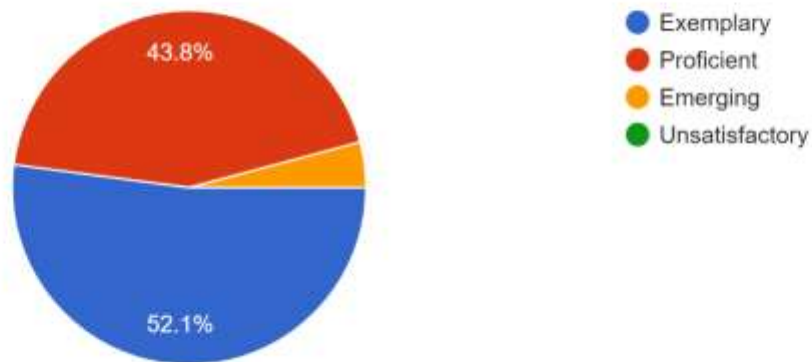


# Initial License Completer Satisfaction - Rookie Teacher Education Survey 2020 1st, 3rd, & 5<sup>th</sup> Year Teacher Preparation Survey

## CARE: Craft

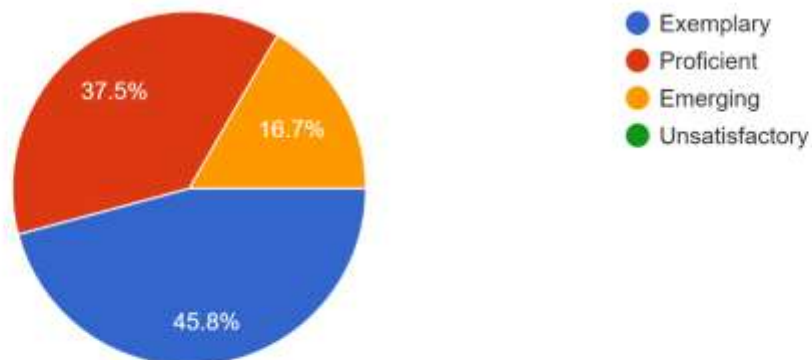
Demonstrating an understanding of and using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills

48 responses



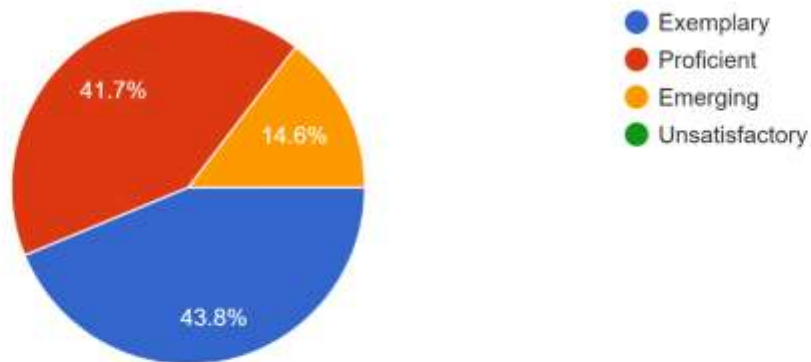
Providing instructional opportunities that are adapted to diverse students

48 responses



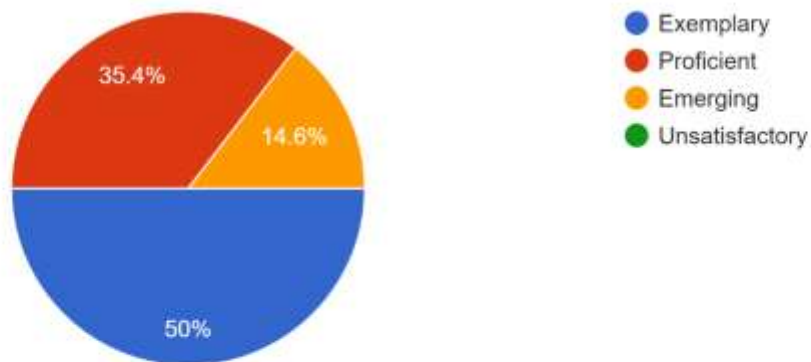
## Integrating current technology in planning and instruction

48 responses



## Preparation to work with diverse learners

48 responses



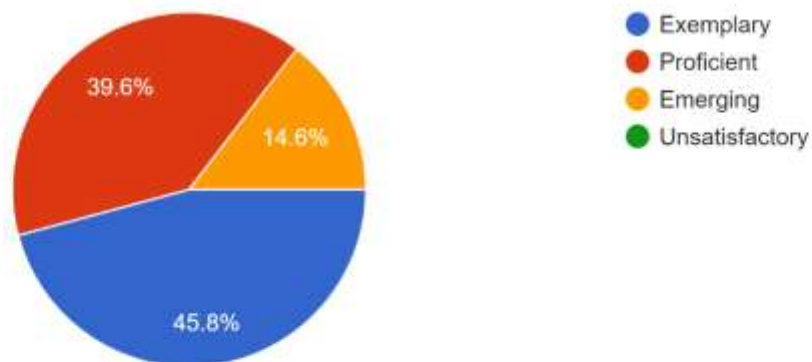
### Comments/explanations regarding responses:

- I think that weal 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 middle school 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

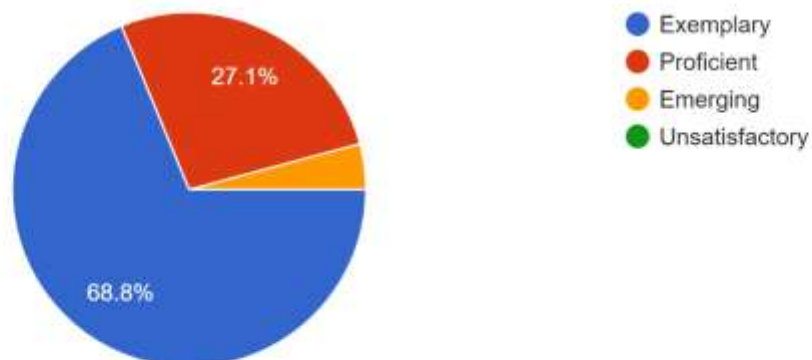
### Using appropriate classroom management techniques successfully

