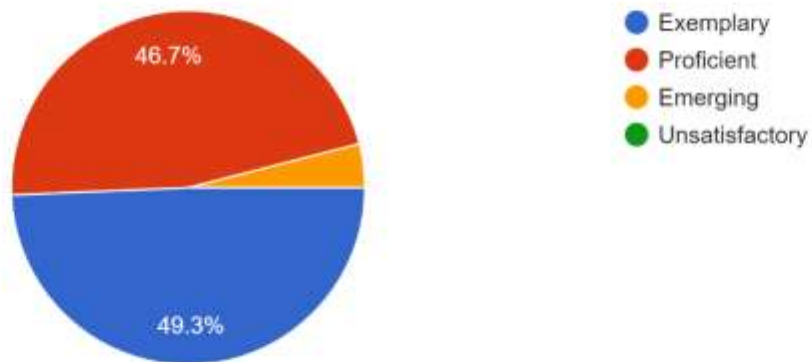


Initial License Completer Satisfaction - Rookie Teacher Education Survey 2021 1st, 3rd, & 5th Year Teacher Preparation Survey

CARE: Craft

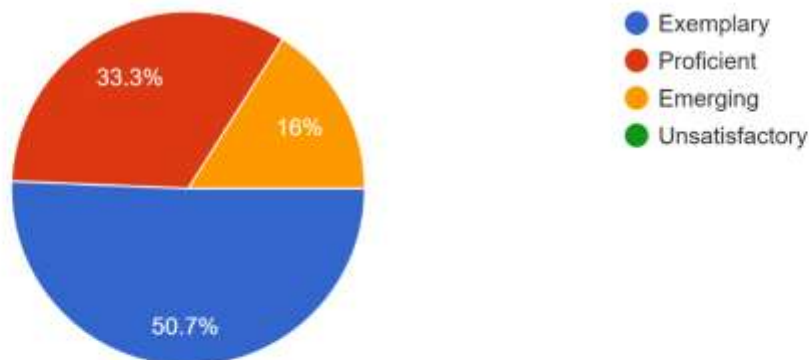
Demonstrating an understanding of and using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills

75 responses



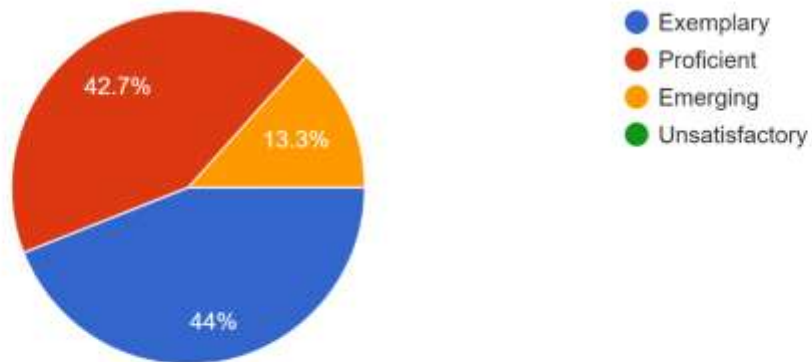
Providing instructional opportunities that are adapted to diverse students

75 responses



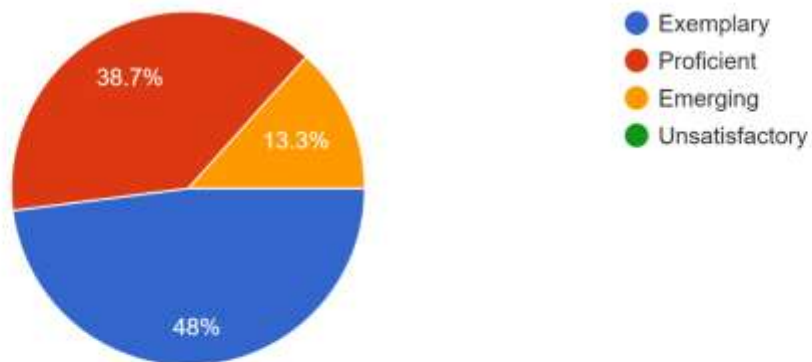
Integrating current technology in planning and instruction

75 responses



Preparation to work with diverse learners

75 responses



Comments/explanations regarding responses:

- I think that we all 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
- My students come from a variety of economy 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 time 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.

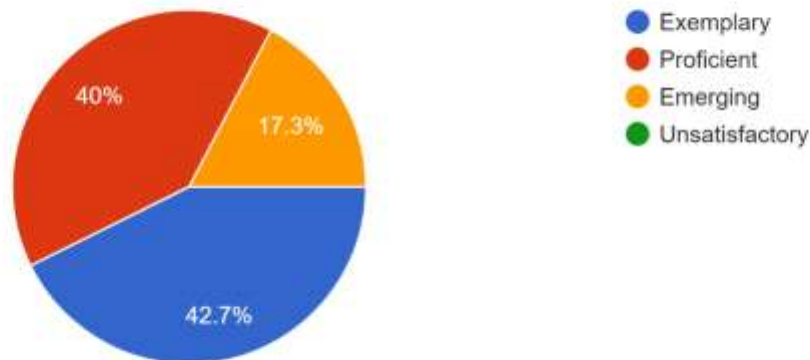
What courses/resources have you drawn on to handle issues of diversity/inclusion?

- 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.

