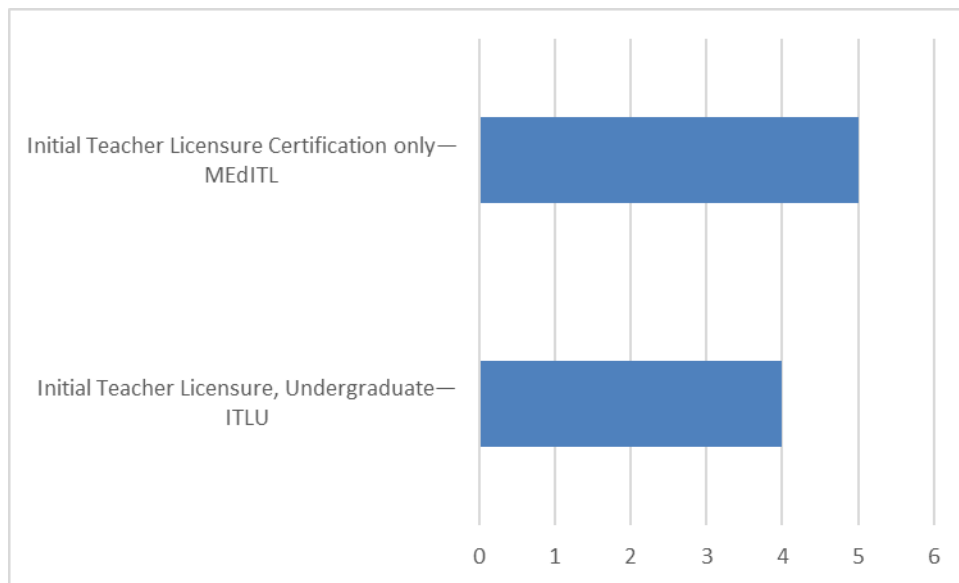
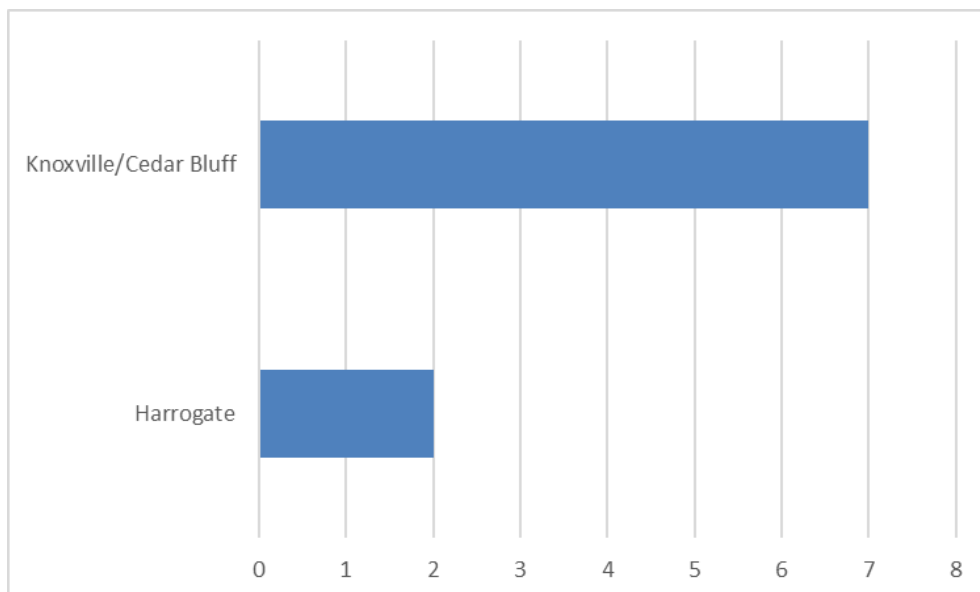


*Initial Licensure Alumni Survey Data: Spring 2020*

Program Last Completed



Campus Location



### Scaling for Questions 1-10

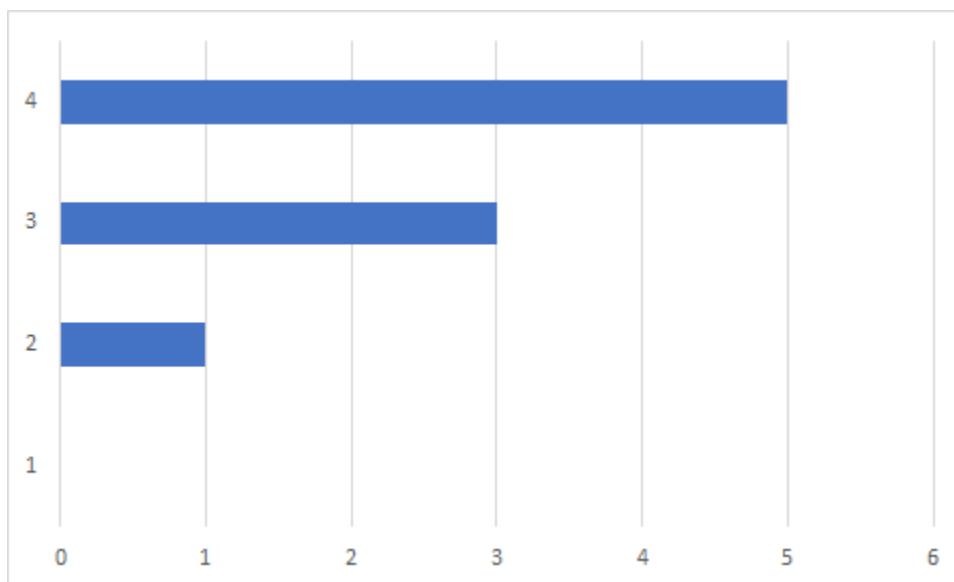
**4 = Accomplished.** You feel you have achieved marked proficiency and competency in this domain, and are able to perform independently and can mentor and teach this skill to others.