48 responses



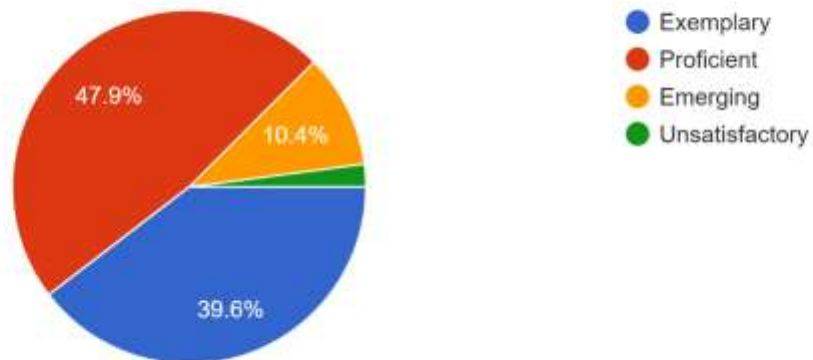
### Establishing a positive learning environment that supports development of students

48 responses



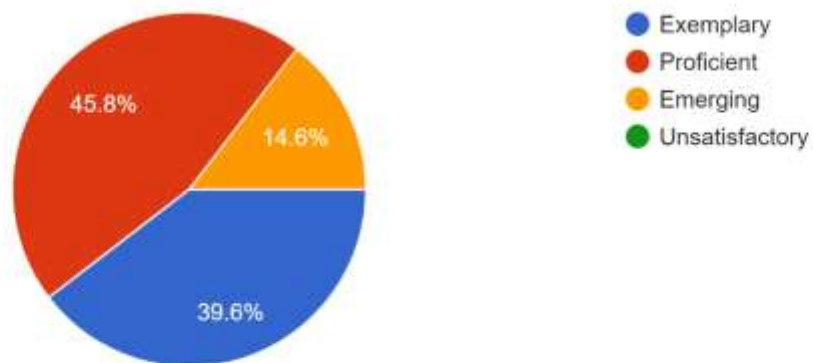
## Pacing lessons appropriately and demonstrating flexibility

48 responses



## Managing classroom resources (time, space, facilities) effectively

48 responses



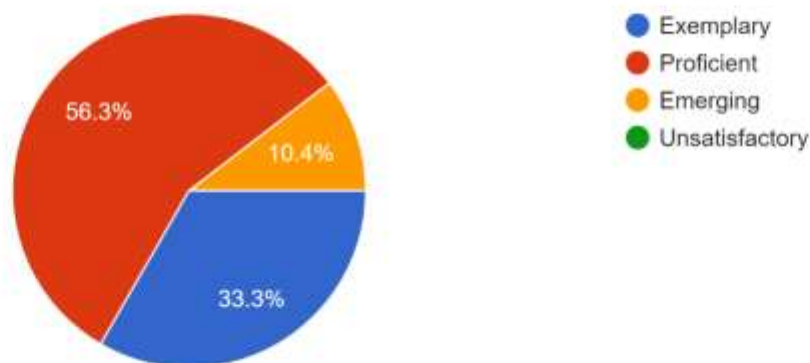
### Comments/explanations regarding responses:

- 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

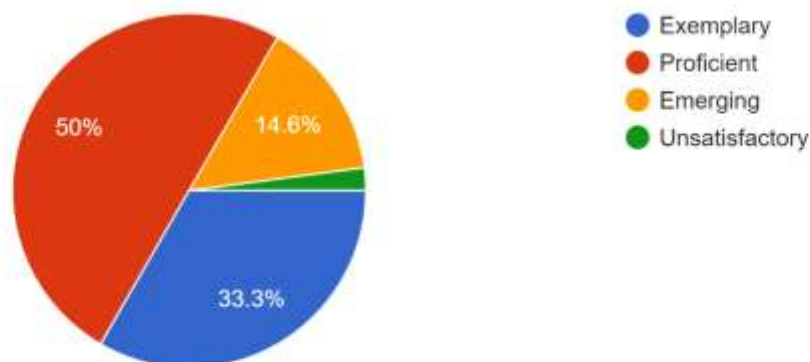
Using appropriate assessment strategies and instruments to obtain information about students and their on-going progress and using this information to make instructional decisions

48 responses



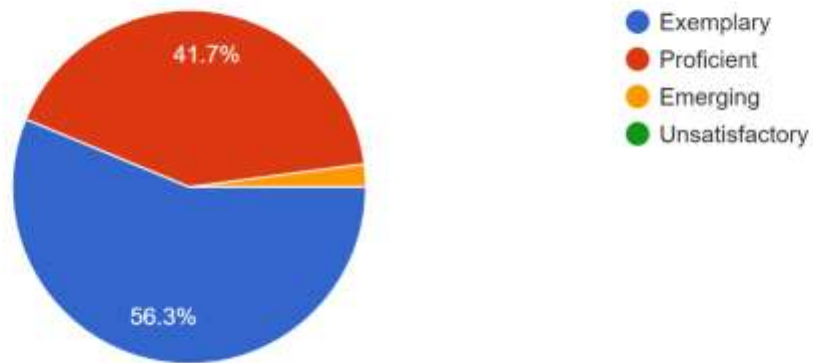
Communicating student progress to students and their families