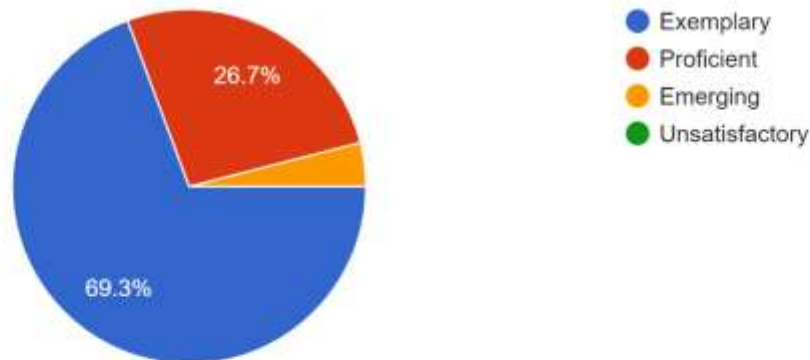
Using appropriate classroom management techniques successfully

75 responses



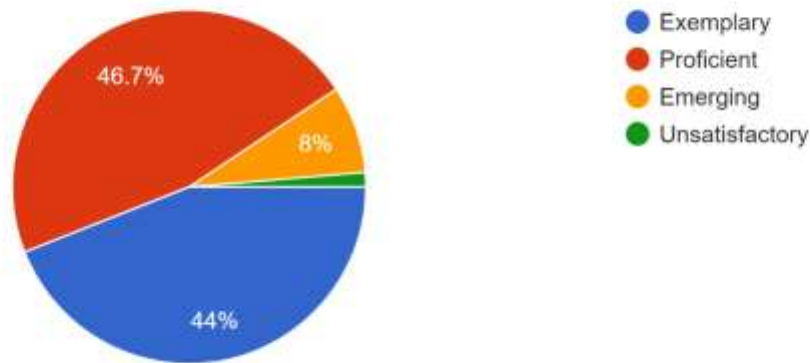
Establishing a positive learning environment that supports development of students

75 responses



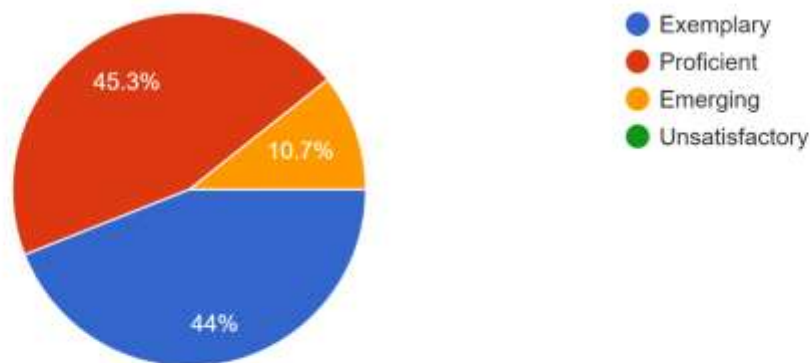
Pacing lessons appropriately and demonstrating flexibility

75 responses



Managing classroom resources (time, space, facilities) effectively

75 responses



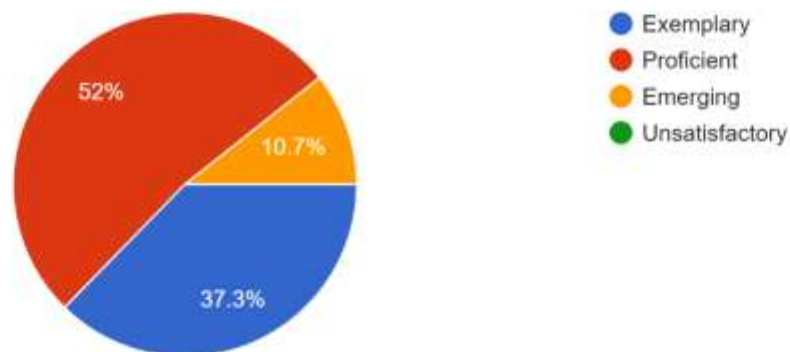
Comments/explanations regarding responses:

- 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.

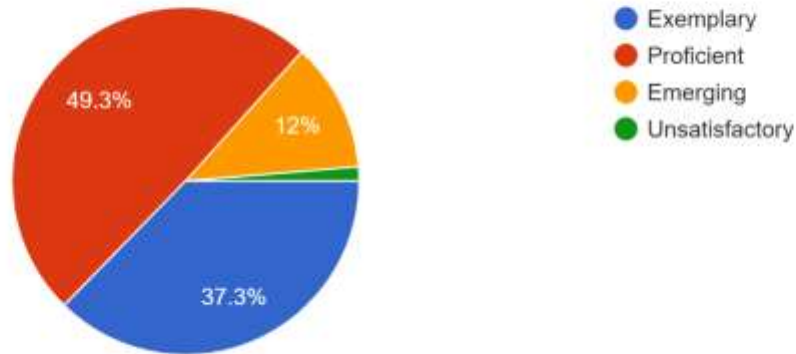
Using appropriate assessment strategies and instruments to obtain information about students and their on-going progress and using this information to make instructional decisions

75 responses



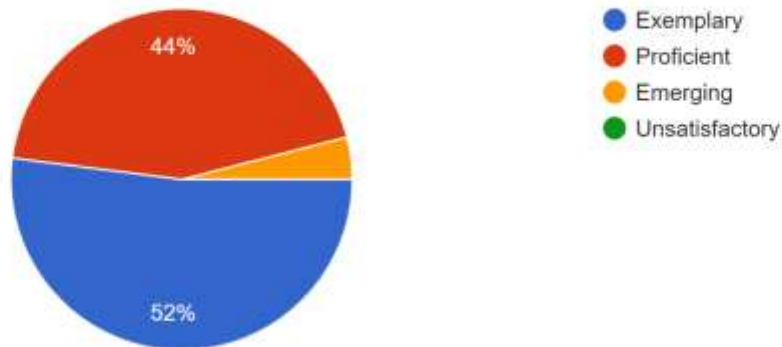
Communicating student progress to students and their families