**3 = Capable.** You feel you have achieved marked proficiency and competency in this domain and are able to perform independently, with occasional need for supervision or consultation.

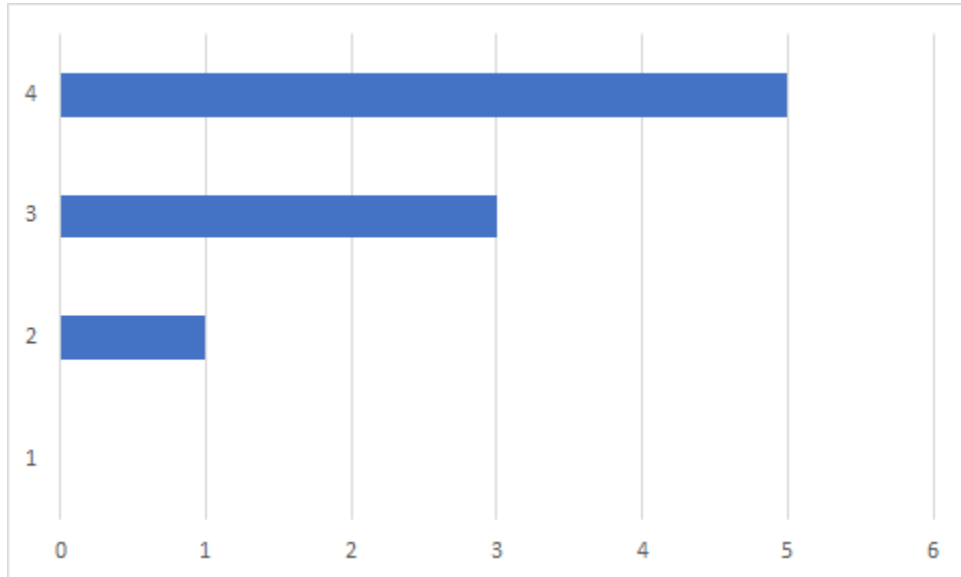
**2 = Acceptable.** You feel you have achieved basic ability in this domain, but will require collaboration and/or consultation in this area.

**1 = Improvement Needed.** You feel that you need further training, development, and direct supervision in this area.

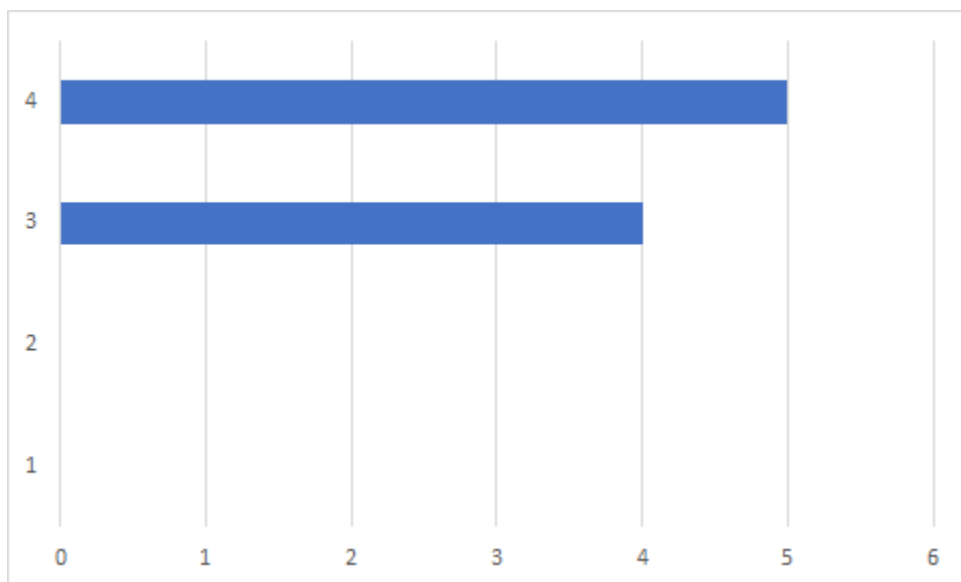
**1. Learner Development -** The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences



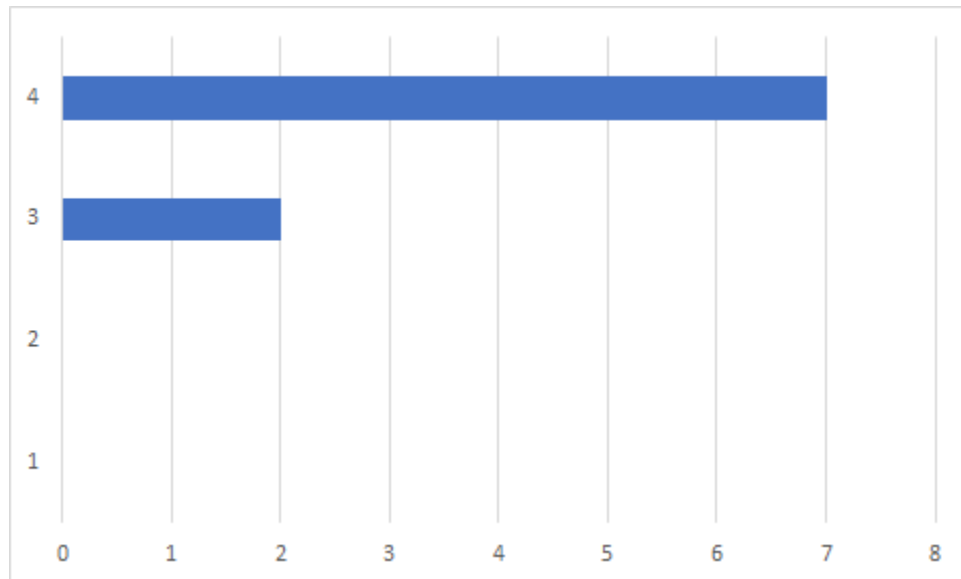
2. Learning Differences - The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.



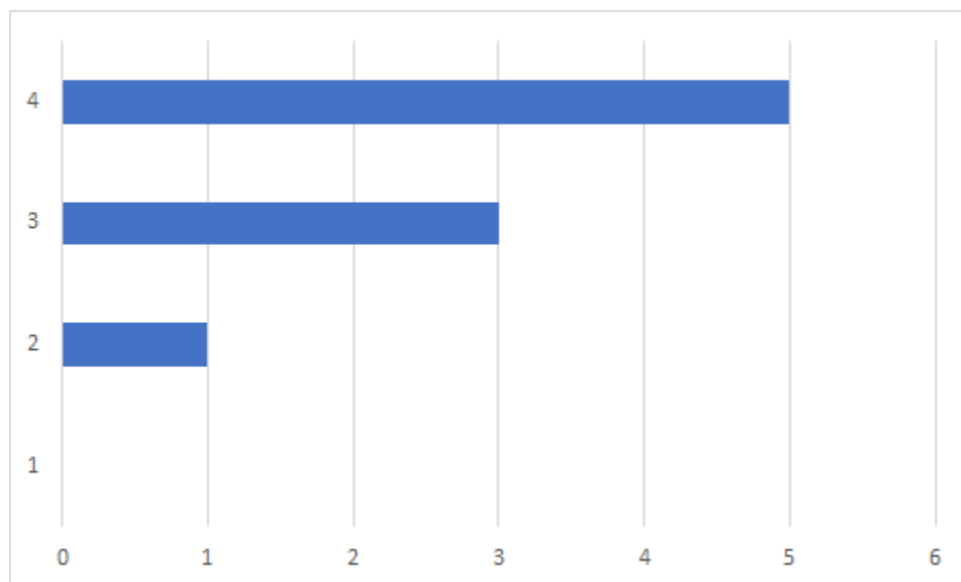
3. Learning Environments - The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.



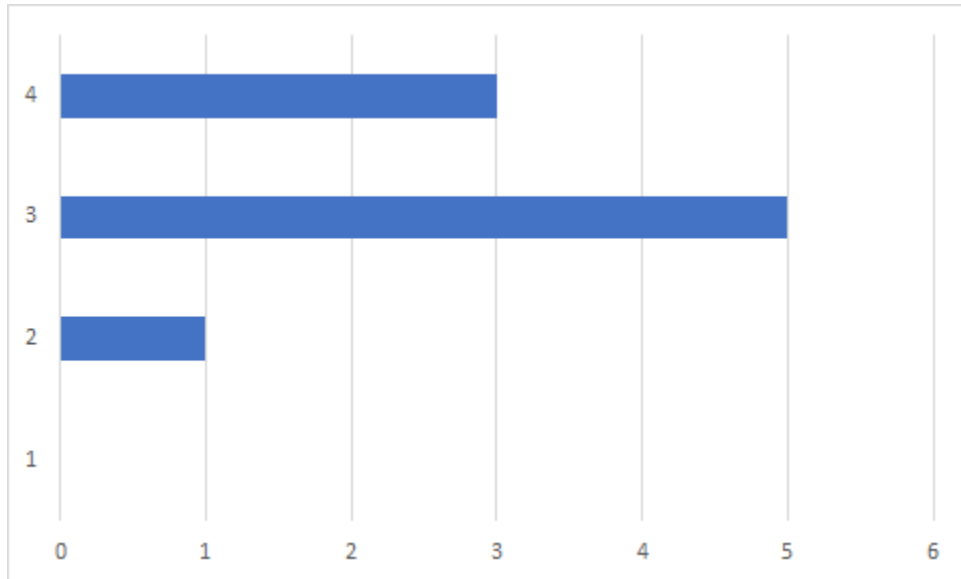
4. Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.



