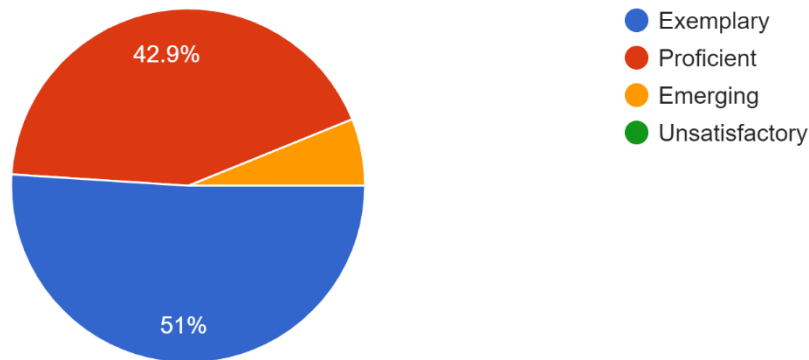


Initial License Completer Satisfaction - Rookie Teacher Education Survey 2022 1st, 3rd, & 5th Year Teacher Preparation Survey

CARE: Craft of Teaching

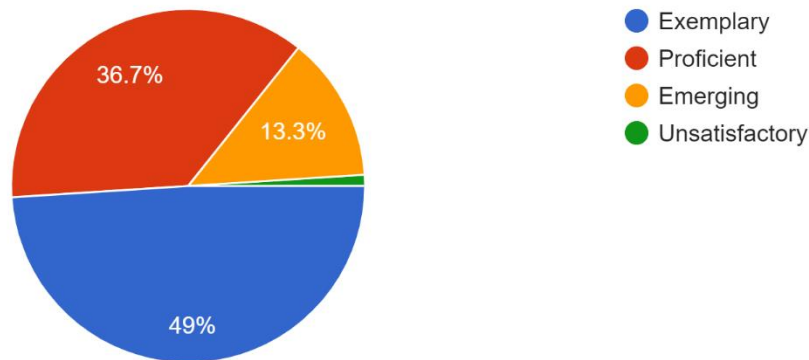
Demonstrating an understanding of and using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills

98 responses



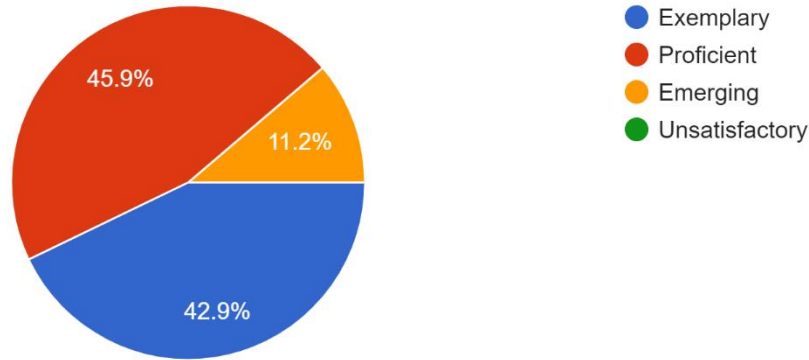
Providing instructional opportunities that are adapted to diverse students

98 responses



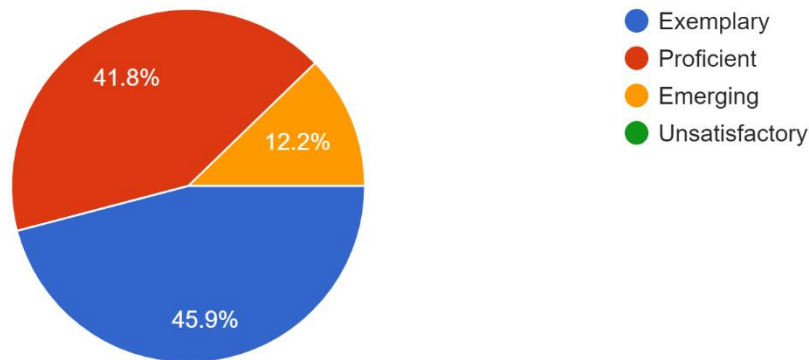
Integrating current technology in planning and instruction

98 responses



Preparation to work with diverse learners

98 responses



Comments/explanations regarding responses:

- I think that we learned about a lot of theories and ideas as far as instructional strategies, but there was a gap in practice or examples of applying them to an actual classroom.
- I think that Lipscomb does a good job with traditional instructional approach, but since I was teaching in a charter school their instructional approach is different, and often more inclusive.
- Any and all lesson- or instruction-modeling by professors at Lipscomb featured multiple ways to adjust things for students (EL, EE, gifted, and varying age groups).
- I think everything here was emphasized well. I think technology, especially seeing the events of virtual teaching, could be modernized a little more and be a bigger focus going forward.
- I work as a one-on-one parapro to a student so I am able to figure out how to get the student to be a learner while still giving her the support she needs during class time.

- I would have liked to see more strategies for working with students with specific learning needs/abilities (ADHD, ADD, etc.) I would have also liked to learn more ways to incorporate technology into learning—would have been great for a time like this.
- During this virtual time of teaching I feel well prepared; however, I feel that a greater focus on technology will be needed moving forward.
- I teach HS. Very little of classes offered Hs examples.,mostly ms and elementary school.
- I believe my time working with IEP students in WCS combined with my educational experiences at Lipscomb prepared me well for the classroom.
- There was not as much support and teaching strategies presented for physical education teachers as for other teaching concentrations
- When it comes to DEI, my school has been a great support
- My students come from a variety of economic groups, and I have known how to handle supporting everyone's needs without making one student feel singled out, and while also able to have hard or deep conversations about issues we have had during the year.
- As far as technology in the classroom goes, I am certain there have been improvements since virtual learning became a vital part of teaching. At the time I was in the program, I felt it was slightly lacking, as I found myself at a bit of a learning curve when I entered the classroom. I did, however, receive an exemplary education in reaching students of diverse backgrounds needs.
- I would have liked to have more classes/discussions about the SEL side of education and working with emotionally disturbed students
- The school counseling masters program at Lipscomb is relatively new. Due to this, I feel that certain aspects of the program were overly general (e.g. Qualitative Research). General theories and practices are useful, but at times lessons felt devoid of context. The school I interned for and worked with had nuanced demographics, cultural norms, and pedagogical philosophies that did not align with my overall values and personality. There needs to be a priority placed on putting new graduates in positions that fit their strengths, values, and personality. The goal is not simply to find them a job. The goal is to find a community and school that highlights my values.
- Diverse students ethnically I felt very prepared, diverse students on a variety of academic levels trying to teach one whole group lesson and accommodate for their differences, I did not feel as prepared.
- None
- Teaching students how to differentiate lessons for a classroom full of diverse learners is very important, especially if they plan on staying in Nashville to teach. They need to know how to create a lesson that meets the needs of EL's and low, medium, and high students. This can be done by differentiating the work, pulling small groups, and grouping students.
- I felt well-supported in learning how to reflect on the students in my classroom and their needs. This is essential in my career as an EL teacher. While less my focus, I did feel I got some sense of how to accommodate students with exceptional needs, as well.
- More instruction on planning and teaching strategies for students learning English as a second language would have been most helpful.
- I think the program did a great job at preparation for different instructional strategies and working with diverse learners. While the program definitely prepared me for diverse instructional opportunities and integrating technology, I think that expanding these two areas to focus more on how to meet the needs

of students who are multilingual or who come from lower income communities whose schools don't always meet the same financial or tech standards as other schools.

- It's hard to prepare anyone for the range of diverse learners teachers work with in the profession. I attended Lipscomb during the pandemic, which affected my ability to go into the classroom, however I would still like to suggest more observations and work in the classroom before student teaching or job-embedded. Nothing can replace hands on experience.
- I do think there was a little more needed for special education aspects. There should be more about special education for those going down that path.
- Truly great learning experience. The teachers and professionals did a great job in every way. They taught in a professional manner and provided many great learning experiences and things I could take with me into my career.

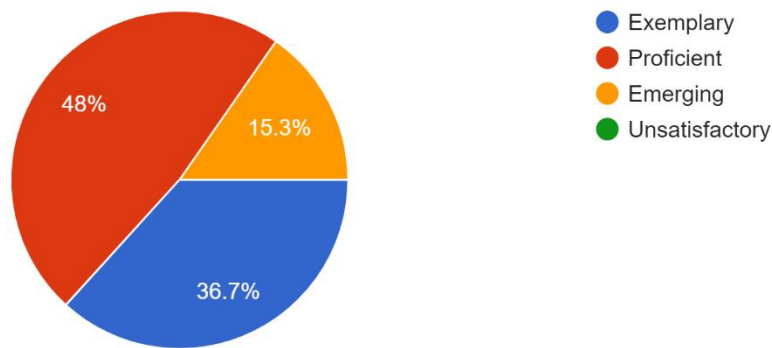
What courses/resources have you drawn on to handle issues of diversity/inclusion?

