

Advisory Council Meetings

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Educational Leadership
EDLD External Partner Meetings
2020-2023

EDLD Advisory Council

Members

- Lance Forman, Director, Educational Leadership, Lipscomb University
- Dave Allen - Assistant Superintendent, Williamson County Schools
- Jimmy Sullivan - Superintendent, Rutherford County Schools
- Ricki Gibbs - Principal, Metro Nashville Public Schools
- Justin Uppinghouse - Executive Director, Metro Nashville Public Schools
- Aimee Wyatt - Regional Director, SERB
- Larissa Westerfield - Principal, Rutherford County Schools
- Phillip Holt - Principal, Sumner County Schools
- Vanessa Garcia - Senior Program Director, Lipscomb University

Meetings

Members of the council met via Zoom for one and a half hour sessions 2020-2022

Topics Covered and Objectives

- Council reviewed each course in the program by reviewing and analyzing each syllabus.
- Council was asked to check the course objectives, assignments, and assessments for relevancy and connections to current educational issues.
- Feedback from the council was gathered to make course revisions, which were mostly assignment revisions.
- The council worked in breakout groups to build real world scenarios school leaders may encounter as they relate to the major topics and objectives covered in the courses. Each scenario covered a different aspect of school leadership and highlighted a specific moral dilemma. The scenarios included a bulleted list of the key ideas and steps in the situation, key players, key documents that may need to be included (emails, achievement data, SWOT analysis, etc.), and any specific education phrases or key words that may be used in the scenario.
- These scenarios were shared with the College of Entertainment and the Arts to develop moral dilemma videos to highlight a moral issue school leaders may face to help aspiring leaders in the program develop decision-making skills and discernment.

College of Entertainment and the Arts

Members

- Lance Forman - Director, Educational Leadership, Lipscomb University
- Robin Cayce - Assistant Professor, Educational Leadership, Lipscomb University
- Kesha Walrond - Assistant Professor, Educational Leadership, Lipscomb University
- Melissa Forte - Associate Professor and Chair, Cinematic Arts

Meetings

2020 - Present

Topics Covered and Objectives

- The Educational Leadership Department and the College of Entertainment and the Arts meet bi-weekly (in person or Zoom) to discuss the moral dilemma video project to ensure that each script is aligned to key educational content and is relevant to current leadership dilemmas.
- The script feedback process is an iterative process with the graduate film students to refine the scripts prepare them for video production.
- The ongoing partnership with the Educational Leadership Department and the College of Arts and Entertainment has produced five films to date with five additional films scheduled to be completed by August 2023.

Sumner County Schools

Members

- Lance Forman - Director, Educational Leadership, Lipscomb University
- Robin Cayce - Assistant Professor, Educational Leadership, Lipscomb University
- Kesha Walrond - Assistant Professor, Educational Leadership, Lipscomb University
- Kyle Craighead - Supervisor, Leadership and Coaching, Sumner County Schools

Meetings

- Formerly, once per semester
- Ongoing (via phone or Zoom), as needed to address program revisions and partnership opportunities

Topics Covered and Objectives

- The Educational Leadership Department and Sumner County Schools have partnered to ensure the program curriculum is aligned to current leadership practices and meets the needs of aspiring leaders.
- The partnership also addresses revisions to field experience activities and key assignments and assessments to ensure consistent relevancy to the field.
- Sumner County Schools has been identified by the Tennessee Department of Education as a model district for literacy instruction and high quality instructional materials. The district had heavy input into the revision of EG 5313/6313 Curriculum Development to rewrite the course to bring it in line with literacy standards outlined by the Literacy Success Act of 2021.
- District leadership (Kyle Craighead and Ann Miller) teach EG 5313/6313, exclusively, in the program.

**English Language Learning Advisory Meetings
2021-2023**

Program Director: Dr. Jeanne Fain

March 24, 2023 - Principal Glencliff/Clint Alan Wilson

Talked about possible partnership with Lipscomb.

Talked about how teachers are struggling with teaching writing at the high school level.

They need more supports and scaffolding.