75 responses



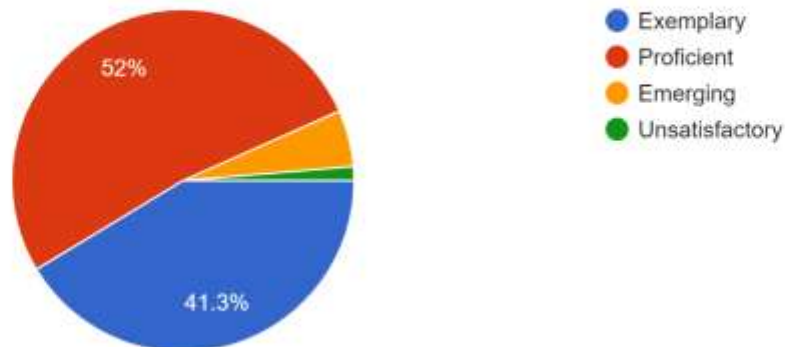
Reflecting on teaching practice by evaluating continually the effects of instruction

75 responses



Evaluating student performance and determining the amount of progress

75 responses



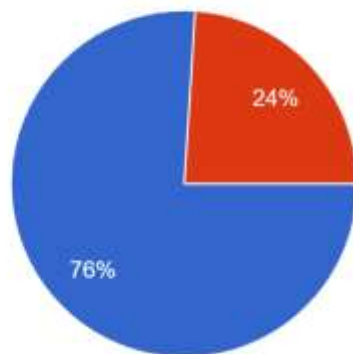
Comments/explanations regarding responses:

- 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
- 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.

CARE: Attitudes and Values

Presenting a professional appearance in dress and demeanor

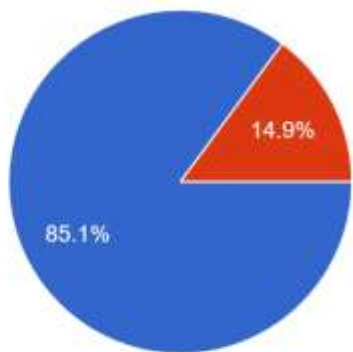
75 responses



- Exemplary
- Proficient
- Emerging
- Unsatisfactory

Punctuality and regular attendance

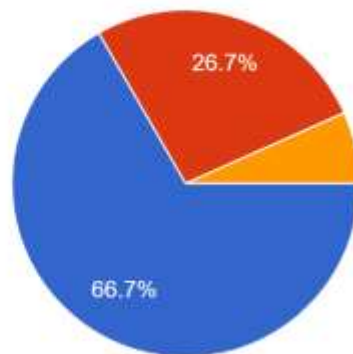
74 responses



- Exemplary
- Proficient
- Emerging
- Unsatisfactory

Projecting confidence and taking initiative

75 responses



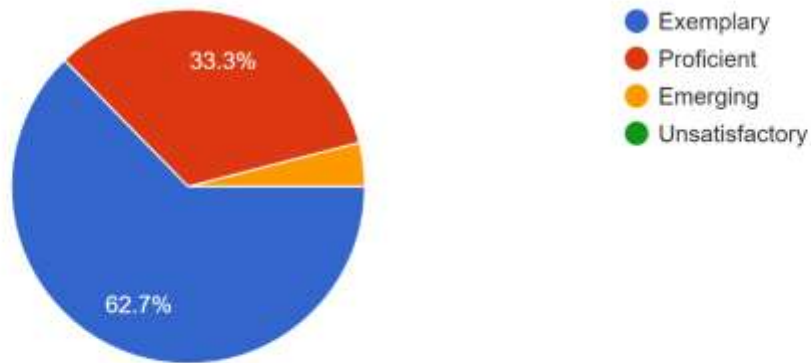
- Exemplary
- Proficient
- Emerging
- Unsatisfactory

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.

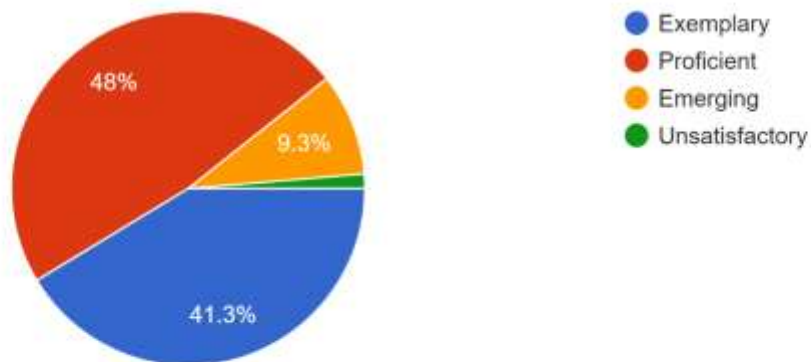
Encouraging and responding to evaluative feedback