- When a student has challenged me in the classroom for either a racial or financial reason I have chosen to take a deep breath and respond with a listening ear and ask for an explanation and allow them to bring it to me privately if they desire and when I hear them out I hear what they are saying and discuss options for what we could do better while achieving the academic learning goals we were trying to achieve.
- Teaching the Diverse Learner, and the two ESL courses
- Dr. Hasty's courses, always; Building Classroom Communities, and all courses taken for my EL certification summer program.
- CP III
- Cultural Perspectives
- The cultural competency course helped me a lot. It emphasized helping underprivileged and underrepresented communities within the school.
- I don't remember the exact name, but the cultural awareness course was very beneficial
- Cultural Perspectives and Teaching w/ Text
- Cultural Perspectives by Prof. Delgado prepared me extremely for this.
- Cultural Diversity- it was the diversity among family and community and wealth of knowledge children from all families have to offer.
- Schooling in America & Planning
- I would say the most influential courses for me were my EL classes, given my focus, and learning about and researching translanguaging strategies through my research proposal.
- N/A
- PIA and Special Education Methods
- Issues in Gifted education course
- With younger students I use the knowledge learned from Human Development to meet their needs and help create formative experiences so that diversity/inclusion aren't foreign to them as they reach older grades. With my middle school students, I try to implement strategies from Clinical Practice II, utilize online resources, and just talk to them about my own experiences and use modeling to demonstrate equality across the school.
- BCC and the methods classes
- I try to find texts with diverse authors that show that there are a lot of different people who write and read.

- Teaching the Diverse Learner
- Teaching the Diverse Learner & Building Classroom Communities courses
- Teaching the diverse learner/ Integrated lit
- Books on this issue
- Professional Development
- I think that I was prepared for diverse learners from the courses building a supportive learning environment, cultural perspectives, and literacy courses.
- I take from the resources I learned of in my disabilities course. I also learned great methods from all of my professors about how to deal with issues related to supporting diverse classroom and including all students.
- Cultural perspectives, CP1, CP2, student teaching
- Teaching English as a Second Language Course
- Not the right question
- EGEL 5053

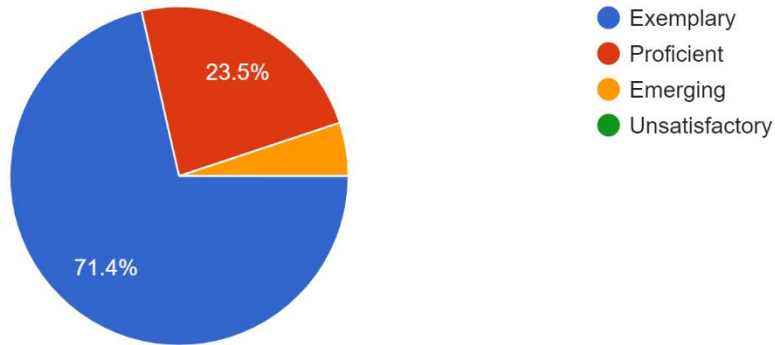
Using appropriate classroom management techniques successfully

98 responses



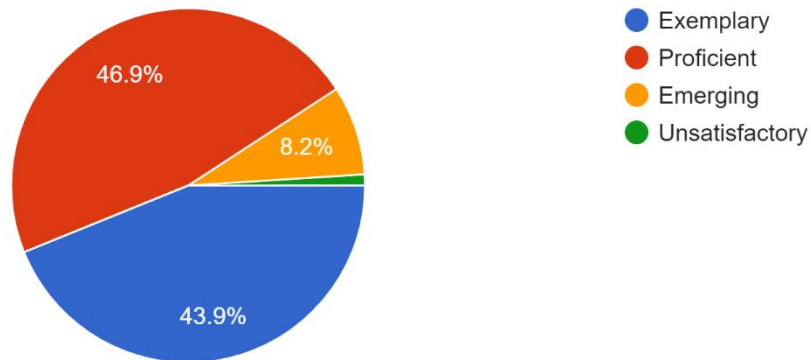
Establishing a positive learning environment that supports development of students

98 responses



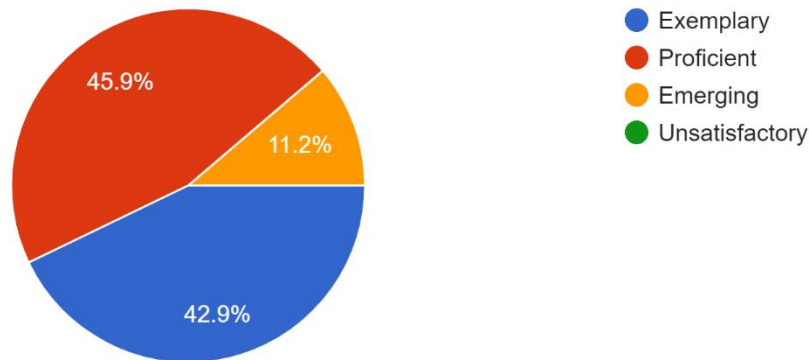
Pacing lessons appropriately and demonstrating flexibility

98 responses



Managing classroom resources (time, space, facilities) effectively

98 responses



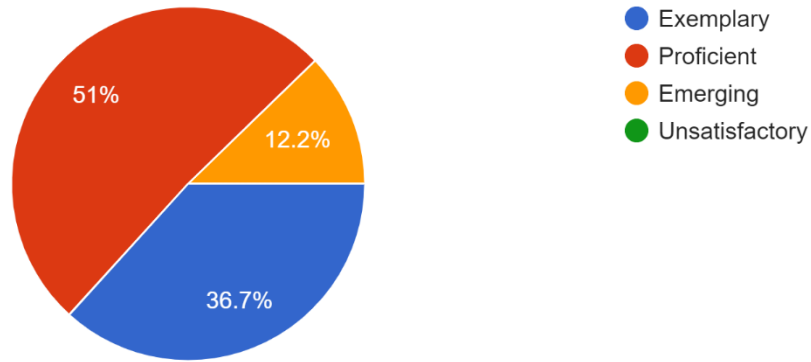
Comments/explanations regarding responses:

- I would have really benefitted from visiting more schools, shadowing other teachers, or participating in a student teaching situation before being thrown in. then again I know sometimes this can be the best way to learn.
- Classroom management realistically for inner city wasn't taught
- My answers vary here because even though I was an elementary major (and French teaching) I teach high school English now. So obviously I learned different behavior and classroom management strategies. Regardless, we learned the theory and not necessarily practiced them enough. And that gap I mentioned earlier from theory to reality was really impactful my first year.
- We really had no real practice and it was a more cerebral approach, and in teaching it is about the doing in real time and the real world
- The instructors at Lipscomb fostered a very prominent and cognizant view of privilege: we knew we were in a safe, secure, professional environment. However, they did not shy away from addressing that many of us are leaving that environment to work and teach in drastically different conditions. They provided realistic approaches for how to operate and thrive outside of a university campus.
- The answers I gave either emerging or unsatisfactory is because I am not the one teaching but I help in any way possible to help the teacher manage the virtual classroom.
- I would have liked practicums where I spent the whole day at the school to better understand the timing/pacing and routines of the whole school day.
- I feel well prepared for the tasks above; however, since I am still virtual I have not had the chance to implement them yet.
- As a former business exec, I was already well versed in resource efficacy.
- It felt like most of the classes were education theory based instead of "real-world" teaching information and situations.
- Dr. Stewart was very helpful during my student teaching and gave lots of tips on timing and pacing to help with my lessons.
- The time management is a personal issue- that has always been a challenge for me and I recognize that hybrid teaching has posed new challenges to that.

- Again not much instruction on managing classroom resources and facilities for PE teachers
- "managing classroom resources" I haven't set foot in my classroom yet
- I feel having been a student teacher during covid allowed me even more opportunities for learning flexibility which have helped me during this chaotic year.
- I would have liked to have gotten more training on pacing, adjusting to the ever-changing school environment, and managing paperwork / time effectively.
- It would have been nice to have more practice with classroom management scenarios
- I think pacing a lesson, breaking it down into sections, was very well taught. Would have loved more resources on classroom management with examples and walking through situations that could occur practically.
- More classroom management strategies need to be taught. i think it would be beneficial to have a 9 week course only on classroom management, parent communication, and handling difficult situations that arise. It is important to teach effective strategies rather than "cute" or "trendy" classroom management.
- I would say these areas (except for positive learning environment) did not receive as much focus in my courses. However, I've learned "in the field." To be honest, though, I wish they had received more focus. To the extent they were addressed, it felt more like unrealistic platitudes.
- My experiences in CPII and CPIII really helped me in these areas.
- I felt well prepared for it but I think it is something you just have to be in the classroom and gain experience doing it to truly improve
- More discussion on pacing and flexibility would be helpful or how to navigate a curriculum. Some curriculums are lengthy and there are many books to read and search through for just one lesson. The amount of material that is suggested to teach in a lesson is not always realistic. Also, how many teachers have the time to search through 4 books and read multiple pages to plan for 1 lesson? I think it would be a beneficial process to look through an established curriculum using the backward planning method. Look at the performance tasks and assessments in the curriculum, standards being taught, and then decide what needs to be taught to best support students learning to meet the state standards. We spent time creating our own unit using backward planning, but didn't spend time looking at curriculum. I believe this would be a beneficial addition to planning, instruction, and assessment.
- The classroom management techniques taught in my courses were very helpful, but there are so many different parts to this that I think it should be emphasized as a part of every course. Truly, I believe most of the learning in this area has to happen in context or in a classroom.
- I think that the schedule is so busy that there is not time for flexibility at times and I was not prepared for that in the beginning. I was prepared with classroom resources and classroom management.
- Truly great in every way.
- Classroom management is a work in progress! Takes lots of practice to find what is right I have found
- I drew my dream classroom in CP1 and I now have that classroom, beautiful + fulfilling feeling! <3