48 responses



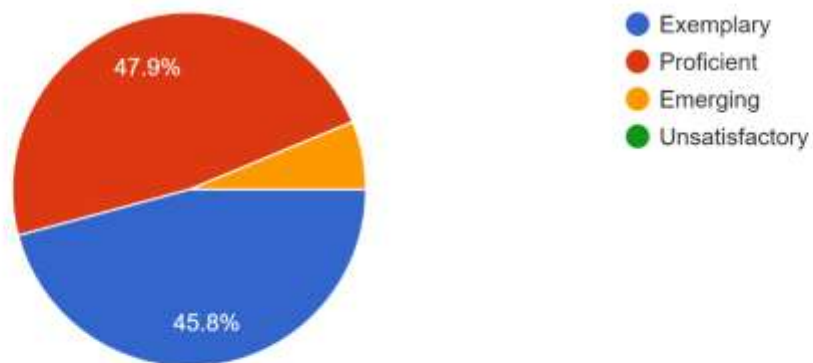
## Reflecting on teaching practice by evaluating continually the effects of instruction

48 responses



## Evaluating student performance and determining the amount of progress

48 responses



### Comments/explanations regarding responses:

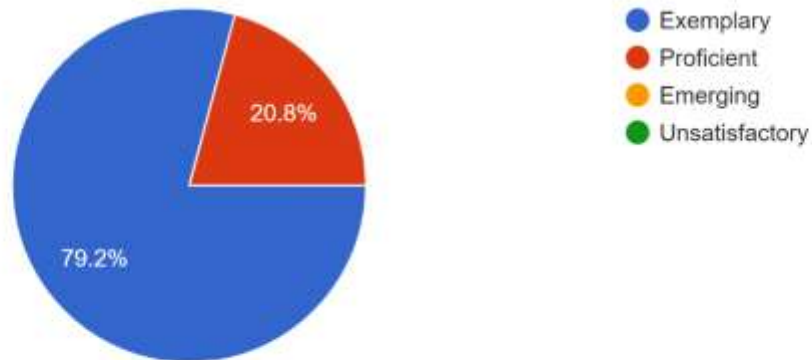
- I don't remember many instances where I was able to craft an assessment that was actually given to students or breaking down student data after testing to find ways to improve.
- we never discussed what it is like to talk to families and the importance of including families in the educational process. 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

## CARE: Attitudes and Values

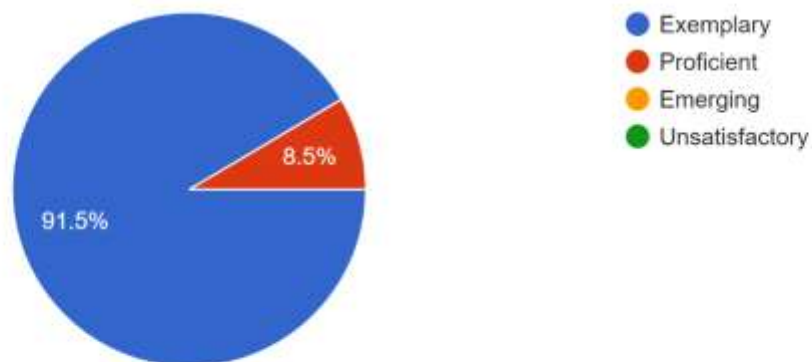
Presenting a professional appearance in dress and demeanor

48 responses



Punctuality and regular attendance

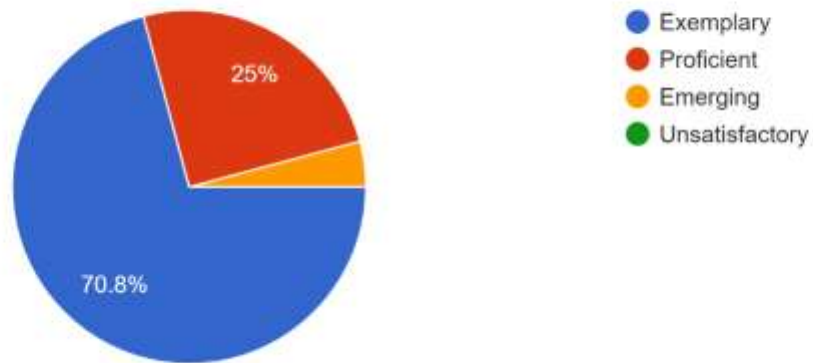
47 responses





## Projecting confidence and taking initiative

48 responses

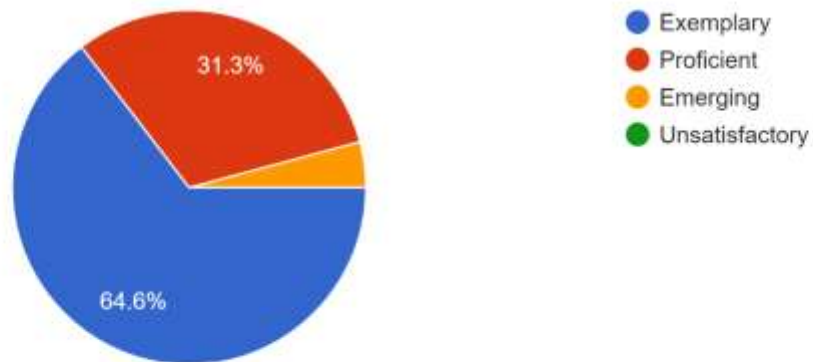


### Comments/explanations regarding responses:

- 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.