75 responses



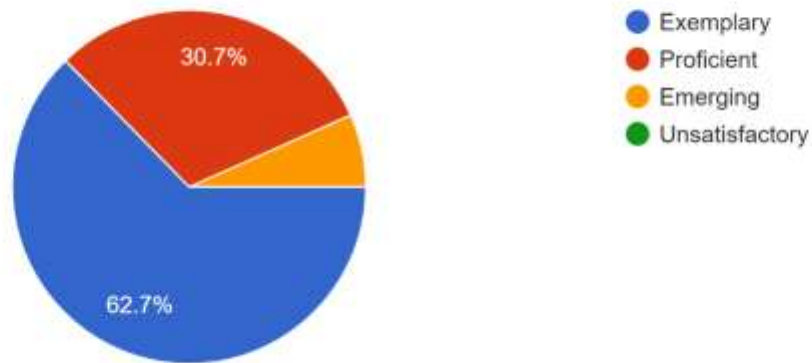
Using research in practice

75 responses



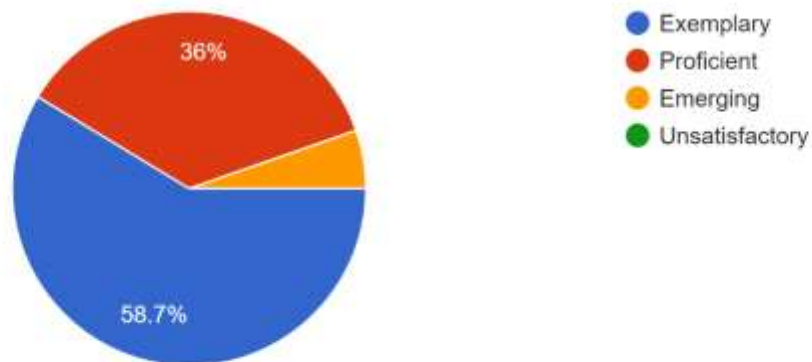
Practicing school policies and procedures

75 responses



Engaging in professional development

75 responses



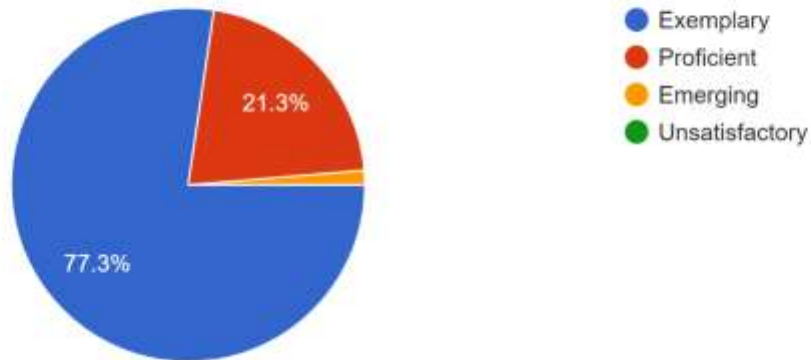
Comments/explanations regarding responses:

- 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 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.
- 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.

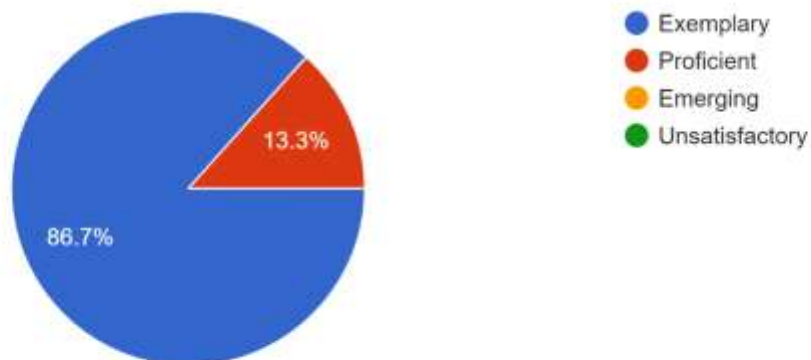
Practicing beliefs that all children can learn

75 responses



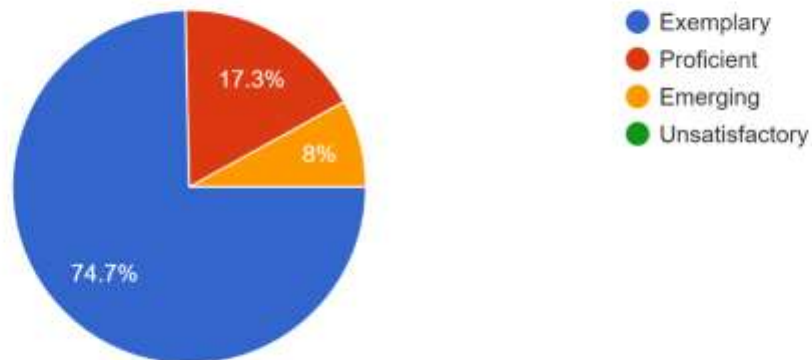
Exhibiting a joy of teaching

75 responses



Demonstrating coping skills such as flexibility and a sense of humor

75 responses



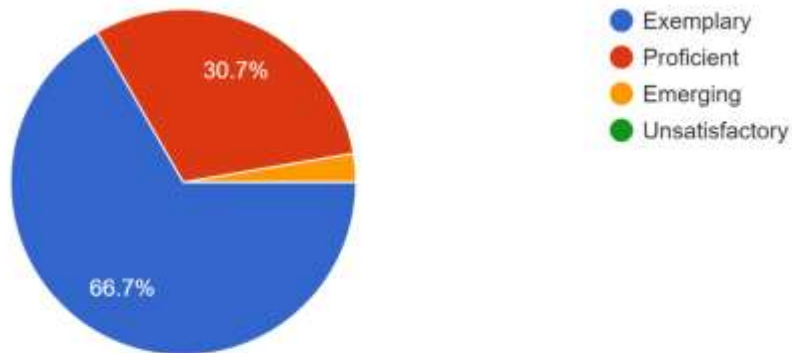
Comments/explanations regarding responses:

- 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

CARE: Relationships

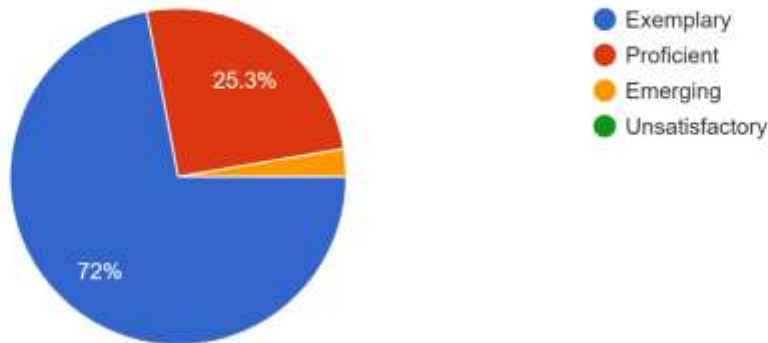
Collaborating with colleagues and appropriate others

75 responses



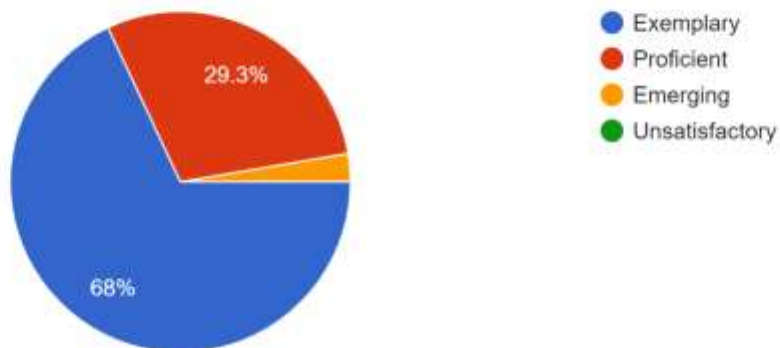
Being respectful and cooperative during interactions with students, families, and colleagues

75 responses



Using discretion and protecting students' rights

75 responses



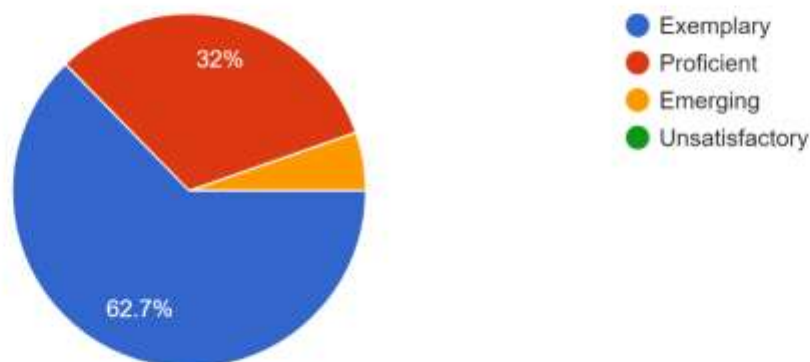
Comments/explanations regarding responses:

- 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.
- 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.

CARE: Essential Knowledge

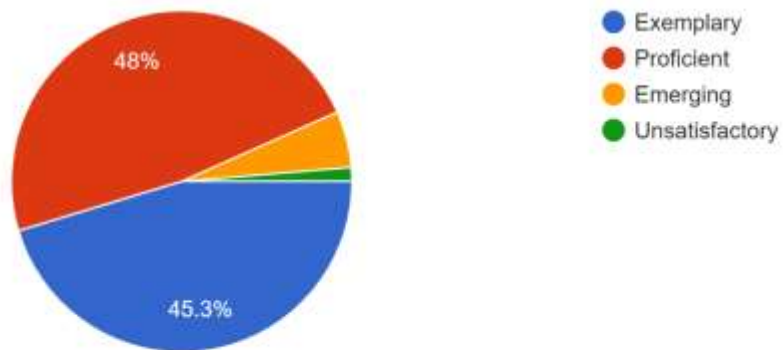
Establishing appropriate instructional goals, objectives and activities at the lesson plan and unit plan levels

75 responses



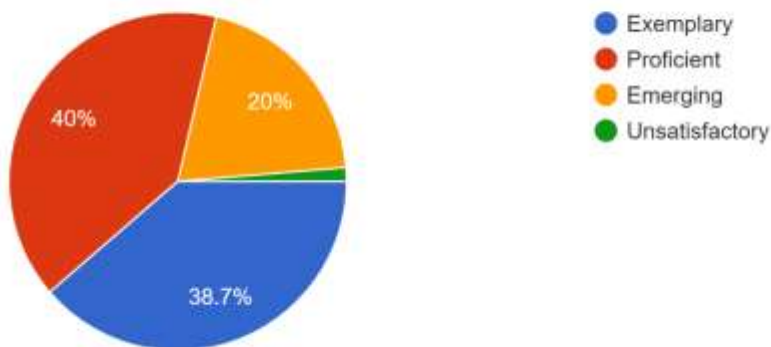
Handling routine duties in an organized and orderly manner with minimum transition time

75 responses



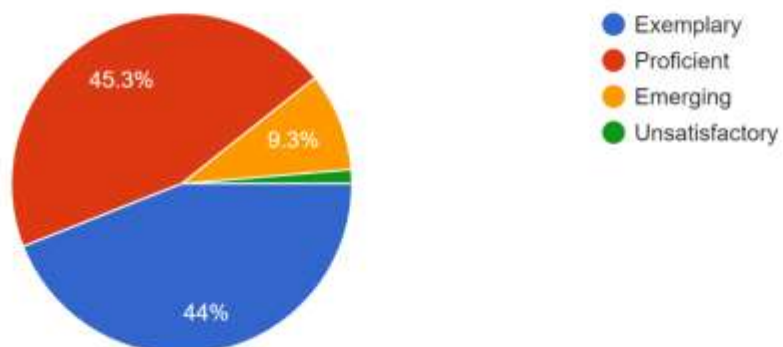
Understanding assessment data and how to use it to design lessons