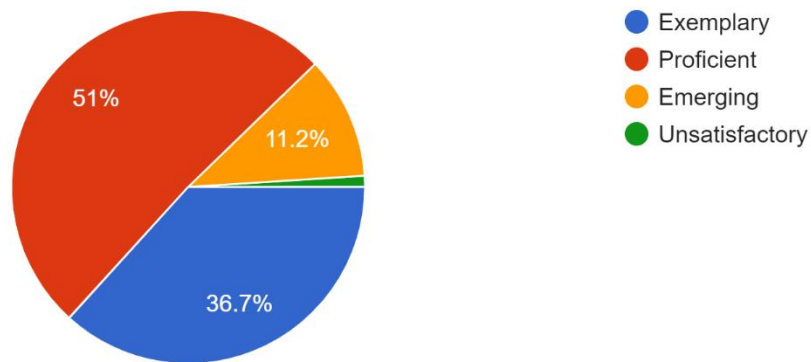
Using appropriate assessment strategies and instruments to obtain information about students and their on-going progress and using this information to make instructional decisions

98 responses



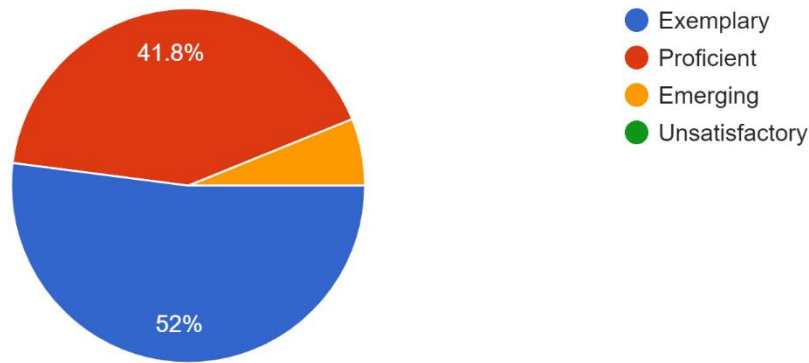
Communicating student progress to students and their families

98 responses



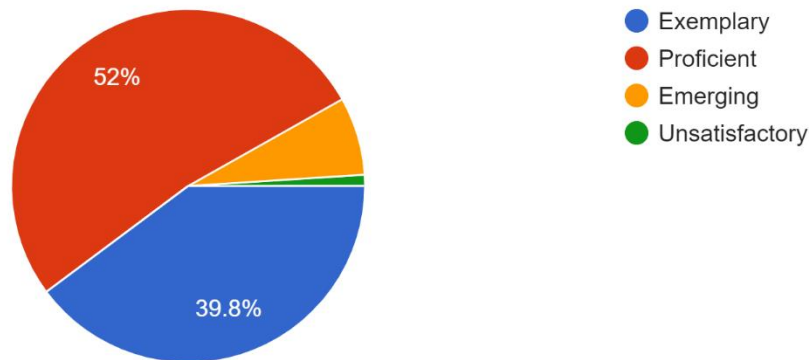
Reflecting on teaching practice by evaluating continually the effects of instruction

98 responses



Evaluating student performance and determining the amount of progress

98 responses



Comments/explanations regarding responses:

- I dont remember many instances where I was able to craft an assessment that was actually given to students or breaking down student data after testing to find ways to improve.
- we never discussed what it is like to talk to families and the importance of including families in the educational process. We also did not practice how to establish rapport with families and the import of doing it effectively.
- Though I graduated a few years ago: I find myself viewing, using, and adapting rubrics from my professors. From the very first class, a facet of reflection was included after instruction and in every assignment.
- I have direct contact with the parents as they work from home to help with the student, so I am able to keep them up to date on their child's progress with school. Because I work a lot with the student I am

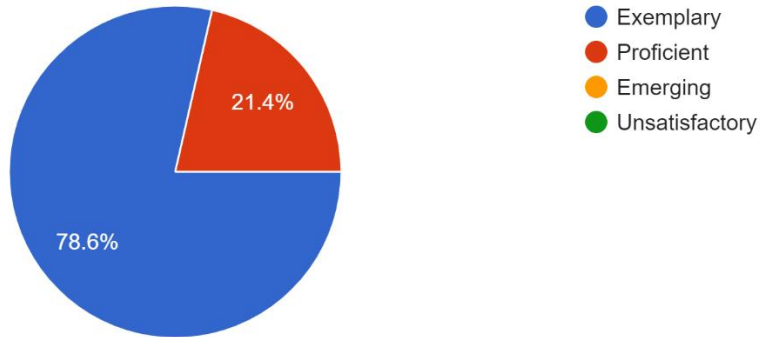
able to see their performance and how they are progressing with their work and be able to determine what they need support in.

- I would have better liked to understand how to use student data to guide teaching. I would have also liked to have been able to sit in on a parent teacher conference (as mandatory)
- Now that I'm in the "real world" I think determining data needs to be hit harder. That is the number one struggle that I have encountered thus far.
- Feel confident in my ability to purposely assess and tailor further instruction to that assessment
- I am continuing to work toward more frequent and regular assessments- from bell ringers and exit tickets to summarize assessments, I am continually striving to do more.
- I LOVE DATA
- I have way more data on my students than the other sped teachers, and use all the data to better inform my teaching.
- Evaluating students is an area in which I continue to struggle.
- It would be good to have more information about analyzing data and using it to inform instruction
- I do not feel like my classes adequately prepared me to grade and assess student work. I think that planning and teaching lessons are both taught well, but designing and evaluating assessments and evaluating student work is barely addressed at all.
- We use data a lot at our school, so it is critical to know how to collect it in an effective and timely manner. It is also important to teach students how to use data to develop their instruction and for future lessons. I use data a lot to drive my small group instruction.
- I would say I learned enough about these ideas but felt frustrated by how little the nature of scripted curriculum and planning guides was addressed. No teachers that I know of have freedom to plan their own curriculum, select their own resources, pace lessons according to student needs, etc... I wish the program at Lipscomb had better addressed this reality.
- I put proficient for most of these because, even though I know all of this were things that I was prepared for, as a substitute I rarely have to assess growth and communicate that to admin and guardians. So, while I know I was prepared for it, I don't feel like I necessarily retained a lot of those lessons/learning events.
- Being in special education this year, I am seeing more of how to use assessments to lead instruction.
- Did a great job guiding me with knowing how to evaluate and assess students.
- Class said avoid multiple assessments because of the limited value ... yet all the Praxis's tests are multiple choice.

CARE: Attitudes and Values

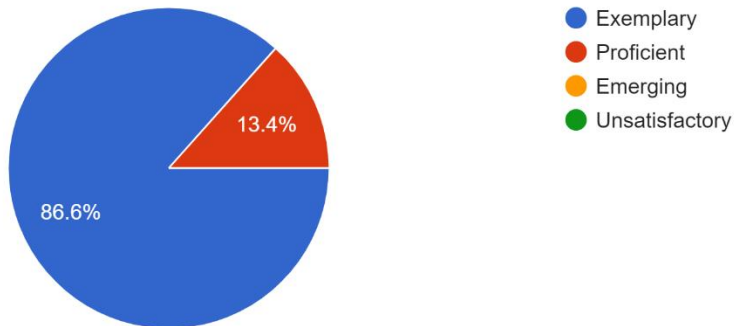
Presenting a professional appearance in dress and demeanor

98 responses



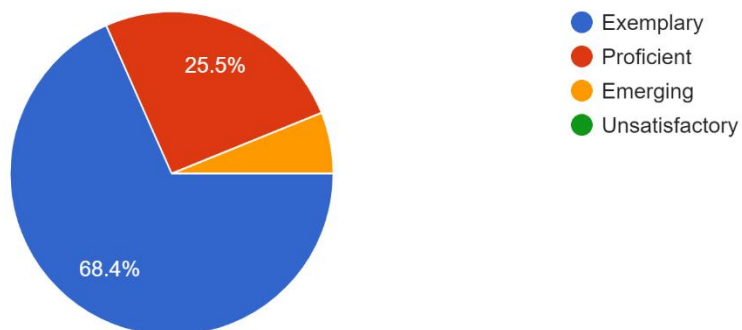
Punctuality and regular attendance

97 responses



Projecting confidence and taking initiative

98 responses

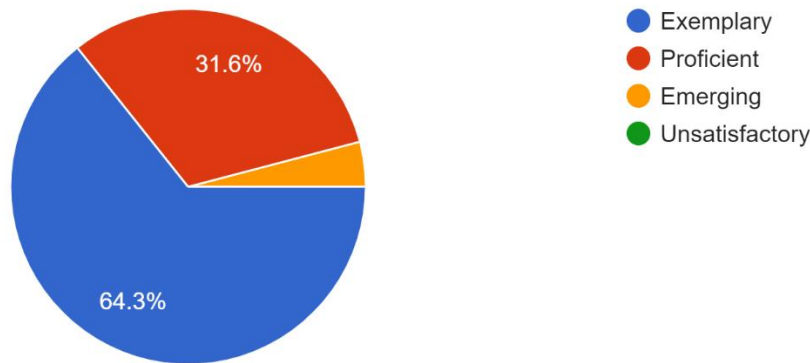


Comments/explanations regarding responses:

- Modeling these behaviors in our classes was helpful. Though at times I didn't like being treated like an elementary schooler again, I did appreciate the free food.
- Instructors set and maintained. high standard for themselves.
- I pride myself on having a positive, professional attitude and demeanor.
- I have am starting to find the happy medium between overconfident and not confident enough.
- I feel like our program was very strong at teaching professionalism and taking pride in what we do.
- I am not sure these things were explicitly discussed in the program as far as I remember.
- No issues here.
- My courses helped me feel more confident in the classroom, but I also believe much of my confidence has come from my experience as a teacher over the last few years.
- During the program all of my professors were amazing and set great examples. They were all very supportive and helpful.
- Truly professional, always available and ready to help. Classes were always held and time was valuable and useful to education and growth.
- As a retired business executive, I came in with these.