## Encouraging and responding to evaluative feedback

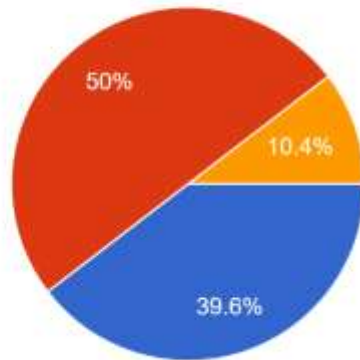
48 responses





### Using research in practice

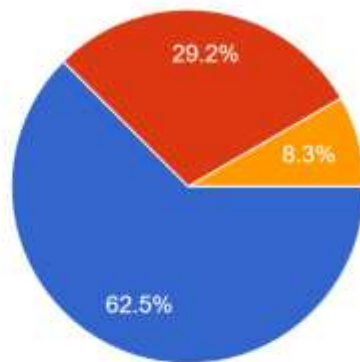
48 responses



- Exemplary
- Proficient
- Emerging
- Unsatisfactory

### Practicing school policies and procedures

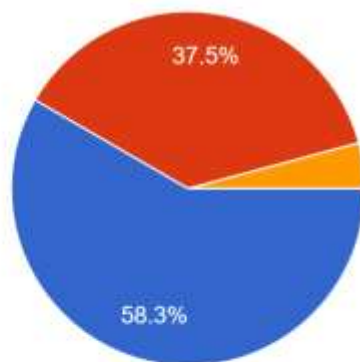
48 responses



- Exemplary
- Proficient
- Emerging
- Unsatisfactory

### Engaging in professional development

48 responses



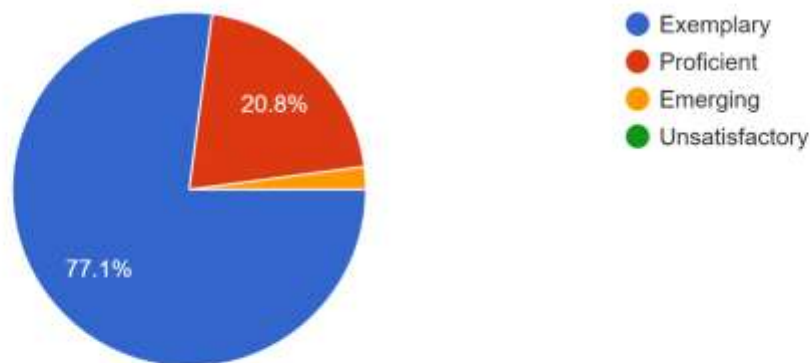
- Exemplary
- Proficient
- Emerging
- Unsatisfactory

### 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 it's 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.

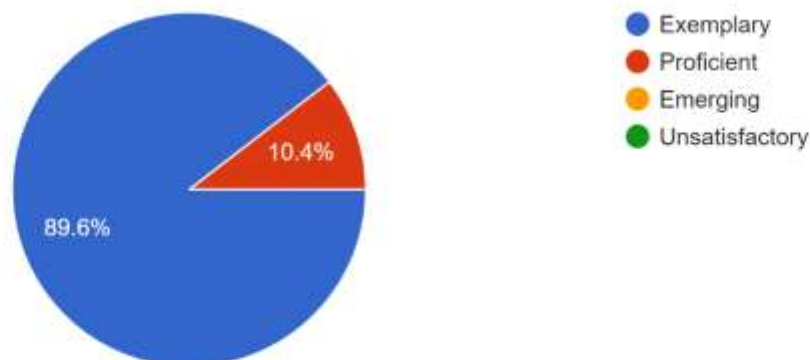
### Practicing beliefs that all children can learn

48 responses



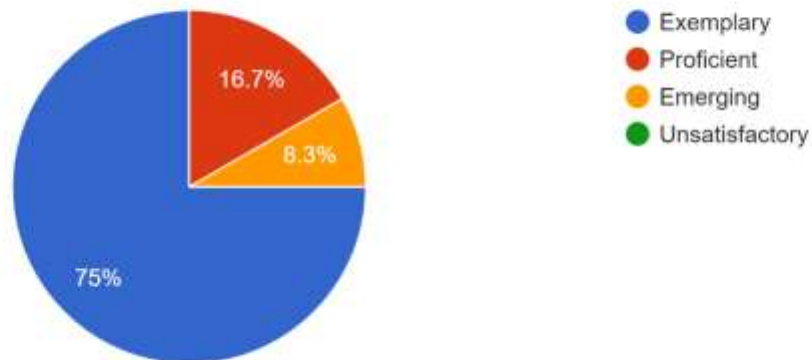
### Exhibiting a joy of teaching

48 responses



## Demonstrating coping skills such as flexibility and a sense of humor

48 responses



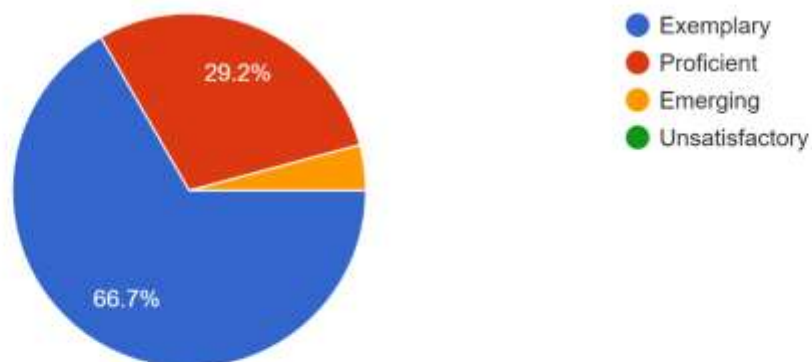
### Comments/explanations regarding responses:

- 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!

