with dyslexia. Knowing the names of theorists is challenging, but knowing the purpose is important. Setting expectation and consistent for students with autism etc. and clearly communicating change, adjusted expectations etc. The biggest part that changed through the program was analysis - the presentation - staying positive, expectations I was decent at, but the analysis and reflection of student work not just now, but also in the past; being cooperative in the math team - the research I did for your class are being used - sitting in data, reflecting on needs, adjusting curriculum as a whole according to student needs; reflective aspect has changed the most, actually using the assessments and reflection not just data points for parents.
- I have definitely gained new knowledge and an understanding of the research around ELL students. I have also learned a lot more about what resources are out there, and I am better able to find the needed resources. I have built my knowledge in many ways - even down to studying and passing the Praxis. I have grown a lot and have been able to share a lot with teachers who haven't started the EL certification program. I have been able to share resources with teachers about the different strategies and activities I am asking them to do.
- A lot of that, learning theories, you learn in undergrad and never hear them again and some have changed. The theory is big knowing why you are doing something, some things are being done because they are traditional, been done in the past - knowing the why is beneficial. The knowledge around education in general, the CARE framework, it all kind of goes together. Education is a whole together - you need breadth and depth in a wide area of things.
- Understanding the theories behind language acquisition was informative. Also having a better sense of resources and/or people she can reach out to and access. How to best support students as well as families. Helping families become more engaged.
- Well all the writing improved my communication skills. I learned partially a new lingo. Beyond that I learned how to communicate better. I learned how to use research theories to inform practices and integrate it to inform teaching. It helped me learn the importance of research based practices, curriculum development.
- Twice Exceptionalities- knowledge about NAGC.
- Did not realize the similarities between giftedness and other disabilities (2e)- or having other issues (perfectionism, fear of failure). This is linked to the theories we covered in class. Understanding a gifted child is not just a straight A student.
- know how to teach gifted at a deeper level
- I gained a lot of knowledge about theories related to EL development. I had to go out and build my own knowledge to prepare for the praxis. Focusing more on the universal phonetic alphabet would have been helpful. We need more practice of listening to native speakers and determining what the errors are. There were some theorists on there, but there were other things on the Praxis I had to learn on my own. Court cases too. It would have been helpful to have more structures for memorizing what we needed to know for the test.

- mentioned earlier- I know how to communicate best practices to stakeholders because of all the research (especially acceleration).
- I did learn about the theorists related to EL. In learned about these from Lipscomb and in conjunction with the trainings at my school.
- I've gotten better with communication orally and written. I've improved, not where I want to be but definitely improvements.
- After completing the program, I relied heavily on the emphasis of current research. I was able to utilize it to help make crucial decisions in the work I do.
- The resource piece sticks out. I am a lot more confident that if i need, I can reach out to people and find resources. The other people in my program are great resources to me, as is my mentor. I also now know other places I can turn to to find resources as well if I have a question or need to find something specific.
- I big thing is that through professional development that I had to give I was prepared to deliver to teachers; that really prepared me well because I had never stood in front of teachers and go through curriculum before; when we had to plan a conference that was helpful. The theories we learned with the Guidance and Counseling class helps me with skills and techniques when working with students. The research class helped me learn how to understand how to actually read research and allows me to find what I need now to do now to continue using latest trends - even when I am planning my lessons I will use research to guide me. I learned how to access it more easy and know how to understand it.
- It helped me to be able to come into the year and be prepared for a long year plan for the units I would deliver; help me create a comprehensive school counseling program agreement with the principal and be ready to use data, plans for curriculum, parent engagement and events to provide resources to all community stakeholders.
- Coming in and not knowing the strategies of counseling and then after the program knowing more allows me to work with students in various capacities. Knowing which theory to use with them allows me to know how to help them to figure out the problem; knowing the line between school counselor and therapy is helpful.
- Her perspective has grown the most- gaining confidence in what needs to be done and doing it! Highly complimentary of the program and its strengths in preparing her to do her job well.

### **Is there anything else you want us to know in our efforts to continue to improve program offerings?**

- Not so much technology focus- a little in the PLC class, could be incorporated more Have been so impressed with this program, professors were phenomenal, recommend program to colleagues, so different from undergrad so relevant to what we need
- Keep being awesome. I have more than once in reflection and discussion with people not only how knowledgeable but also how caring professors are in the program. You do a great job of making us feeling valued and heard while still managing to teach us these awesome things.
- A lot of the people in my cohort really advocated for online course, unpopular opinion, but I think there is a lot of value in being in person - face-to-face is so important, the relational aspect. I wish we had more of that - the pandemic limited a lot of that. I wish we had a little more in person - we actually get to meet the cohort, have conversations and learned experiences. I like that you were very specific with your grades - some classes everyone got As (100s); I was there to improve and learn. I liked the feedback (specific and helpful) and feeling like I actually earned the grade that I got. There was a little disconnect early on when a professor (he was in California - great, but) was not in charge of grading in one of my courses.

- I commend the university as being user friendly. As a principal who was trying to help get all my teachers certified, I was able to get all of my teachers registered. Turn around was quick, and easy to work with. As a busy principal, that is invaluable. Dr. Fain is very gracious, helpful, knowledgeable, accommodating. Kudos for understanding that people are working full time and still want to get the advanced degrees. It means a lot to have a university that is willing to help accommodating working schedules to get this done. I am interested in having all teachers in my school (Schwab elem.) certified in SpEd too.
- I really enjoyed the program, the people, the material, the way we were accessed, my professors. the experience I had in the M.Ed. program is a lot of why I am in the doctoral program. I don't want to be stagnant. i want to continue to grow and learn and improve. I feel like this program really pushed that in positive ways and allowed that to happen with support and naturally as well.
- The real world applications were great. E.g. creating a lesson, etc. Professors were flexible in allowing her to complete assignments that would be applicable to her. The importance of family and engagement was also very informative.
- Nothing as far as improvement. I had a wonderful experience. I applied on a whim to see if I would get accepted and I did. I was bored and missed my students due to covid, but the program turned out to be a wonderful experience. The cohort model was fantastic. The professors were fantastic. It was a good preparation for administrative endorsement and a good segue for the doctoral program. The research component for instance really prepared me. Keep up the good work!
- When we have a student who has an IEP for autism- knowing how to navigate this.
- Continue to give the hands-on examples, etc.
- I love the connections I made- I feel seen, valued, and heard. I did not like the asynchronous experiences that much- the synchronous experiences and in-person Saturdays were very worthwhile.
- As I said before, feedback in a more timely manner.
- I loved the program!
- no
- I want to see more people that look like me in the instructor role (faculty). Having more faculty, specifically women, of color in my degree programs.
- I would be nice to see more collaboration with the professors. It seemed like there was a different format that people used for submitting grades and communication. Sometimes the work felt like busy work vs. learning experiences that I could apply to practice. More of a balance of theory and action would be beneficial.
- I was really pleased with the program. I'd just say to make sure this program is communicated to all schools! Lipscomb made it affordable and, it was convenient as a mom too.
- The one thing I would like to have had is more instruction on anger, behavior, and peer conflict management skills and techniques. I would like to learn how to facilitate restorative conversations due to peer conflict. Instruction for small groups or students who are dealing with behavior issues would be helpful for the program through some lessons or within a course.
- The one thing I would like to see added to the program is more emphasis on case management for children; how could this be incorporated into any of the courses because it takes a lot of organization and time and thought; learning how to evaluate the child's situation and triage situation. If we could have more time with a social worker that may help. Ultimately, it makes the process of MTSS run smoothly.
- More information on 504 practice