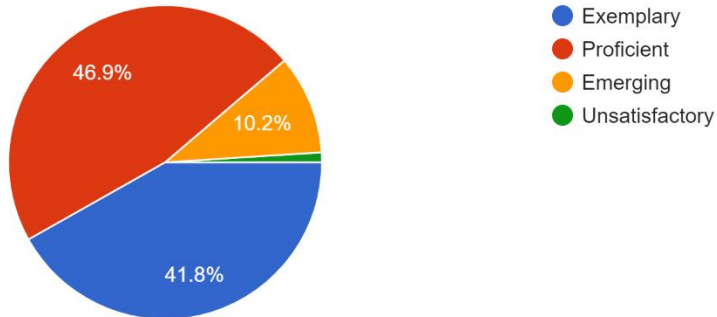
Encouraging and responding to evaluative feedback

98 responses



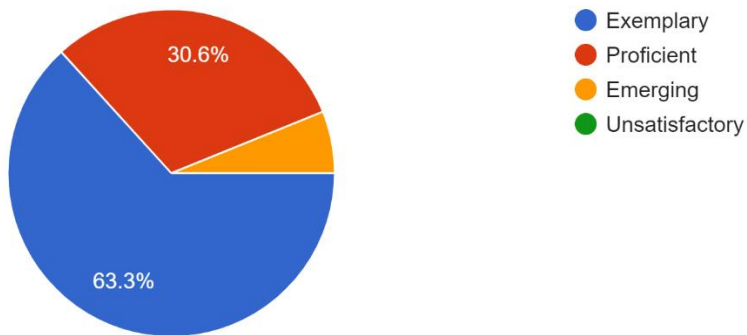
Using research in practice

98 responses



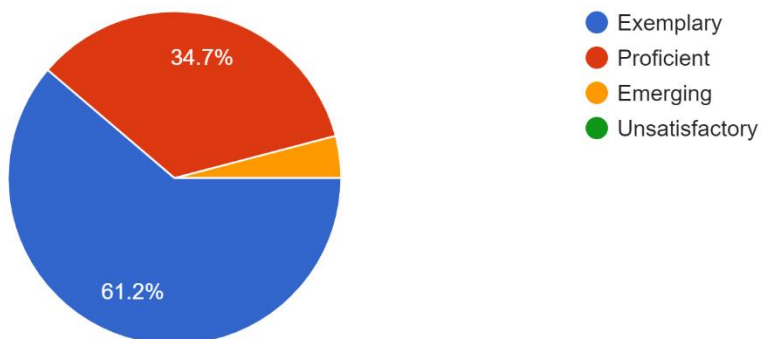
Practicing school policies and procedures

98 responses



Engaging in professional development

98 responses

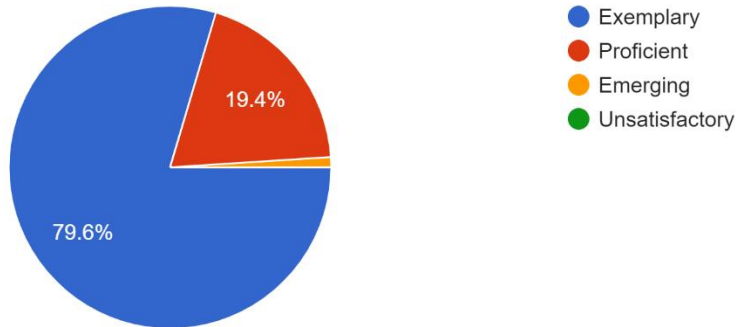


Comments/explanations regarding responses:

- I think college of like 4 years of PD, more or less. And in PD there is consistently a gap between theory and practice that is incredibly hard to bridge. I think its just challenging no matter what school you attend. Additionally I wish they had taught more about how not to take professional feedback personally.
- Many of the lessons and activities were ahead of other programs. Even today, my school introduces “new” methods that seem outdated because Lipscomb included them in their curriculum five years ago.
- With implementing research, I always felt like I was doing well with just implementing one or two theories of education, but never felt the need to explore other theories of classroom management and educational development. Practicing school policies and procedures, I feel, is more on what a person's practicum experiences entailed. For example, I have not had any experience with lockdowns or drills not of the fire variety.
- No training in TNED website and teacher required activities.
- I am at a new school this year, so between that and the pandemic I haven't made the time for professional development like I normally would, but I am hoping to do more this summer.
- When my fellow sped teachers did professional development in the I do we do you do model, i heard them talking about it and how they wished they had a lesson Plan template that they could use to encourage the method and I offered them the lipscomb template we used and made sure the I do we do and you do cues were added in, and they were very happy.
- I am constantly going back to research I found during my time at Lipscomb to help advocate for myself and my role as a school counselor.
- As a sub I frequently have to adapt to different school and classroom environments. In the past two weeks alone, I've been in Kindergarten, 3rd grade, elementary art, middle school band and orchestra, 7th grade ELA, and 5th grade math across three different schools (one of which is primarily Spanish speaking). So, I frequently use the skills learned from the program to discuss with a wide range of teachers and admin about my performance with students and how best to serve them as well as the different schools' missions, procedures, and expectations.
- My current school maintains a strong emphasis on professional development and learning - I feel that the research practices I developed as part of my courses at Lipscomb were very helpful in helping me be a part of that community.
- I feel that I was very prepared.
- They always did a great job of being willing to help and support me in anyway that I needed. Provided me with great ways to research and be prepared.

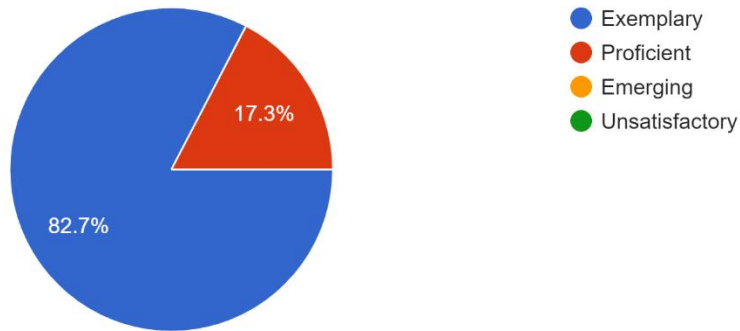
Practicing beliefs that all children can learn

98 responses



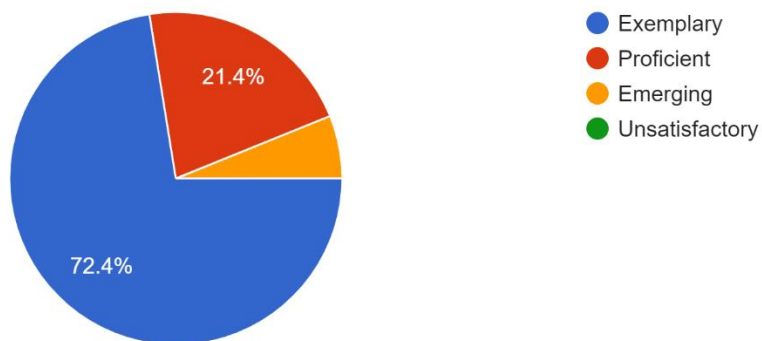
Exhibiting a joy of teaching

98 responses



Demonstrating coping skills such as flexibility and a sense of humor

98 responses



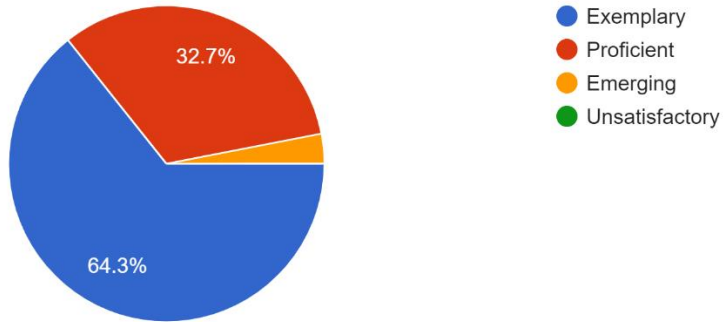
Comments/explanations regarding responses:

- Flexibility is hard to teach in a classroom. What can be taught is creating back up plans and other options in a lesson that can help. There should be more focus on a teacher's mental health and avoiding burnout. And how to say no.
- I don't think I would have lasted this long (five years!) without some of the self-care strategies I was introduced to at Lipscomb.
- Leading by example. I was blessed with some AMAZING Teachers
- I try to convey love and support to all my students- this year more than ever. They make me laugh every day, so I feel lucky to have the opportunity to spend my days with them!
- This year has been stressful with a students acting out more than usual but I have remained positive and tried to find ways to connect with students and remember to look for the strengths in the areas most teachers were only seeing weaknesses.
- Dr Hauptman was fantastic in modeling these areas for us!
- Our cohort was an amazing experience. I felt like I could be honest with my peers throughout the program which has helped me be honest and transparent with my co-workers now.
- Given the current teaching climate, teachers need to learn more in school about creating boundaries for themselves
- I'm already making my students laugh so I'm glad my humor never went away! My coworkers probably think I'm crazy but I genuinely love making my students laugh since they're still learning how to love school
- Constantly jumping between elementary and middle school means that I frequently must implement flexibility in how I approach classroom management and how I present myself in front of students, and I feel like Lipscomb properly prepared me for that as I have not felt any form of burnout or belief that a child is not meant for a classroom setting.
- I really enjoyed the program and the different types of learning and teaching
- Every professor at Lipscomb has a heart for teaching and illustrates what it means to be a great teacher. They were always very flexible and easy going if things came up or we needed anything adjusted for learning.