Worked to add more writing focus to EGEL 5033/6033.

April 3, 2023

(Kahla Smith, Molly Miller, Melissa Williams, Elizabeth Weisenfelder, Alex Zuehlke)

Teachers (2 Alums, One current student, teachers from other universities)

Discussed wit and wisdom and the importance of inserting in global texts.

Discussed how most teacher do not know how to scaffold for MLL's in the classroom.

May 1, 2023

Mrs. Nona Hall (Director of ELL, Rutherford County) (Meet every three weeks)

Discussed Needs of multilingual learners

Discussed SIOP

Discussed how the lesson plan rubric needs to capture some of the issues that we are seeing with instruction in the classroom.

Discussed the importance of language.

May 2, 2023

Ms. Julie Simone (Lipscomb Colleague)

Discussed the EGEL 5043/6043 and how we need to continue to strengthen the linguistic aspects of the course.

Need to address the language objectives, differentiation of instruction, and increase the emphasis of the linguistic context in teaching a concept.

**Gifted Education Advisory Council
August 2022**

- Welcome
- Introductions- Stephanie Higgs, Donna Ford, Jennifer Holt, Megan Parker Peters, Emily Mofield, Amber Whiting, Toni Brown, Amy Smith
- What are your current needs?
 - - SEL needs, 2e, smart is the adjective that is used to describe gt but smart does not mean easy, “should be easy”
 - imposter syndrome, train teachers to deal with those situations, don’t think most new teachers get the updated research on imposter syndrome;
 - what is talent development and what does it look like at different stages, have language to talk to parents about out of school programs,
 - advocacy skills for parents, how services look different in different places/states; what are the quick things to look at in evaluation reports to help teachers support a gifted students
 - SEL-test paralysis and control issues, missing soft skills of how to do school (6th graders in particular), seeing more anxiety, panic attacks, eating disorders, these supports are in IEPs and gifted teacher is responsible- need resources
 - have to quantify gifted goals that were not meant to be quantified, assessment tools, how to write goals to quantify abstract goals, progress on an IEP (progress monitoring if required by school/district)
 - Advisory member perspectives
 - Employment Standard, Endorsement, Masters/EdS
 - Coaching Certificate path- very interesting, attract new group of candidates potentially
- Virtual vs In-person
 - Remote students?
 - Think most educators would be okay with a 2-day seminar, helps if have affordable housing, it is nice to be in person
 - VU is doing a hybrid for employment standard this fall, 2 in person sessions, important to build community
 - Feedback and community are important for online learning
 - Having an in-person day allows relationships to build, show how things will work/be shared online
 - Everyone gets to know instructor in real life if have in person intro session
 - helped to have shared readings before met to have common topic, share personal info videos, front load with asynchronous pieces

- Rigor of EdS Programming
 - don't know that the level of degree would impact hiring decision, coaching vs leadership path is more intriguing, teacher-practitioner focus vs leadership focus?
Think more towards the instructional coach lens
 - EdS as pathway to EdD
 - teachers are often scared of the statistics that come with doctoral level degrees
 - did not see huge differences in EdS and Masters courses- there should be
 - Masters Action Research is more rigorous than EdS PD requirement

- Recruiting efforts- how can we more effectively share our program information?
 - VU ES accepted as first course at LU
 - personalized search engines like niche.com, build a profile
 - Teacher fellows- connect with these programs, they could do fellows program while completing GTAA program (TAIS, SAIS- TN association of independent schools)- connect with PD person with TAIS (Eric)
 - Special Education GYO- connect to those in programs and offer dual pathway
 - Offer free 3 hour online PD for directors of a school district- advertise programs as a part of it (catchy topic- SEL?)
 - Targeted marketing on social media

**Reading Specialist and Literacy Meetings
2022-2023**

**December 12, 2022
Literacy Panel discussion via zoom**

Suze Gilbert, Leslie Cowell, Jeane Fain, Melanie Maxwell (MTCS), Brandi Nunnery (Crieve Hall), Wendy Rampy (Lipscomb Academy), Angenetta Grimes (MNPS), Lisa Kegler

Discussion with some community partners around what their needs are in terms of literacy training in the schools.