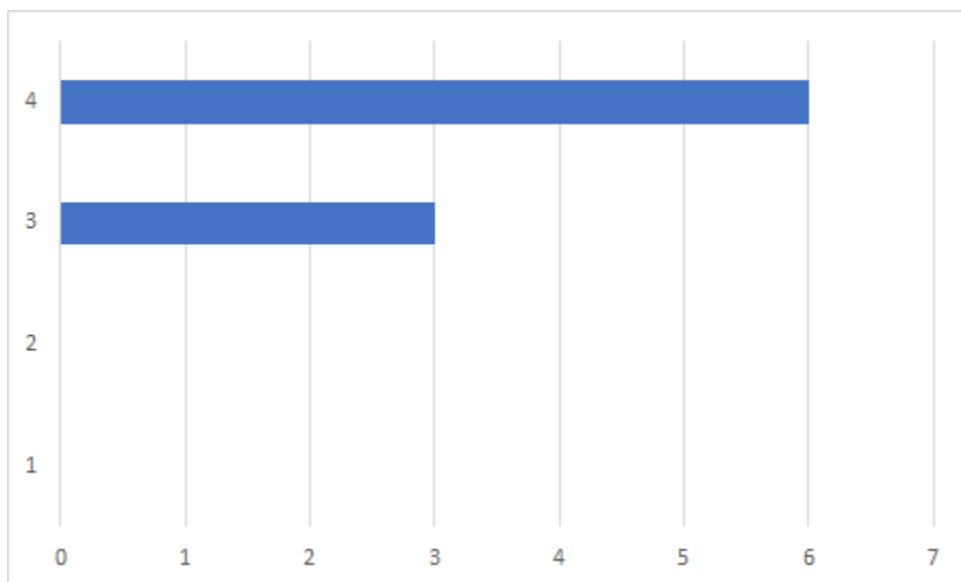
5. Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.



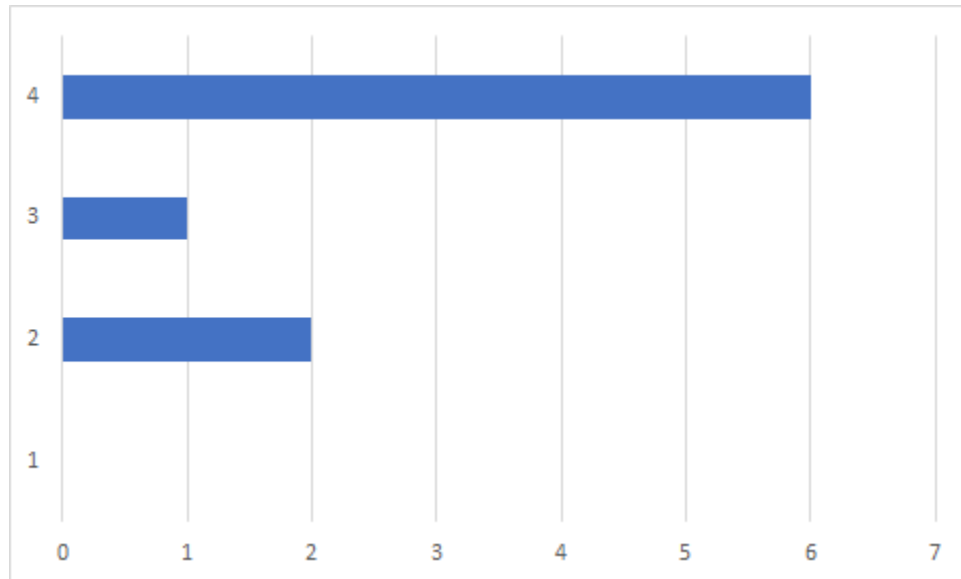
6. Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.