CARE: Relationships

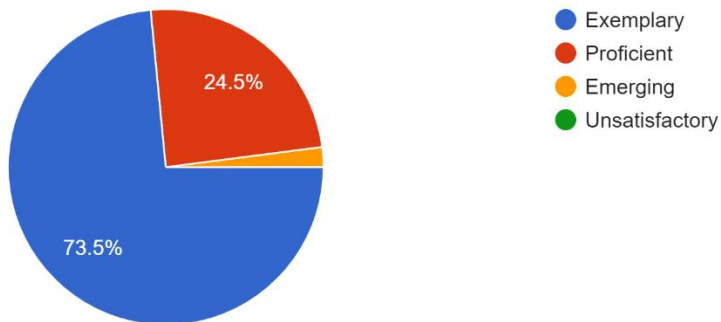
Collaborating with colleagues and appropriate others

98 responses



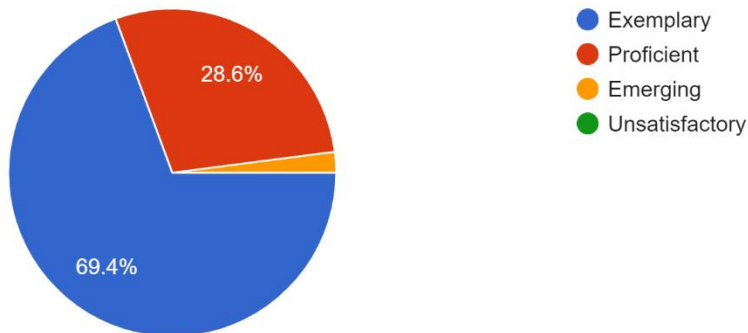
Being respectful and cooperative during interactions with students, families, and colleagues

98 responses



Using discretion and protecting students' rights

98 responses



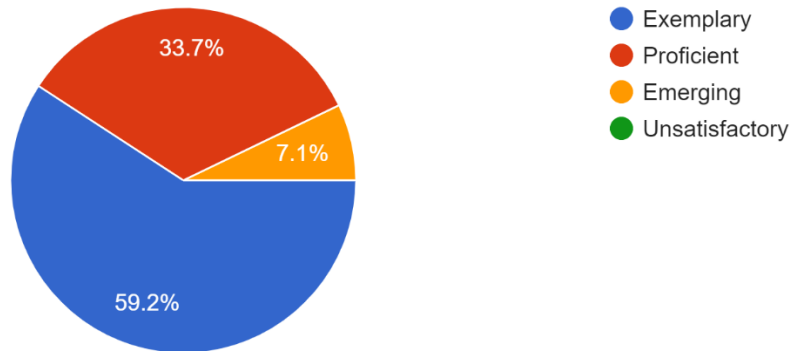
Comments/explanations regarding responses:

- Some of the teachers I worked with through student teaching experiences were not the best role models at these things, and just wanted a student teacher so they had less work to do. So not a reflection on Lipscomb, but if there is any way for student teachers to report these kind of mentor teachers so more students don't have to go through that.
- I am very comfortable addressing issues with my peers and administrators, and it is due to witnessing my professors conduct themselves in a skilled manner with their colleagues and students.
- Provided with guest Teachers bringing their different view points and styles to give us a broad range of experiences.
- How to accurately discuss a student in a virtual format might need to be covered more.
- I have always thrived in a team environment. Unfortunately, the pandemic has made us much more isolated from colleagues, but I enjoy every opportunity to collaborate.
- Fighting the stigma of "those who can't teach, teach gym" is still very present while attending LU and when working with other student teachers.
- When I was faced with finding out one of my students was in a difficult situation that would impact their schooling I asked for permission to discreetly share this information with their other teachers when other students were not in the building so we could implement supports for their learning during the difficult time.
- Protecting student rights is difficult with technology. More awareness with this topic would be helpful.
- Yes! My cohort made a HUGE impact in being able to collaborate effectively with my coworkers
- Collaborating and Co-Teaching was a great and very helpful class for me that I used practically when I started teaching with paras.
- As a sub, I work with, on average, over 5000 students in a school year. With that, I have talked to a lot of students, families, and other staff and most interactions, I have felt like I was properly prepared. I have a few situations that I felt extremely unprepared for, one involving how to handle a situation when another adult disregards you in front of your class and another involving students committing illegal offenses. For both, I went to the respective schools' admin, but I felt very lost and feel that both of those things could be implemented in a CPII or III lesson.
- Everything was very professional and we felt like a team through the program.
- They are all very professional and willing to do whatever is necessary to do the right thing.

CARE: Essential Knowledge

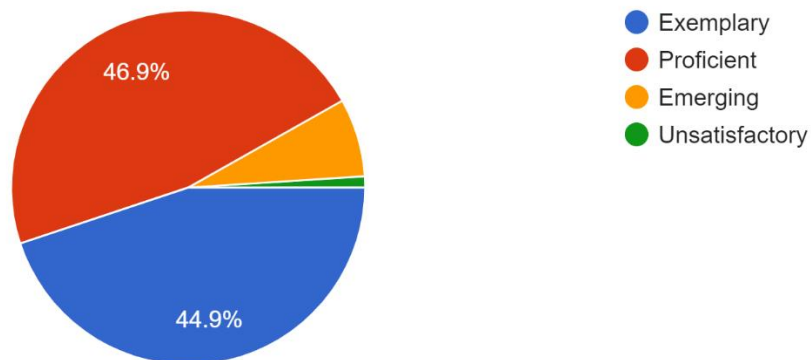
Establishing appropriate instructional goals, objectives and activities at the lesson plan and unit plan levels

98 responses



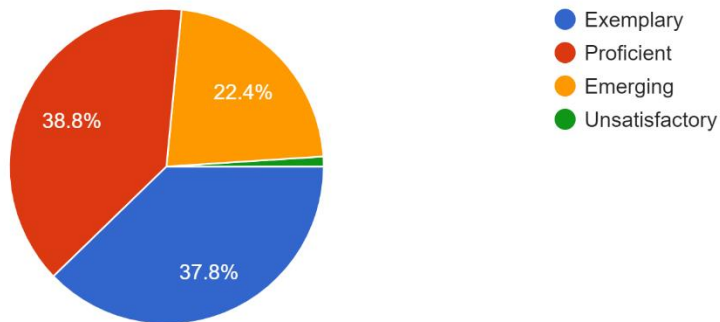
Handling routine duties in an organized and orderly manner with minimum transition time

98 responses



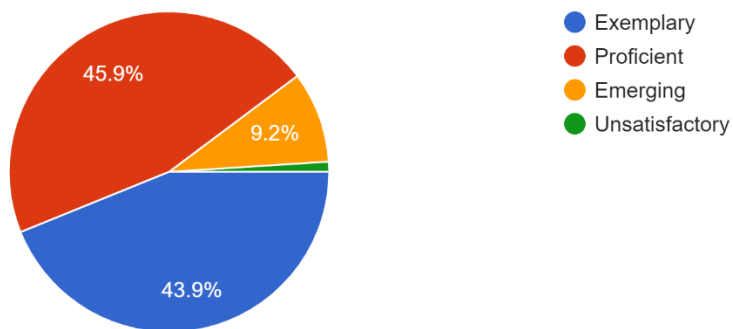
Understanding assessment data and how to use it to design lessons

98 responses



Having a thorough understanding of the content knowledge and the scope and sequence of the discipline

98 responses



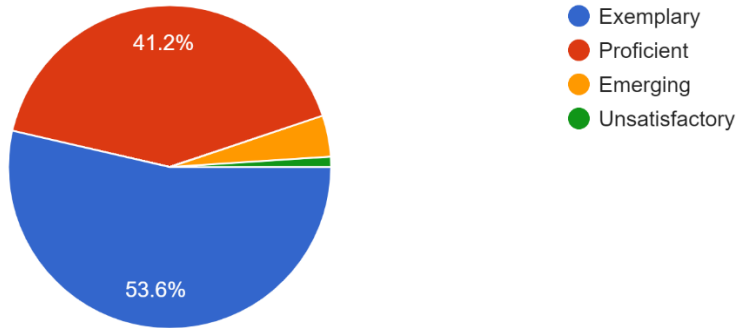
Comments/explanations regarding responses:

- Again, elementary degree, high school teacher. But there is more than one right way to write a lesson, no matter what age. And Lipscomb just really enforced one way. That way didn't work with me, I just completed the lesson plans in that format for the grade. I haven't used that template since. Since we differentiate how we teach students, shouldn't we differentiate how we teach future teachers to craft their lesson in the way that works best for them?
- The methods we covered for planning and instruction allow me to adapt quickly when situations and circumstances change (which they always do).
- Appropriate instructional goals is more of an emerging for the Music department as we only discussed goals for the youngest age groups. In terms of the Education department it is more of an Exemplary for social-emotional growth and non-specific concepts, so I put Proficient as a median.
- Most of answers for this part I chose either emerging or unsatisfactory because I do not do most of them because of my position as a paraprofessional, but because of my experience with Lipscomb's Education program I am able to make connections when observing teachers when making decisions on what/how to teach.