## CARE: Relationships

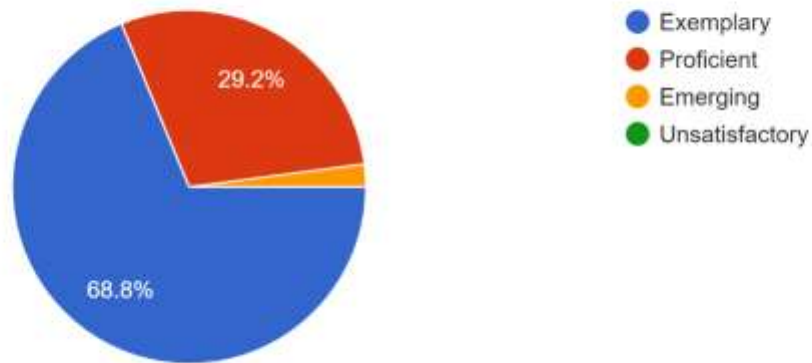
### Collaborating with colleagues and appropriate others

48 responses



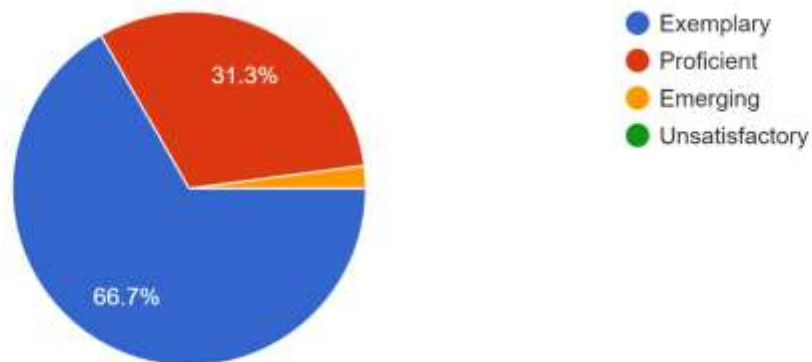
## Being respectful and cooperative during interactions with students, families, and colleagues

48 responses



## Using discretion and protecting students' rights

48 responses



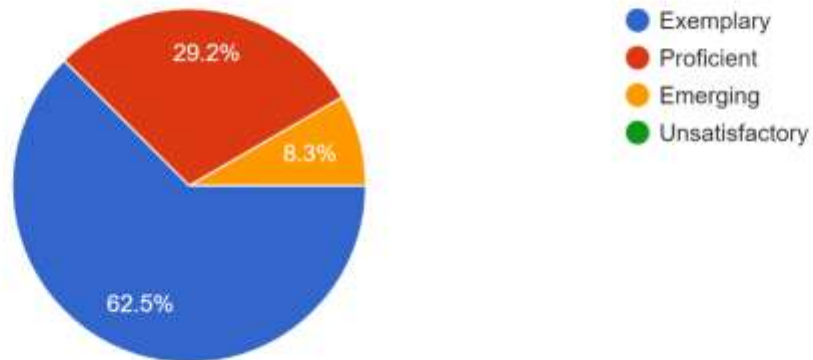
### Comments/explanations regarding responses:

- 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 guess Teachers bringing their different viewpoints 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.

## CARE: Essential Knowledge

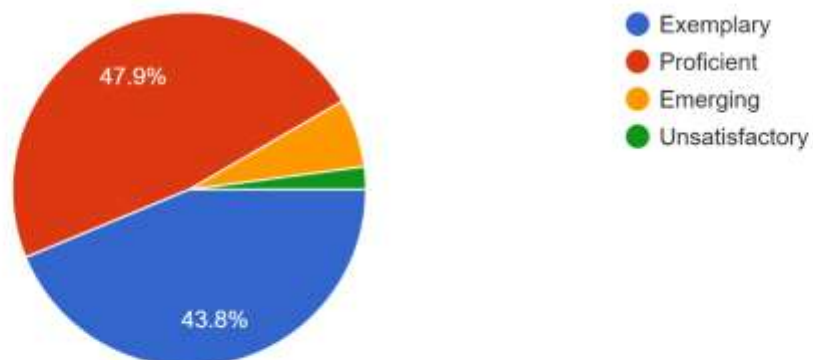
Establishing appropriate instructional goals, objectives and activities at the lesson plan and unit plan levels

48 responses



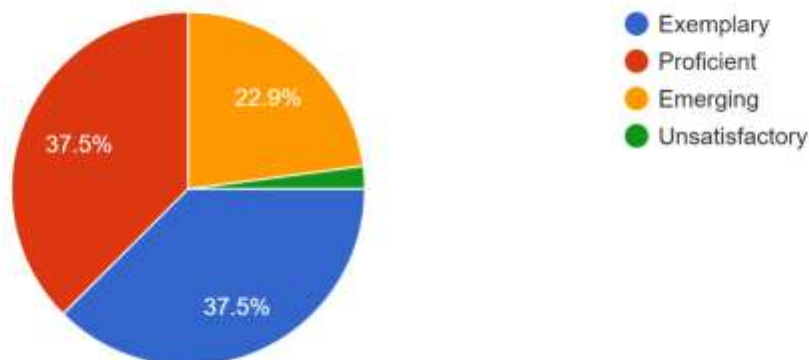
Handling routine duties in an organized and orderly manner with minimum transition time

48 responses



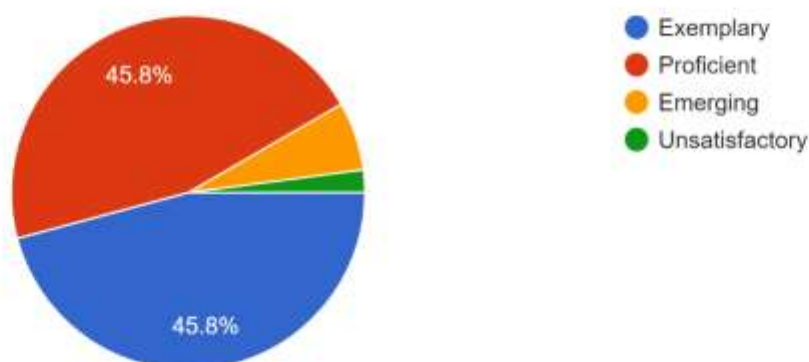
## Understanding assessment data and how to use it to design lessons