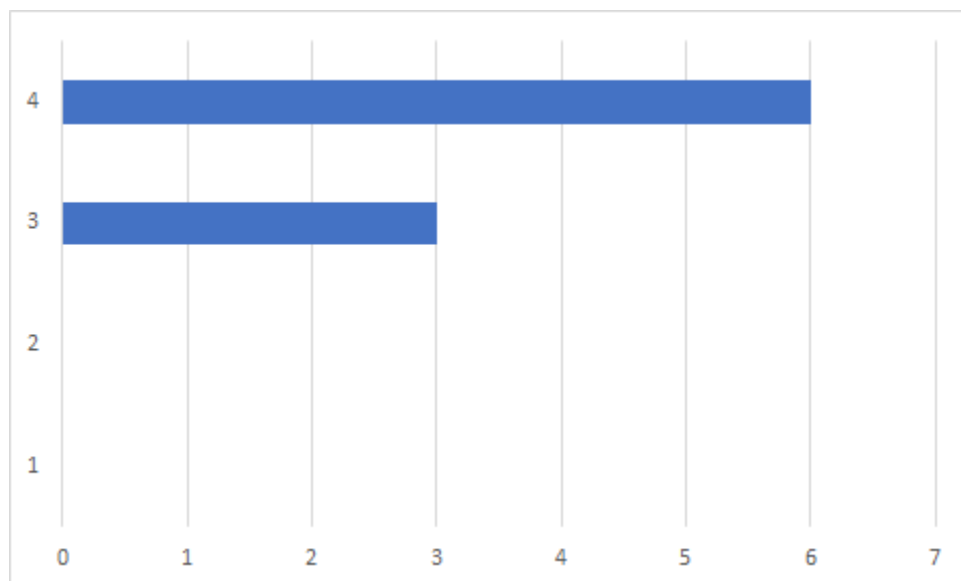
7. Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.



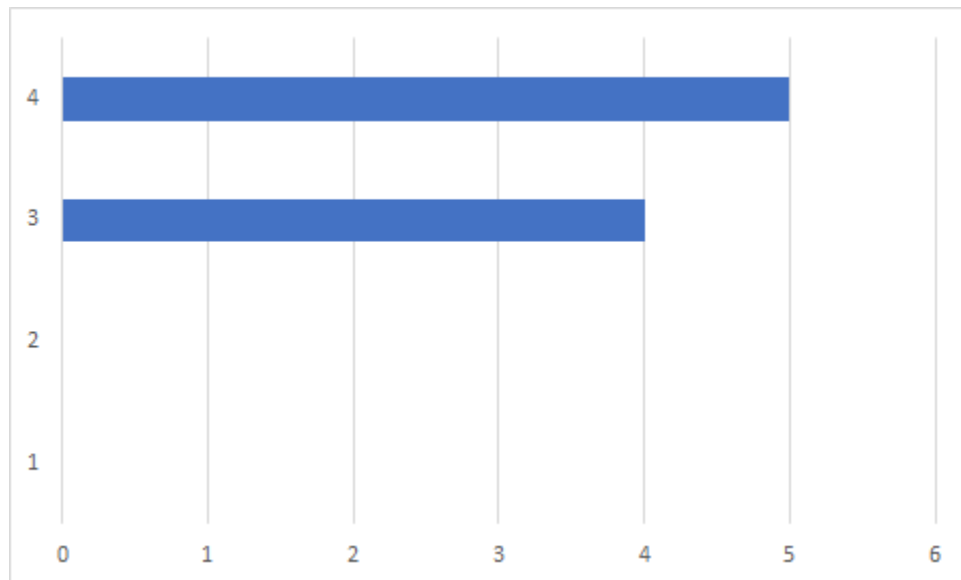
8. Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.



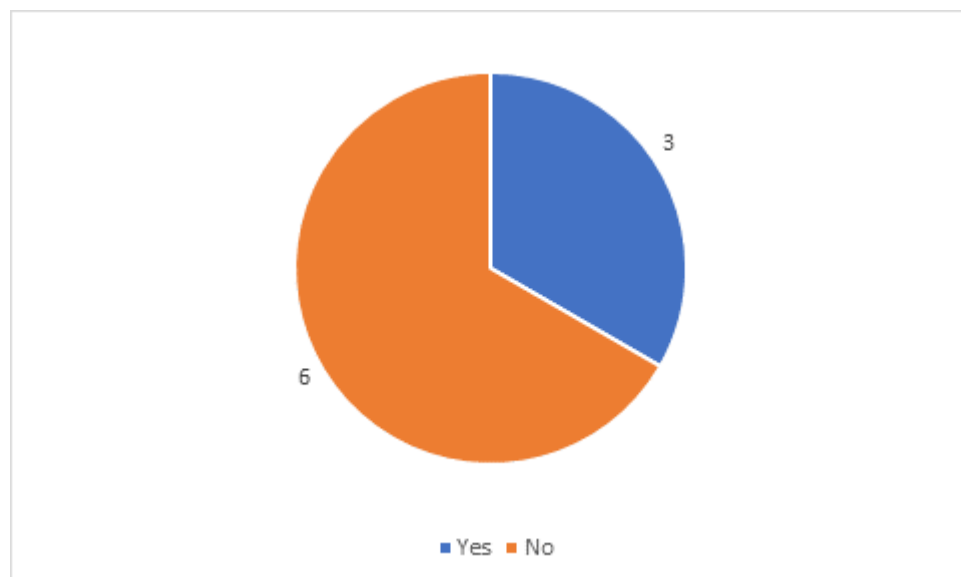
9. Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.



10. Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



11. Have you received a salary increase, promotion, additional responsibilities, or have you otherwise been retained in a position in which you were already employed?



***If “yes,” please explain.***

- I am currently still working at the place that first hired me once I graduated from LMU. I also have been asked to help with various projects around the school providing some of the experiences I participated in at LMU.
- I have been retained in my position.
- I have remained at the same high school for three years. I have been given additional responsibilities there.

***In the following box, please offer any other feedback you may have regarding your experience as you progressed through your program at the LMU Carter and Moyers School of Education.***

- I just wish I had stayed in touch with my cohort better after we graduated! Hope everyone is doing well!
- greater focus on assessment (creating and evaluating)
- I have consistently received very high evaluation scores from my initial start. LMU prepared me well for my first year.
- LMU could use more focus on the administration of the program, but overall the program successfully prepared me for a teaching career.
- The Carter and Moyers Education Program prepared myself and others in understanding and applying the key objectives for the program into the profession. These key concepts have been essential tools for teachers in the classroom.

***What three to five characteristics or abilities do you consider are critical types of knowledge, skills and dispositions you gained from your Carter and Moyers School of Education program?***

- The ability to adapt to a changing profession, the ability to work with people and students from all backgrounds, and how to ask for help when you need it.
- 1. The Reading classes taught by Dr. Cave at the Harrogate campus greatly prepared me for my Reading Specialist degree that I am currently pursuing as well as teaching reading. 2. Confidence within teaching 3. Strategies and tools to apply within everyday teaching. There is so much that has truly helped me in my time at LMU that I use frequently in my everyday works.
- - understanding of learning differences - classroom management - exposure to the range of students and their challenges and potentials (e.g., low-SES, gifted, etc)
- Planning, Content Knowledge and Learning Environment
- planning thoughtful lessons, leadership, diversity, flexibility
- Standards-based lesson planning, understanding of learning differences, service attitude
- Knowledge on Tennessee evaluation rubric
- Knowledge of IEP and 504
- Writing lesson plans
- 1. Understanding different instruction strategies and how to apply a variety of strategies into a weekly lesson plan. 2. How to use assessment as a tool to modify and plan instruction to further enhance the ability of the learner to have a deeper knowledge of the content and to apply it into

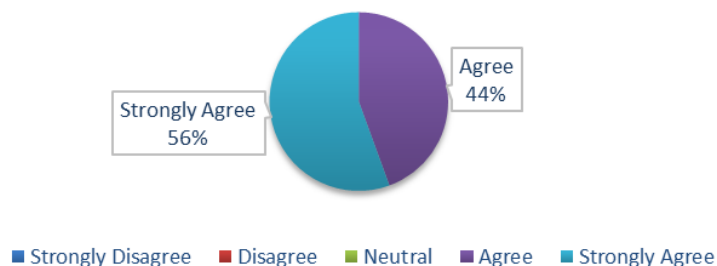


practice activity that simulate real world situations. 3. Understanding how to implement a safe, comfortable and positive working environment for all students so that every child has the ability to learn.

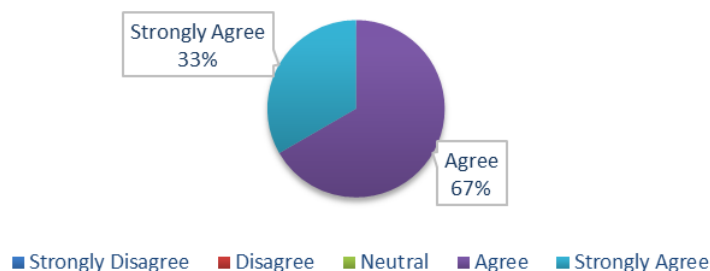
*Instructional Leadership Alumni Survey Data: Fall 2019*

*Domain: Instructional Leadership for Continuous Improvement*

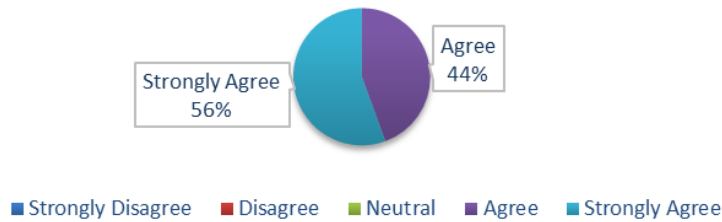
**The IL program at LMU prepared me to collaborate with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.**



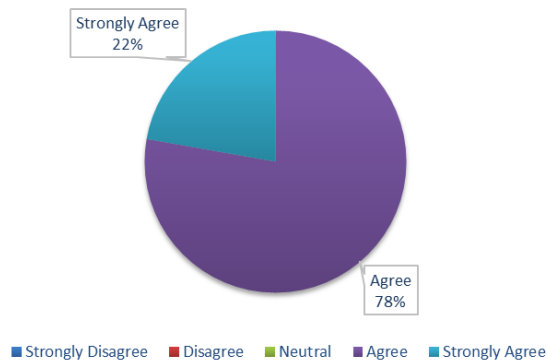
**The IL program at LMU prepared me to build capacity of educators to provide all students a rigorous curriculum, aligned with Tennessee-adopted state standards.**