- would have liked to learn more strategies for kids who are very advanced, not just kids who are low. I think we spend a lot of time working with our lower achieving kids and forgetting that our high achieving kids still need to be challenged. Also, teaching strategies for kids with other specific needs (again, ie. ADHD, ADD, autism, etc.)
- Lipscomb really gave me a great foundation for lesson planning and assessment. Have gotten comments from my supervisors on my lessons and assessments.
- I learn more every year, and I recognize that I still have more to learn. I am utilizing data from games like Gimkit and Quizlet to guide my review and assessment practices.
- I learned data taking techniques in the work field. I wish Lipscomb took more time to focus on data collection and the different styles.
- More guidance needed for the all Specials (Music, Art, PE) on how to transition between classes/grade levels
- I use my data to inform how to better cue when working one on one with students.
- It would have been nice to have more preparation on reviewing student data, specifically TLAs, CFAs and standardized tests.
- I believe there should have been more of a push to actually examine what the different grade levels (especially for elementary) teach. Before accepting my job I had to look at the standards to get an understanding as to what is taught in 2nd grade because I had no clue. While many of us get experience of what is being taught in the grade we have a practicum in I feel like there should be a general understanding as to what is being taught in each grade level K-5
- For SPED specifically, my only comment is I wish there was more of a conversation about curriculums for SPED resource and lesson planning for them versus students on Alternate Assessment, with no curriculum. I think I was able to piece together enough information with my own personal experiences, but I think it would be a good conversation to have in class and work on with undergrads.
- When I first started teaching in Nashville, I do not feel like I knew the TN State Standards at the time or how to develop standard based lessons. Now we are using a curriculum called Wit and Wisdom. Lipscomb elementary education students need to be familiar with this curriculum and be taught how to navigate and develop lessons using it. Lipscomb needs to be teaching and preparing students using the current curriculum.
- I feel that Lipscomb's program does a fantastic job with all of these. That said, as a Music Education graduate, I feel that program should be required to take some form of quick pedagogy for the main content areas of ELA, math, and science. As a sub, I am frequently teaching all of these, but I have observed that most schools in the middle school and high grade levels have their related arts teachers assist in remedial PLT lessons for these subjects. So, I think the specialized programs (ie Music, Art, PE) would greatly benefit from some sort of essential pedagogy class that covers the fundamentals for each main subject area.
- I think there was more that I needed to learn about lesson and unit plans. I learned from others in my building, but I do not think it was covered enough in the planning course that I took in the beginning.
- They are all very well prepared, knowledgeable, and hardworking people. Great people to have as teachers.
- I arrived with the Math knowledge

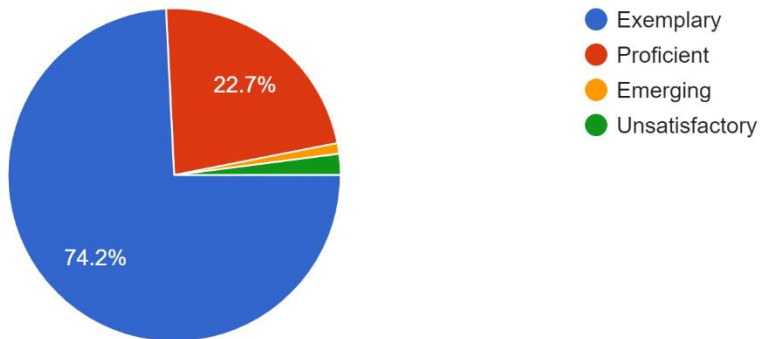
Using appropriate verbal and non-verbal techniques to communicate effectively with students, families, and the community at-large

97 responses



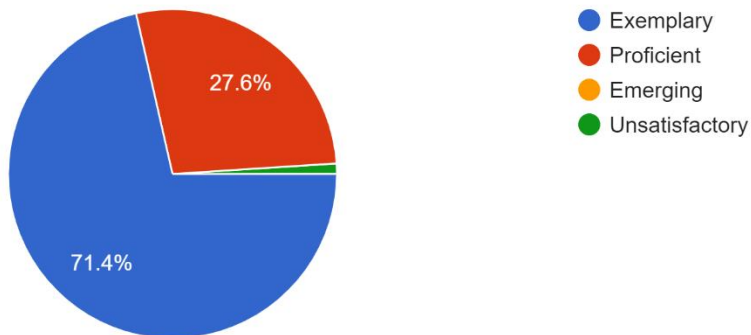
Writing clearly, legibly, and correctly

97 responses



Speaking clearly, correctly, and with clarity of meaning

98 responses



Comments/explanations regarding responses:

- I mean, I talk fast and have messy handwriting but that's not Lippy's fault. That's on a speech impediment and just bad handwriting habits growing up
- I don't remember this ever being taught to us, I use them throughout my practice but it is something that I have learned while teaching
- I find myself preparing my comments and emails more thoroughly than before - even simple responses - because I understand how much meaning words, any words, can have.
- The student I work with struggles with reading the text due to their disability and I have worked hard to write and speak with as much clarity of meaning as I can so that they are able to understand what the assignment is asking for. I repeat what I say as many times until they are able to understand.
- My students often compliment my handwriting even my electronic signatures.
- The ED program made me realize how important it is to write professional, concise emails. It's important to me because it makes the parents understand what I'm talking about.
- I don't believe I was ever taught to write legibly in graduate school, but I am able to do so.
- The communication was great and important in all courses.

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

- My passion for building connections with students and helping them grow. Also enjoying a good challenge.
- The children motivate me! The problem is with the current profession and lack of support, nothing more Lipscomb could do sadly.
- I love teaching.
- I feel that Lipscomb prepared me greatly for the intellectual rigors of being a classroom teacher. Unfortunately, the realities of public school teaching can often provide unseen trials and tribulations. It is HARD. I understand it is a delicate act to prepare future teachers for the harsh reality they face ahead, and one that may give emerging teachers pause, but I think if students in the program are preparing to teach in public schools (MNPS in particular) they need to understand and be prepared mentally and emotionally for what lies ahead. Lipscomb provides students a top-notch education and a nice pair of rose-colored glasses.
- Change the State policy about incentives and self care days
- Going through the school counseling program I remember my first class. I loved how open and honest my professors were about the profession. Our first class gave me a raw understanding of what I was getting myself into. I remember going home that day after class and really asking myself if this was something I wanted to do. I saw all the raw/unpleasant stuff but still knew that this is what I wanted/needed to do. I am beyond thankful for my professors and program directors for taking a honest and authentic approach. I believe that programs will be successful if every program helps their students learn adaptability and flexibility while encouraging them to remember the "why" behind becoming an educator.
- My school motivates me to stay in the classroom- I love working at Harding. I think Lipscomb does a great job. I really loved the program and would recommend it to anyone. I appreciated that I could balance teaching while getting my master's. Lipscomb understood that everyone was in a different

situation and stage of life. All the professors I had were so kind and truly helped me learn how to be the best teacher I could be.

- I love teaching, despite the challenges. Lipscomb could do more to advocate for teachers in the state and highlight the work of their alumni throughout the state.
- I'm loving the relationships with my students and my colleagues. Being in control of what I teach and the order of things is really nice. I love having the standards but being able to teach them in a way where the students will be successful.
- Lipscomb could connect students with more non-traditional teaching positions (outside the typical classroom setting): teaching abroad, private tutoring/mobile teacher as a profession, etc.
- Greater emphasis on addressing social/emotional issues that students face, better/more mental health resources for teachers
- Flexibility with my kids' schedules is honestly what keeps me in the classroom.
- The continued learning experiences that I have been offered (SCALI, Ignite, talking with current school counselor candidates)
- The relationships that I have formed with my students has kept me in the classroom. It's not often but there are those that come back and express how much they enjoyed my class. In the end I do it for them.
- My love and advocacy for students with disabilities, teaching them, and watching them grow has kept me in the classroom. I genuinely feel extremely lucky to teach my students each day and be around this small population of the school. I think the first couple years of teaching are the most impactful for a teacher's future and deciding if they want to continue, so with that, I think talking about how the first years can be extremely difficult, and for SPED specifically, it can be just such a whole new world of responsibility with managing IEPs, students, and paras. Talking about the specific difficulties teachers have, bringing in first-five year teachers to share their experience, so that way you can learn from others, gain insight, and start thinking about what you would do in certain situations. I think the topic of self-care is thrown around pretty generally, so I think it is less of that, and more of making sure we are doing the work on the front end to set us up for success so we don't have to constantly feel like we need to take days off just to feel a tiny bit better.
- Faculty treat you like people instead of numbers. Faculty/Teachers and staff goes above and beyond to help you be successful in your craft.
- The opportunity to share the good news of Jesus with students and colleagues. Encouraging people to do the student teaching internship and providing even more support through that process/internship.
- Honestly loving the kids. To be really honest it's a TOUGH job but what's kept me in the class is loving being around students. I can't imagine another job. What Lipscomb can do is to emphasize to ED majors that you NEED to love kids. You can have all the best classroom management strategies and lessons, but if you don't love your kiddos, you won't go far (plus, the kids can TELL). I've noticed people wanting to go into the ED field, wanting to be the best teacher. That's a good goal, and it's wonderful, but that shouldn't be the root of why you majored in ED. Honestly, starting from Schooling in America, making sure that the ED majors know that they need to develop major patience and love for the kiddos. Even if one ED major jokes about not loving kids, I would conference with them and say that it's not okay. What I'm seeing in my classrooms right now (due to COVID), kiddos need love. A lot of my coworkers yell at students, but that's because our kiddos don't know how to behave in the building yet. *I* refuse to yell at kids. What I'm trying to say is that our ED majors should know that "super strict mode/super sternness" isn't the way to go for classroom management. That causes my kiddos to not like being in school. With

all that being said, I would conference with ED majors and seeing if they are willing to develop patience with kiddos who are struggling to stay focused in the building. It's tough, but it's doable. I would even have them role play on how to remain calm when a kid is cursing aloud/yelling; From experience, remaining calm when a student is exploding makes the rest of the class realize, "oh my gosh, how is Ms. Romero so calm?" Developing major patience and calmness is so worth it.