Gaps in lesson planning
Dyslexia training
Reading process
Interventions

**January 9, 2023
Literacy Panel Follow-up**

Suze Gilbert, Leslie Cowell, Rachel Peay Cornett, Megan Parker Peters

Discussion around panel information and the possibility of adding an intervention endorsement and IDA standards.

Rural School Virtual Roundtable September 22, 2022

Goal: To gain insights from stakeholders in rural settings to determine needs or gaps that the COE can support

Agenda

- Welcome and Introductions
- Dr. Cowell, share goal for the session.
- Guiding topics:
 - Major needs/gaps
 - Possible GYO partnership
 - Leadership training
 - Rural educator designation
 - What does an educator who seeks to work in a rural district need to know?

Norma: GYO is a great opportunity for us; getting a lot of what they need in SPED and ELL; having a hard time with behavior

Not enough universities in the state who are training behavior specialists

Have gen ed and SPED teachers who would be willing to go back and do ABA work or sit for the BCBA certification; don't have enough partners to do the work - almost dire situation — as much online in evening as possible; folks already in classroom; need endorsement or additional certification; need to stay in the classroom as; could this be part of the internship?

RM Note: Will connect with Annette and Norma

Eddie: looking for endorsed teachers to get endorsements; is there a way to advise students to get combo endorsements so that they can teach multiple things? Usually get candidates and then have to take praxis to fill a need

Richard: once they have initial praxis and recommended – all they have to do is pass another praxis - can we do a secondary high needs Boot Camp to get additional certifications (is it a confidence issue?) – with some tutoring/boot camp/ they could be prepared

Norma: can use money to support candidates passing praxis; is there something we could create that a district could pay to come to a boot camp to be licensed in multiple areas

RM Note: If you wanted a boot camp - what would it be? -- include in an email

Tracy: need for good professional development for existing teachers for existing Algebra 1/Geometry teachers; K-5 mathematical understanding (need to get away from the old school math fluency ideas)

Eddie: conceptual understanding in middle grades and upper grades math; all they know is the procedures and they don't understand concepts in math

Norma: Now is the prime time because we are getting grounded in new standards - so a university partnership would be great - especially in lower grades – conceptual understanding has to be a big piece

Pam: basic workshops for classroom procedures vs. what is a mental/emotional problem before referring them to a counselor or social worker; teachers have lost their way as far as behavior in the classroom – basic understanding of procedures and management options; even back to a little bit of Harry Wong and climate and culture; and then next steps to getting students beyond that

What would it look like if everything was the way you wanted it to be?

Tracy- university partnership with Pre-K audit – leadership doesn't know what to look for; administrators at a k12 school – this is what you should look for; audit of best practices of supplies and materials that is appropriate to use

RM Note: Robin Cayce could be a good contact for this

Norma – I don't think we could ever do enough with the TEAM rubric; be able to talk with teachers and tie to the TEAM rubric and talk to teachers about how this helps make them better – they are interested; align all training with teachers and administrators with TEAM look fors

Eddie – teacher hiring is hard; administrators are very hard to hire right now - not the same level of qualified applicants

Richard: in a leadership desert; we need to find teacher leaders and give them a pathway to administrative licensure and make sure that the program has the supports that it needs –such as flexibility; responsiveness; relationship with district and central office staff; EPP and district level staff relationships so that they can support their candidates; embed supports (time, local mentor, etc...)

Norma: need in leadership pipeline development - the most important work we do is to evaluate teachers and give them feedback for growth – this is what each aspect of TEAM looks like; the only way we grow teachers is through evaluation conversations with principals and APs – so we need our leaders to dig deeply into TEAM rubric and be able to provide feedback

Tracy: would love to join with Lipscomb on a GYO (Lewis Co)

Norma: thing that is impeding GYO in PSSD for paraprofessionals is no college experience – having to funnel toward WGU because it is totally online; if there is something we could do to help facilitate a generic bachelor's degree so they can get on the path - that would be great; people they recommend are GOOD; so much funding with ReConnect money; lots of single women who are educational assistants - they will get federal grant money; online piece that is a doable and sustainable

Eddie: how can we use time to count for student teaching instead of them taking time off?