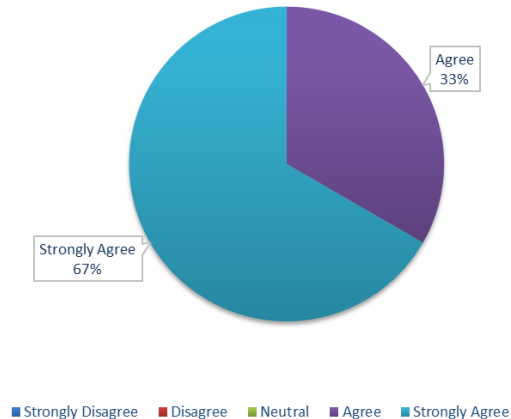
**The IL program at LMU prepared me to collaborate with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student...**



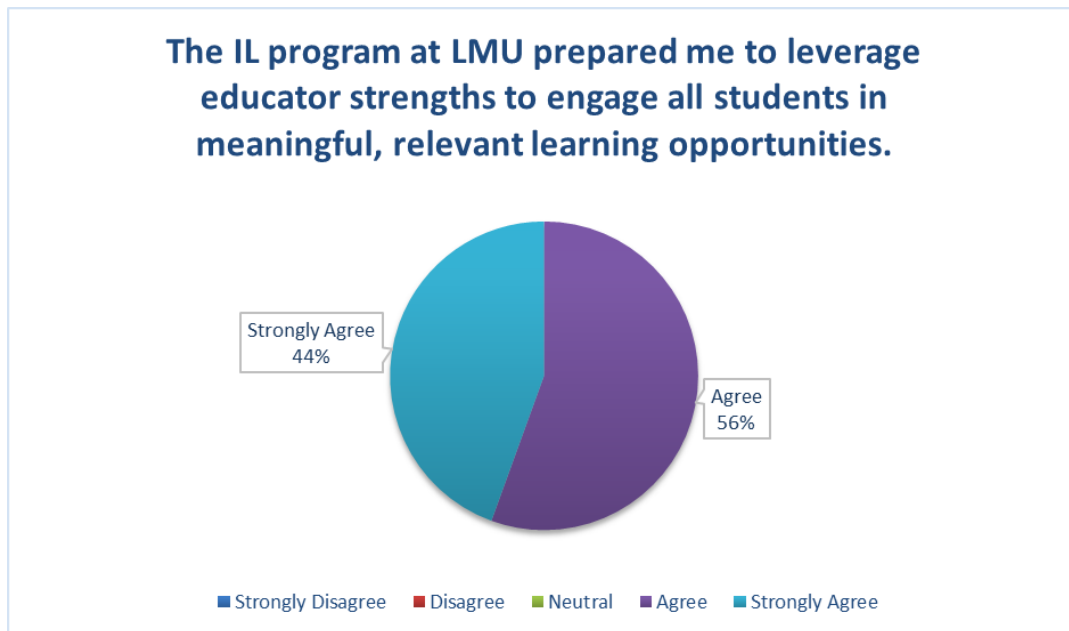
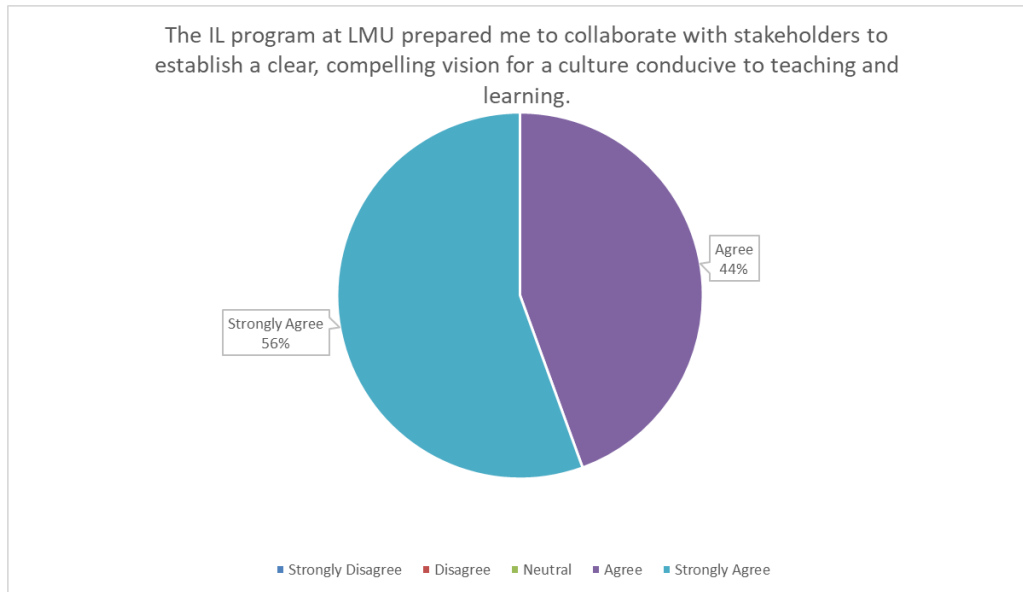
**The IL program at LMU prepared me to lead educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).**