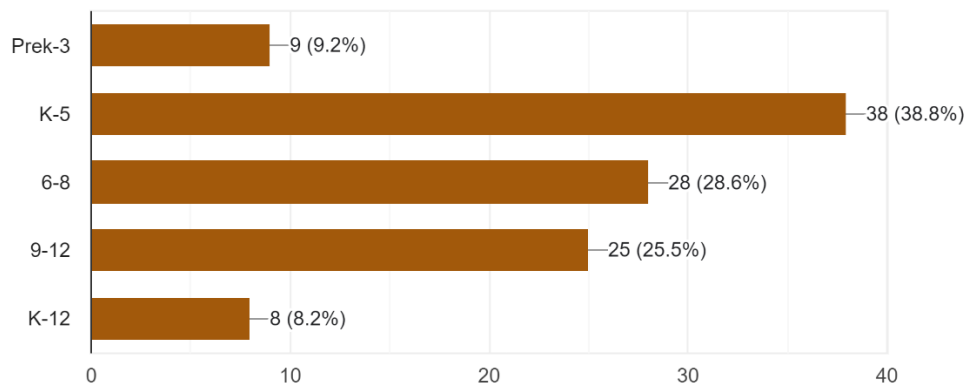
- Work life balance. Putting 100% into my job while I am there, but not taking work home and prioritizing my mental and physical health. Teaching students that if you don't have balance, you will get burned out. You don't get paid more for spending extra hours after school and all the weekends. Prioritize what needs to get done.
- A love for my students has kept me in the classroom, as well as finding a school culture where I feel I am supported and my contributions are valued. As for Lipscomb, I feel that the realities of classroom teaching and the broken education system are not addressed as much as they should be. To be fair, I feel this is true of all education programs, but graduates leave with often unrealistic expectations and ill-equipped to deal with the realities of education.
- The students motivated me to stay in the classroom, but honestly teacher burn out is so real. I wish Lipscomb would have been more transparent on all the things teachers are responsible for and how it will be hard to manage all.
- Being in a supportive environment with admin that understands the needs of teachers. At CIA, I have the support I need as a first year teacher. I am able to balance work and my personal life.
- The love of teaching, spending time with children. I think discussing burnout, preparing teachers for the long hours, handling difficult admin, would have been helpful conversations to have before entering education.
- The kids. I love that unanimously all the courses at lipscomb have a focus on the relationships educators need to build with students for success in the classroom.
- I'm still in the education field because of the love of the students, but also the flexibility that comes with being a substitute (choosing what subject/grade level to teach). I think Lipscomb's program is in a good spot. I have found that friends who have quit teaching have done so due to some of the political decisions/statements within the state in regards to how teachers are compensated or how students of different backgrounds and different learning materials/subject matters are treated. To combat this, maybe Lipscomb could encourage/ assign students in the program to research and present different states' most recent education policies so that they get an idea as to what kind of environment and view towards teachers they would be getting into depending on where they would work.
- I enjoy working with kids and being around them. I think Lipscomb could better prepare teachers to deal with parents
- I love what I do. I don't know what the answer to the question of keeping those in teaching. I think that Lipscomb does a great job and I am thankful for my chance to have attended.
- I am still in the classroom because of my admin and my coworkers. Without this support, I don't think I would still be teaching right now. I wish I had the answer for what Lipscomb could do to keep more educators teaching... I have talked to many teachers at my school who are incredibly burnt out. Maybe teaching students more about restorative practices? Students struggle with lack of motivation, apathy, and empathy, which makes teaching incredibly difficult.
- My administration and coworkers are truly incredible people. We support one another and work closely as a team to share responsibility for our students. Though there are tough days (and even weeks), the

teamwork, support, and freedom/trust that is fostered in my school motivates me to keep going. I love that my school is filled with opportunities for professional growth, but balances that with personal needs and growth. I consider myself very lucky to work at such an amazing school, and I know that Lipscomb was a part of making me the prepared and innovative educator I try to be each day. I think it is important for educator preparation programs to also acknowledge (but not dwell on) the tough realities of teaching and talk about how to maintain an appropriate work-life balance that is so difficult as a teacher. Classroom management and student engagement has become even more relevant and crucial since COVID began.

- Benefits. Try to increase pay in the state.
- Really by caring less and being more honest about myself with students. I had to, at a certain point, stop blaming myself for student's failure. No matter how engaging my lessons are I will not be able to compete with Tik Tok.
- I changed positions this year and it is very different. I love my students and I love seeing their progress weekly. The students and close friends motivate me to stay. Also having supportive admins motivate me to stay. I think Lipscomb did a great job through my program. I would just recommend more focus on writing lesson plans since it is a big expectation in my building.
- I love being able to support students and help them reach their potential. Develop new skills and grow academically and socially. I love being able to support students. I'm honestly unsure. It seems to me that the things that are leading teachers to want to chance careers are things they deal with once they are teachers. One other thing that comes to mind is that a lot of teachers struggle with the mental health component. Teaching challenging students and really struggling to cope and handle it better when sometimes they don't reach students right away. It can be hard to not take it personal, put it all on yourself, even when sometimes you're doing all you can do and it's not your fault. Also, better prepare teachers for what to do if they end up with a difficult classroom where behavior is a problem.
- Teaching English-Learners has kept me motivated. My students have faced tremendous trials and tribulations to be here and it motivates me to be there for them. Lipscomb should encourage more students to pursue EL certification.
- Lipscomb did a wonderful job of preparing me. I hear from coworkers all the time that I am such a great first year teacher and I attribute most of that to Lipscomb. I knew what I was getting into and I stay in the classroom because I love having relationships with kids and helping them flourish in their own way.
- My teammates, the students, receiving support/knowing how to ask for help, offer supports to new teachers
- I left teaching in May 2021 after working at a charter school with the intention of never returning to the classroom. I took a year off to travel and explore other options. Something told me to try substitute teaching before giving up and that led me to returning to teach at my alma-mater. One thing Lipscomb could do is to suggest people to substitute teach if they are having a difficult time finding where they fit in education. Subbing gave me the opportunity to learn about different grades/content areas as well as the culture of each school. I took time to interview teachers during lunch to get the inside scoop and that was really helpful for me.
- School administrators are multiplying in numbers and are destroying public education.
- Love of teaching my content area, connections with students, joyful events connecting with students and families.

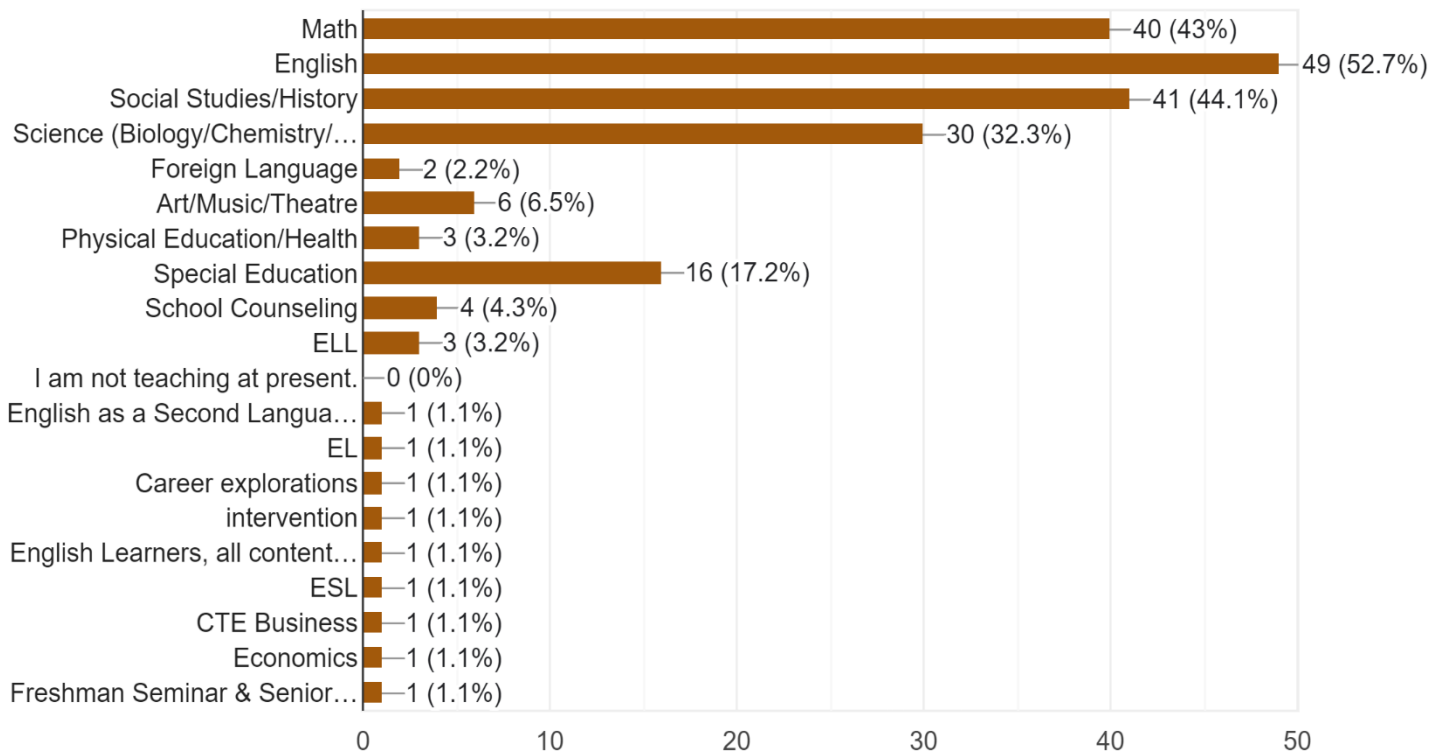
Demographic Information of Teacher Employment