48 responses



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

48 responses



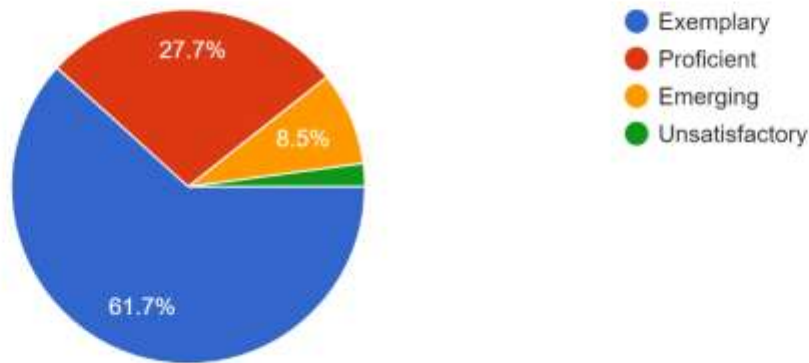
### Comments/explanations regarding responses:

- 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 parapro, 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

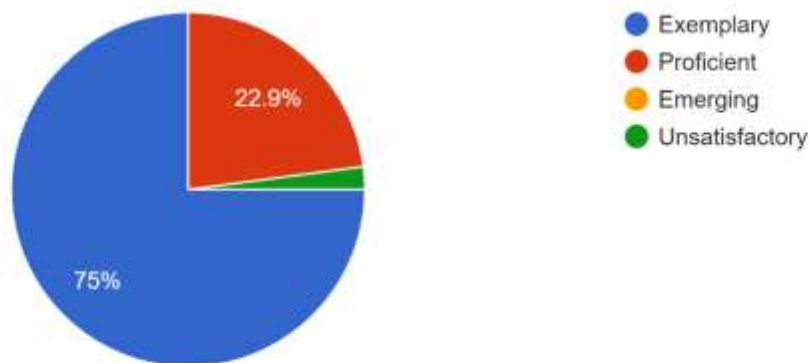
Using appropriate verbal and non-verbal techniques to communicate effectively with students, families, and the community at-large

47 responses



Writing clearly, legibly, and correctly

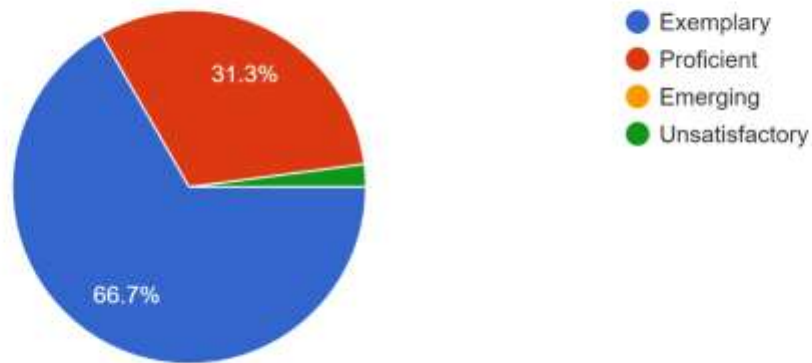
48 responses





## Speaking clearly, correctly, and with clarity of meaning

48 responses

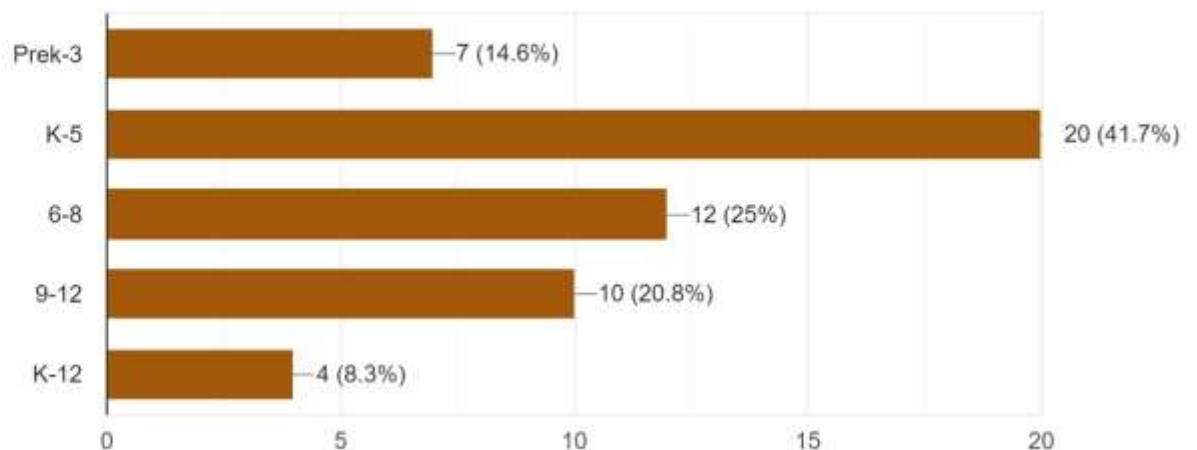


### Comments/explanations regarding responses:

- 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.

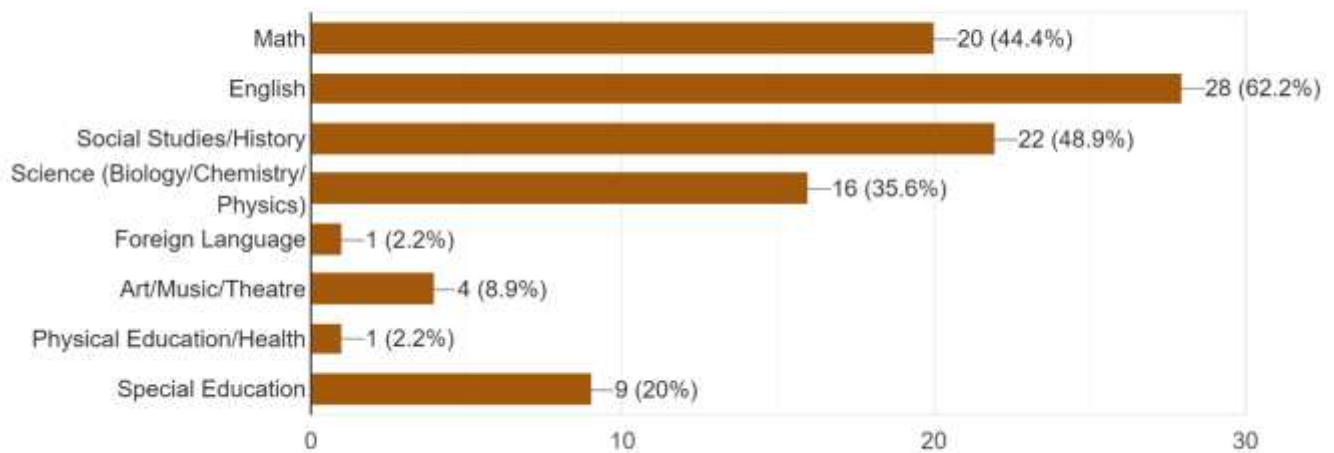
### Demographic Information of Teacher Employment