75 responses



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

75 responses

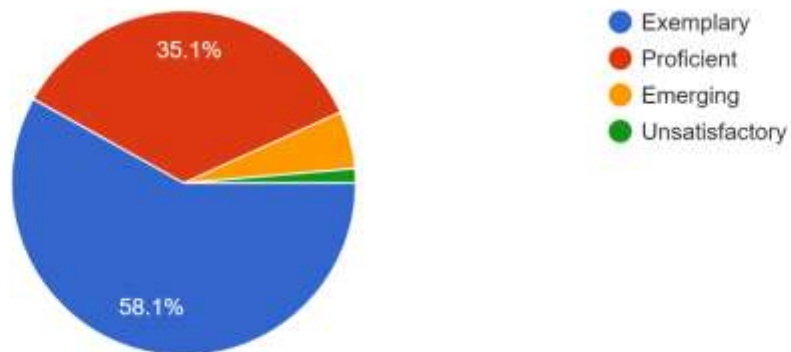


Comments/explanations regarding responses:

- 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
- 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.

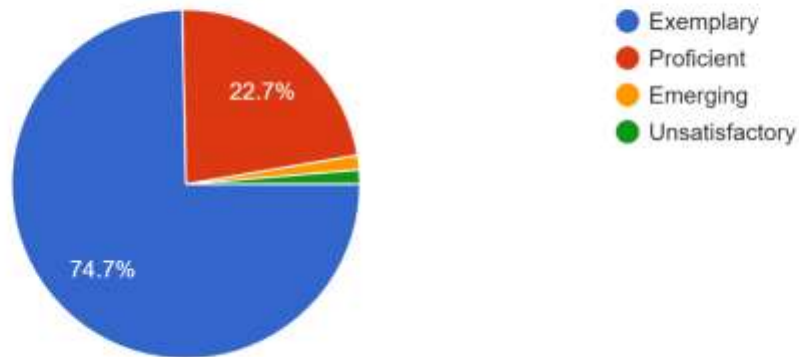
Using appropriate verbal and non-verbal techniques to communicate effectively with students, families, and the community at-large

74 responses



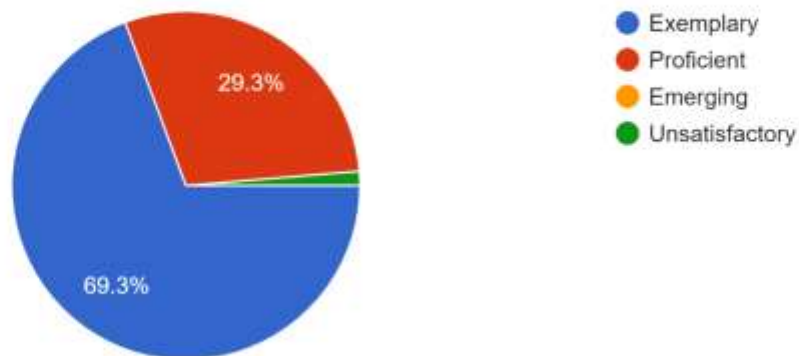
Writing clearly, legibly, and correctly

75 responses



Speaking clearly, correctly, and with clarity of meaning

75 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.

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.

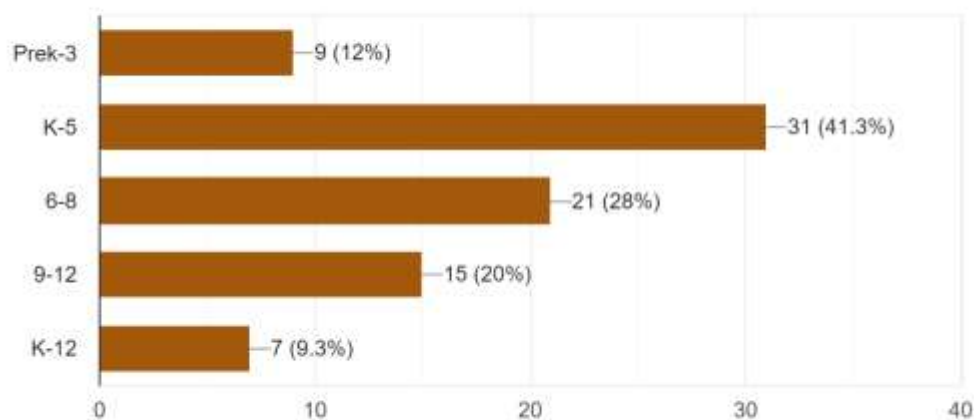
- I'm loving the relationships with my students and my colleagues. Being in control of what I teach and the order of things is really nice. I love having the standards but being able to teach them in a way where the students will be successful.
- Lipscomb could connect students with more non-traditional 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.
- Facility treat you like people instead of numbers. Facility/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 development 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.