98 responses



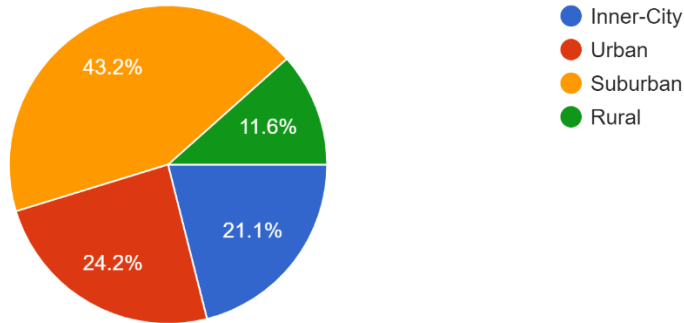
What subjects do you teach?

93 responses



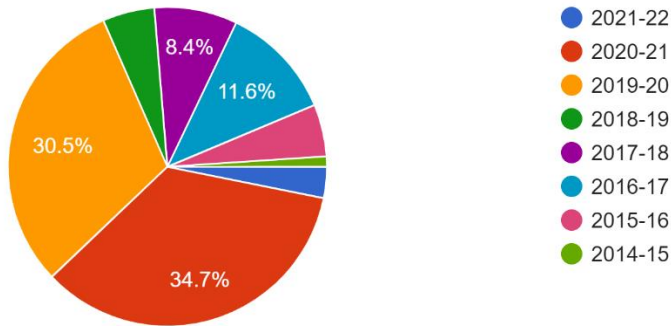
Demographic information for your school:

95 responses



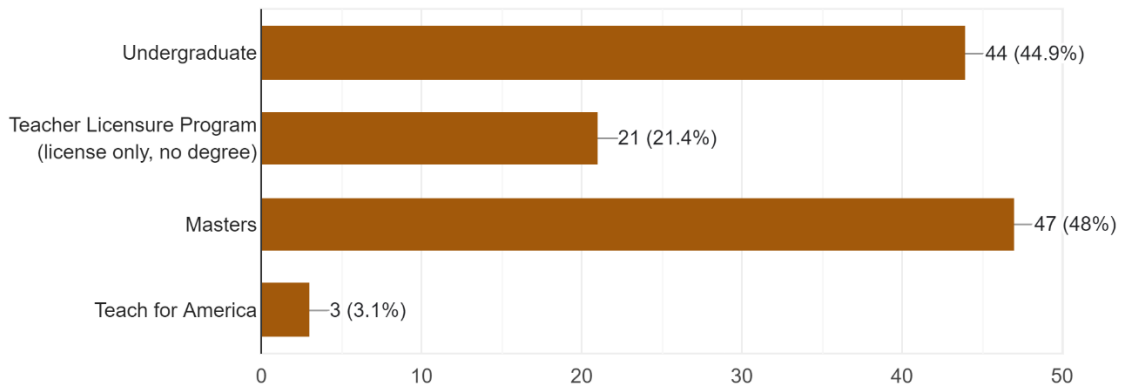
What year did you complete your program?

95 responses



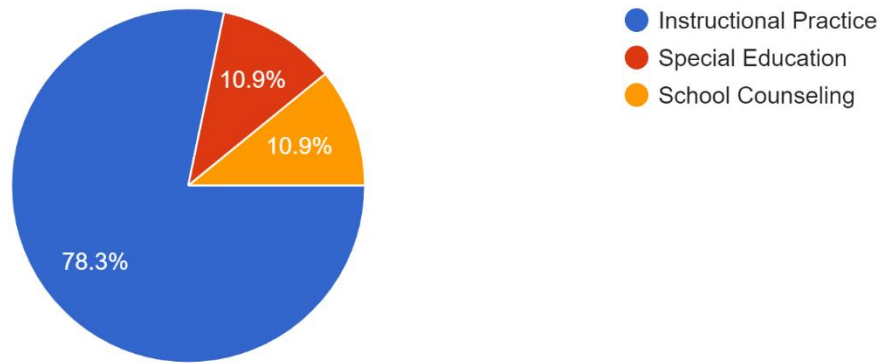
Which program did you complete at Lipscomb?

98 responses



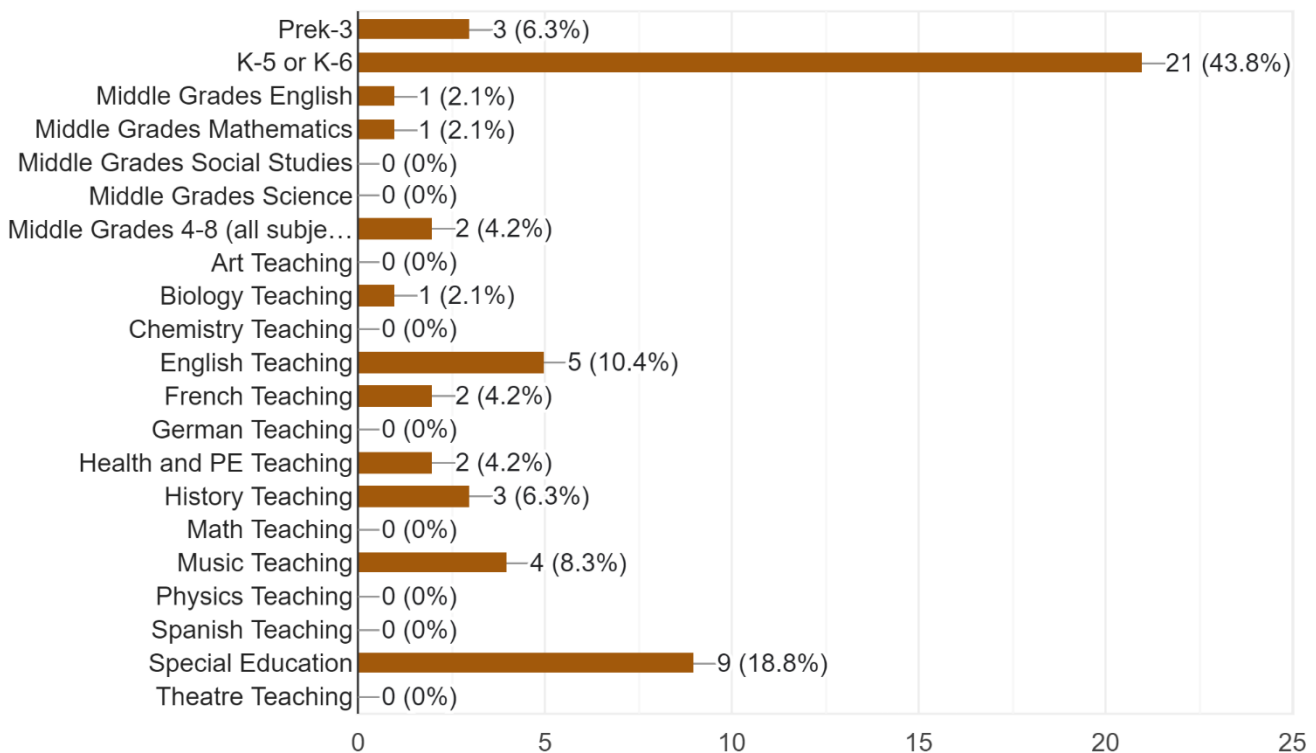
If completed, what Masters program did you complete at Lipscomb?

46 responses



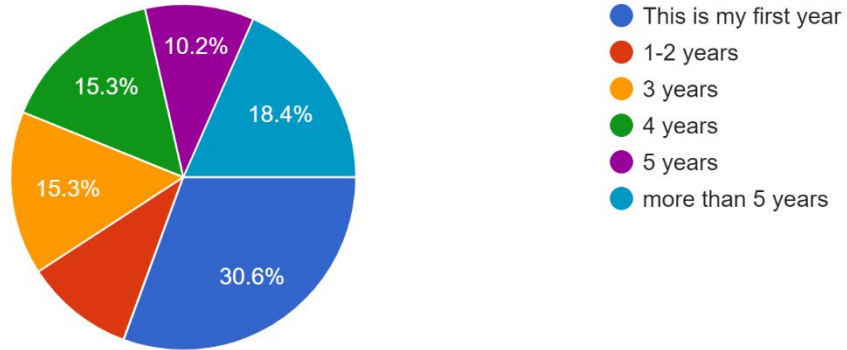
If you completed undergraduate at Lipscomb, please choose your undergraduate major:

48 responses



How many years have you worked in Education?

98 responses



Have you been promoted?

97 responses