Norma: has even talked to teachers to take on more students if they had an intern who could co-teach while getting licensure

Richard - onus falls to EPP to get it approved; iTeach partnership right now; Texas certification and then reciprocity - but they don't have to do edTPA

Eddie- if any program can do it, it would be Lipscomb

Hugh - support the teachers we have; don't want a boss, they want true leadership; want a voice in decision-making; strengths-based coaching; TEAM rubric is a good tool to support teachers and they need to understand it better – what can we do to hang on to the teachers we have

Rural educator designation; course objectives:

Pam: how to deal with children and families in poverty; teachers are not just teachers; students who are being raised by parents, great-grandparents, and siblings; ARP homeless grant; basic needs; homeless students; staff washing and drying clothes – some kind of training with how to deal with and identify children who are in poverty

Tracy - course objective should be -

how to teach adults to help children; lots of parents and grandparents like that

How to work with a toxic environment – “this is just the way it is”

Blue collar and white collar parents research

RM Note: ask for more of this in an email

Norma: rural poverty is different from urban poverty; Relationships with students and families. Relationships are the key to meeting students where they are. Earning the trust of students and families. Empathy - I have no idea what it feels like to be in poverty - students need to be aware of this

IDEAS:

Professional Learning session with district leaders in how to strategically plan for upcoming leadership needs and vacancies (how to pre-screen applicants, build the applicant pool, etc...)

Kyle and Phillip from Sumner could do this.

Rural School Virtual Roundtable

March 2, 2023

Overall Goal: To gain insights from stakeholders in rural settings to determine needs or gaps that the COE can support

Agenda

- Welcome and Introductions
- Goal for this session: expand upon the ideas we discussed in the fall regarding programmatic and professional learning needs of educators in rural areas, as well as discuss new needs and ideas that have emerged since September.
- Guiding topics:
 - Review of themes from September
 - Leader support
 - Teacher support
 - We talked about "boot camp" opportunities for those teachers needing to add on a licensure area and may need a boost in content knowledge/understanding.
 - We discussed the Rural Educator designation that we are in the process of creating and we asked you for input on course objectives for a new course. You mentioned: teaching adults how to help their children; overcoming toxic environments ("this is just the way it is"); blue collar/white collar families research; rural poverty; relationships and empathy. What other content pieces or practical experiences/professional learning would you expect someone with a Rural Educator designation to have?
 - What has changed or shifted since the fall?
 - Major needs/gaps?
 - What do current teachers need?
 - What do current leaders need?

Notes:

Challenges filling all roles in the middle of the year when we lose teachers.

What are the options for hard to fill licensure areas? Drawbacks to swapping people around.

Discounts are an incentive.

GYO is a great idea – how can we expand and be creative in these areas to make sure that we are getting qualified candidates?

- GYO model for recruiting high school students is challenging because it does not offer immediate solutions.
- Traditional job-embedded GYO provides a more immediate solution.

- GYO center apprenticeship model is slowing things down a bit.

Connection to the county/community is important for retaining candidates.

Leaders equipped for conflict - this is important; listening, asking questions, coaching mindset.
More leaders need training.

Course and PL delivery options:

Face-to-Face is preferred for coursework and professional learning.

Speed up the process transitioning from the professional world to education; what kinds of barriers (licensure) are in place that we could remove?

We have to continue to focus on retention and support of teachers .

School Counseling Advisory Board
April 11, 2023
Agenda

Attendees: Charlotte Baird, SC Consultant
Lisa Coleman, Lipscomb Academy
Lisa Davies, Lipscomb University
Janet King, Nashville Christian School
Laura Lamb, MNPS

1. Counseling Trends for 2023-24
2. Counseling students regarding recent school shooting
3. Upcoming Professional Development opportunities