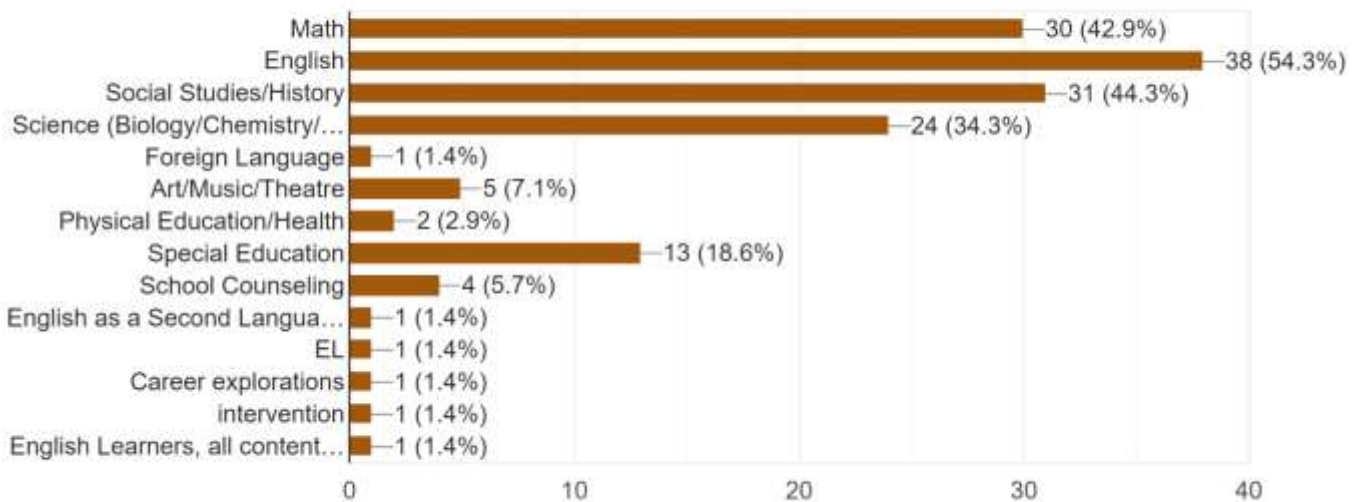
Demographic Information of Teacher Employment

75 responses



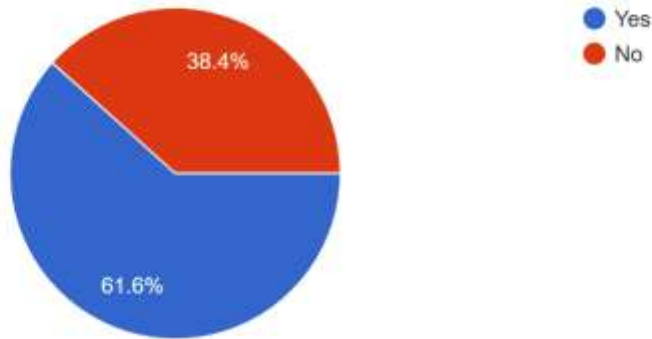
What subjects do you teach?

70 responses



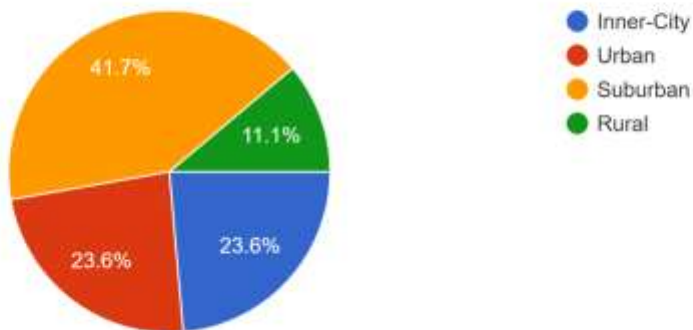
Would you be willing to participate in a focus group so that we can learn more about your experience?

73 responses



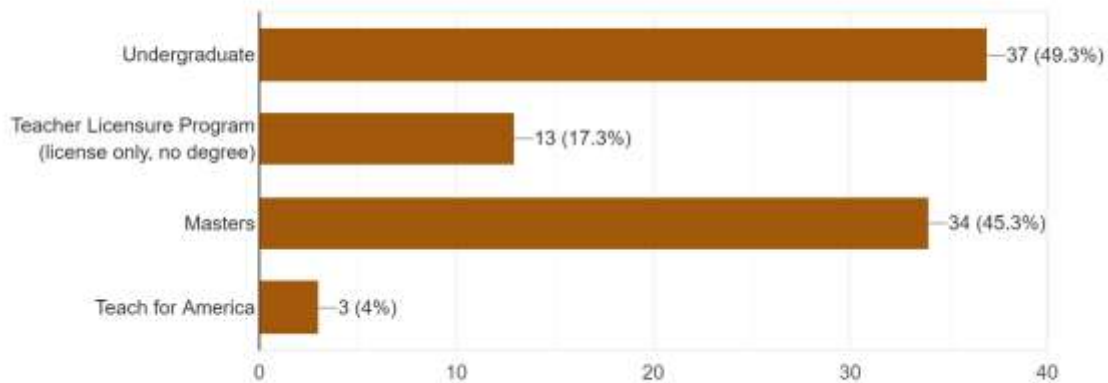
Demographic information for your school:

72 responses



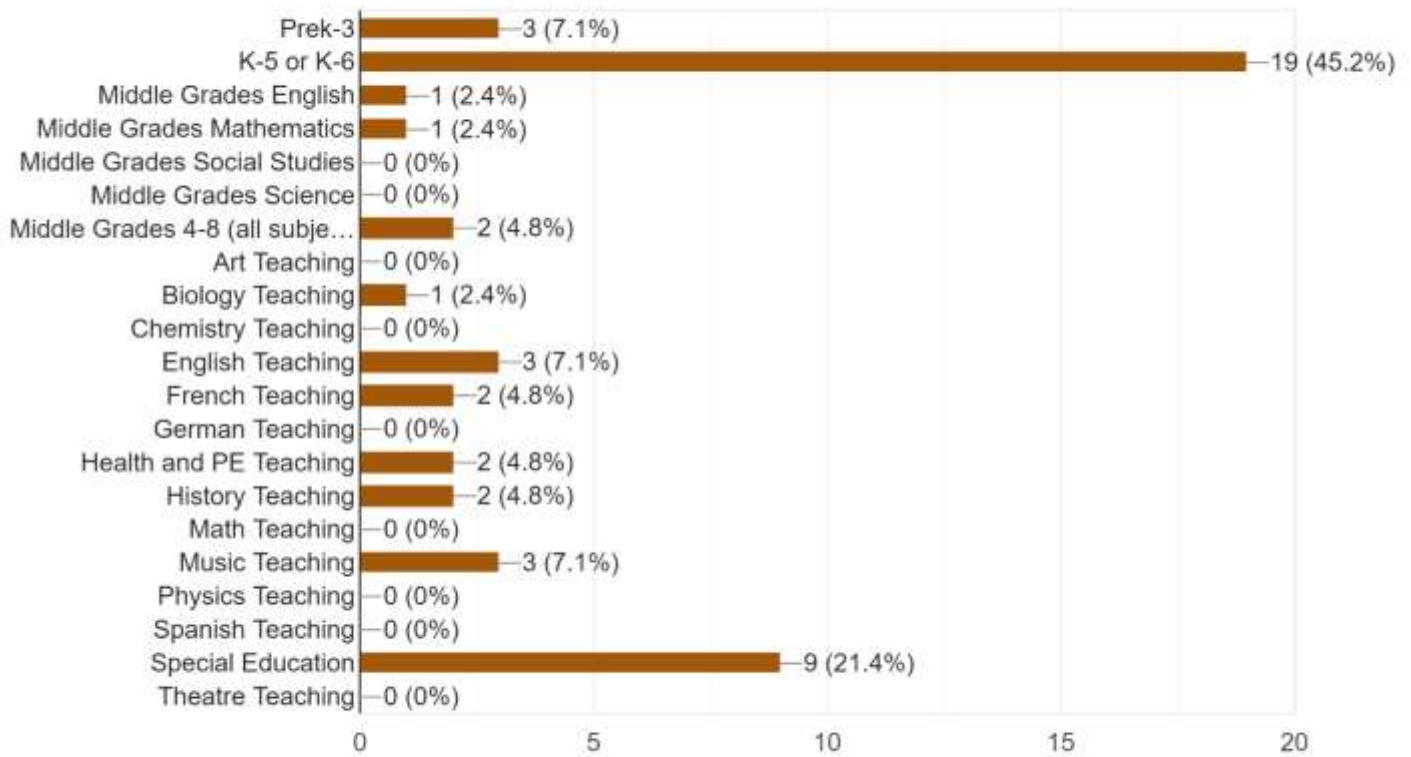
Which program did you complete at Lipscomb?

75 responses



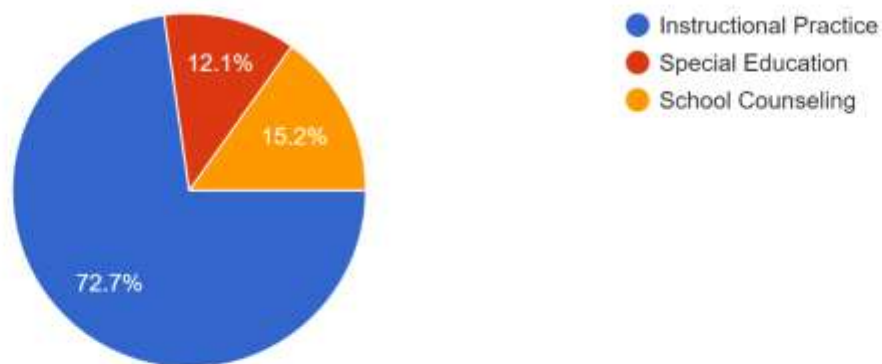
If you completed undergraduate at Lipscomb, please choose your undergraduate major:

42 responses



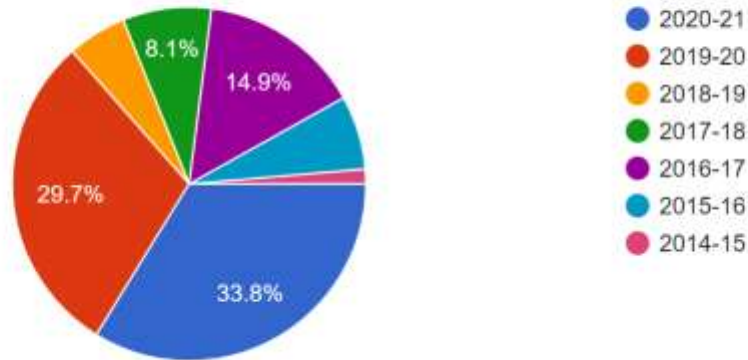
If completed, what Masters program did you complete at Lipscomb?

33 responses



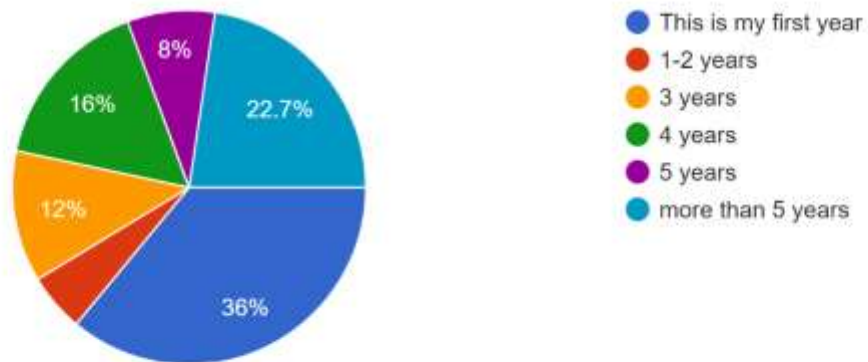
What year did you complete your program?

74 responses



How many years have you worked in Education?

75 responses



Have you been promoted?

74 responses