48 responses



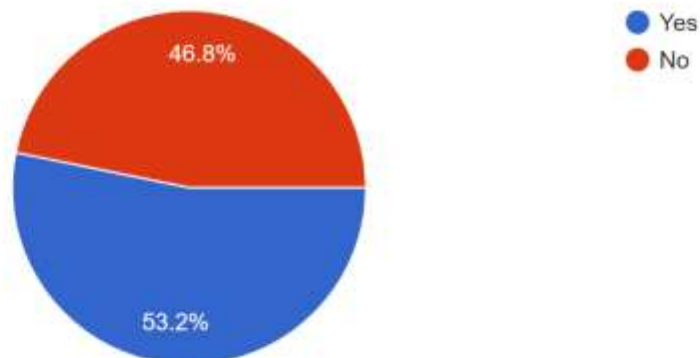
## What subjects do you teach?

45 responses



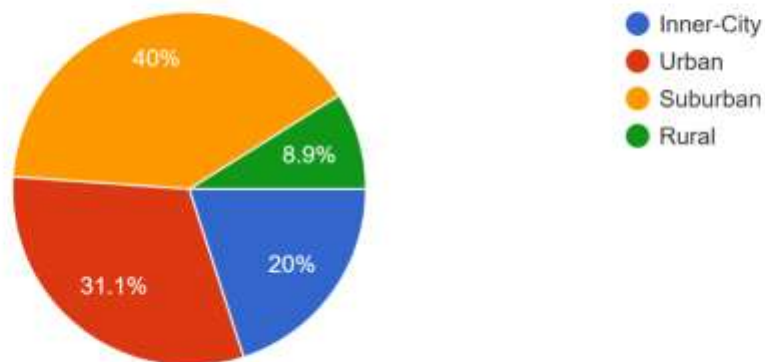
## Would you be willing to participate in a focus group so that we can learn more about your experience?

47 responses



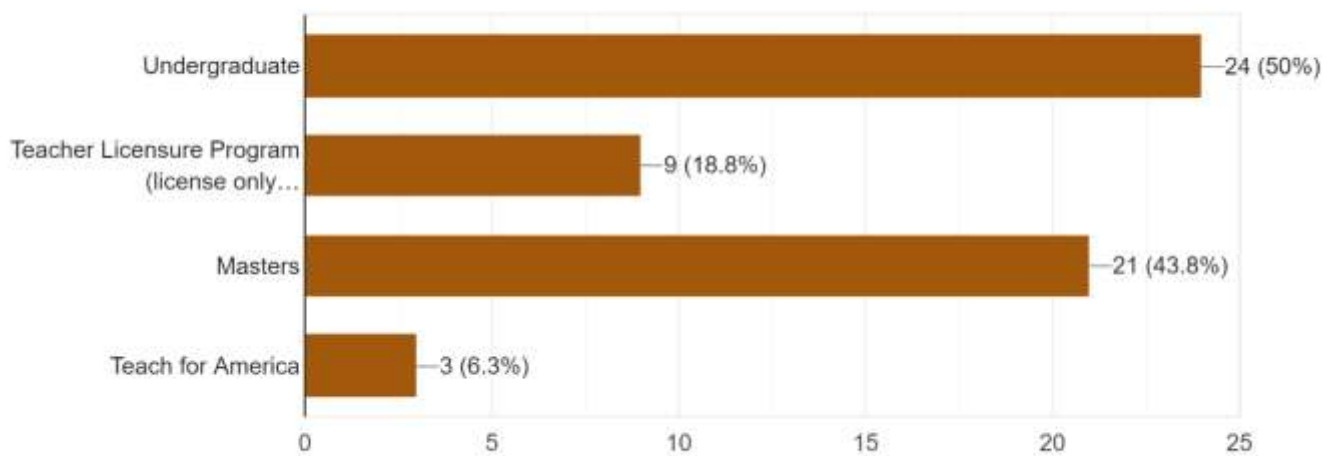
### Demographic information for your school:

45 responses



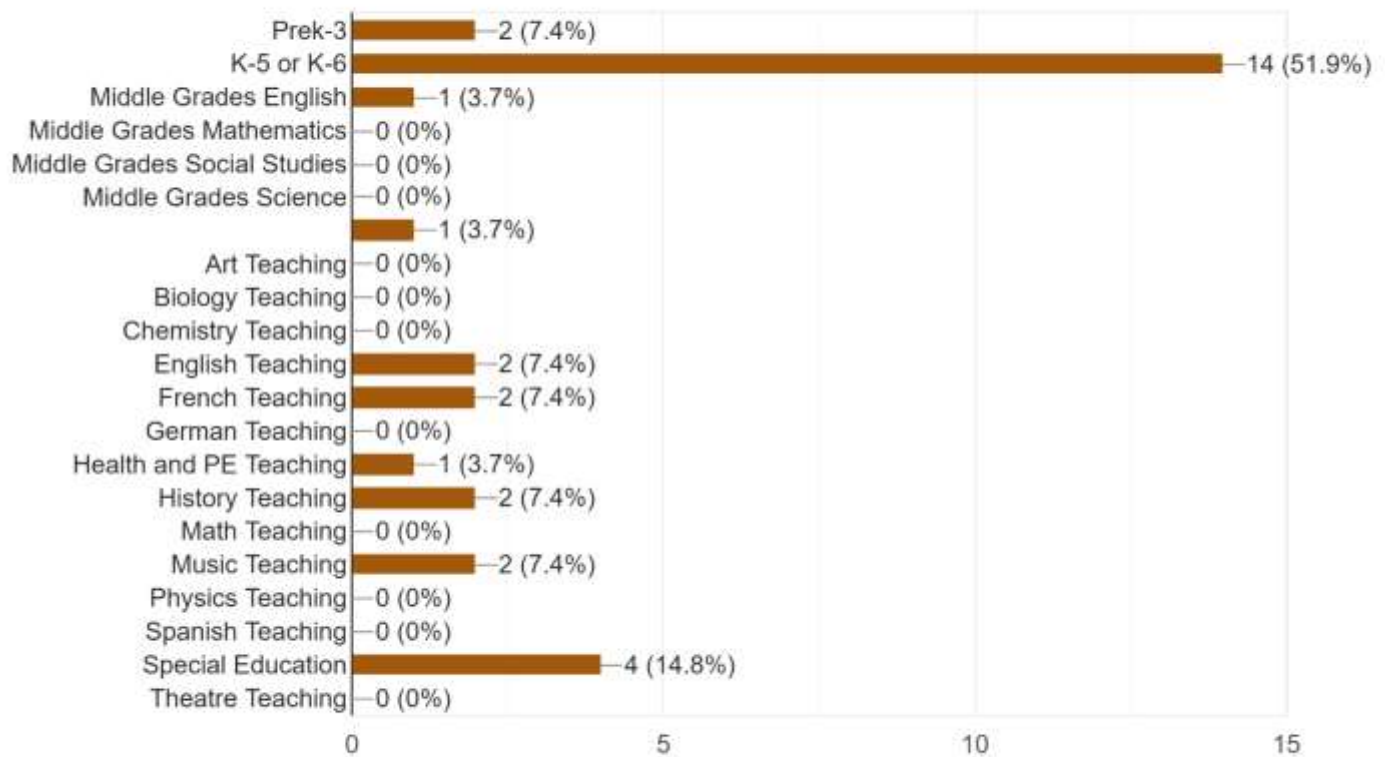
### Which program did you complete at Lipscomb?

48 responses



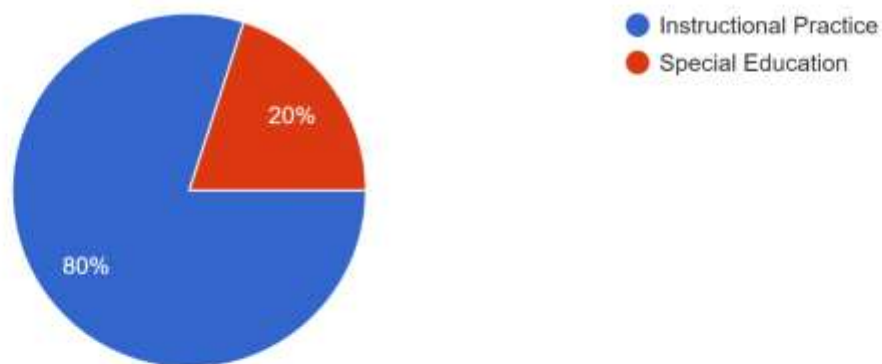
If you completed undergraduate at Lipscomb, please choose your undergraduate major:

27 responses



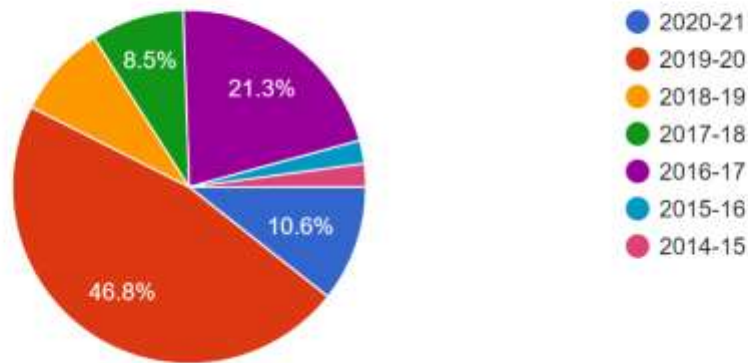
If completed, what Masters program did you complete at Lipscomb?

20 responses



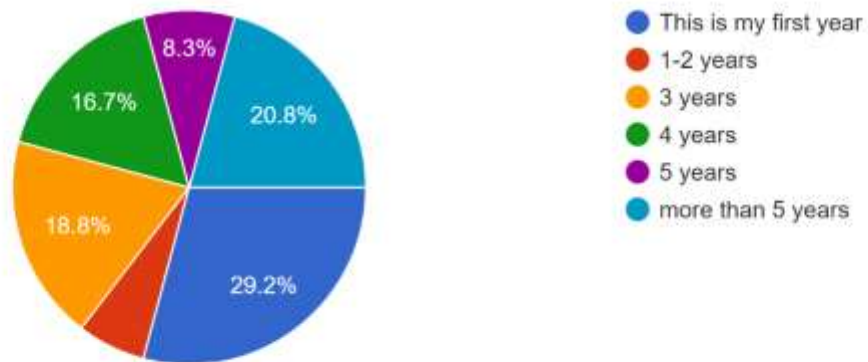
### What year did you complete your program?

47 responses



### How many years have you worked in Education?

48 responses



### Have you been promoted?

47 responses