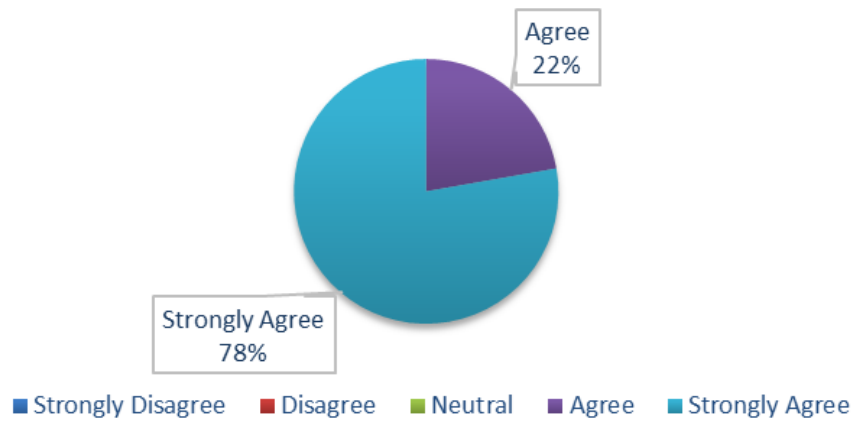
**The IL program at LMU prepared me to systematically monitor and adjust progress toward established goals and facilitates procedures and practices leading to continuous improvement.**



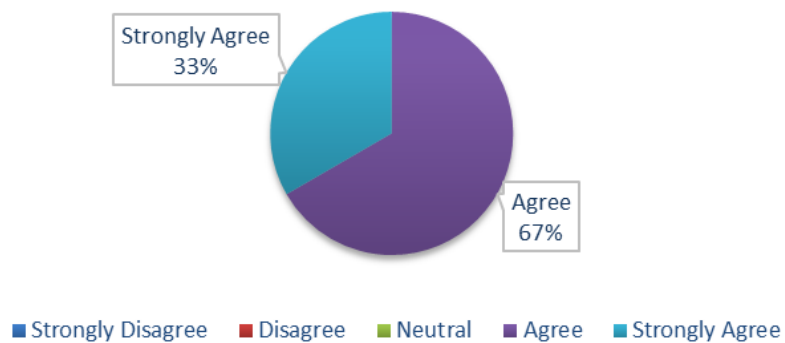
*Domain: Culture for Teaching and Learning*



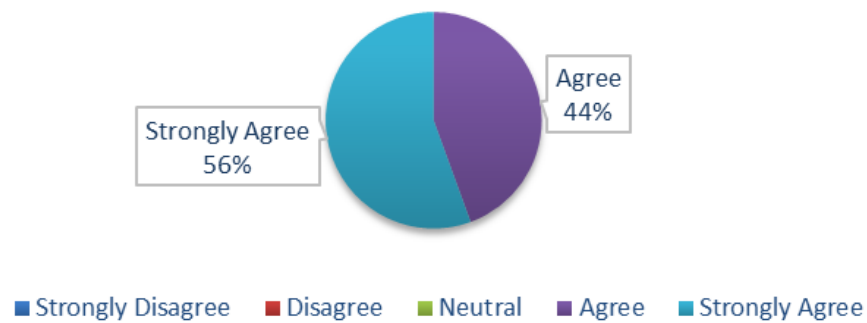
**The IL program at LMU prepared me to foster a safe, respectful, and orderly environment for all.**



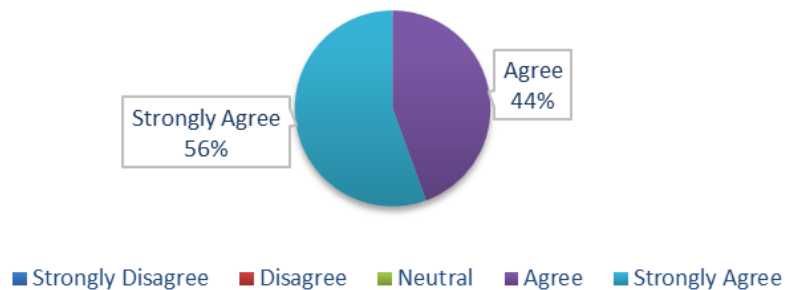
**The IL program at LMU prepared me to take measures to actively involve families in the education of their children.**



**The IL program prepared me to model and communicate expectations for individual and shared ownership of student, educator, and school success.**

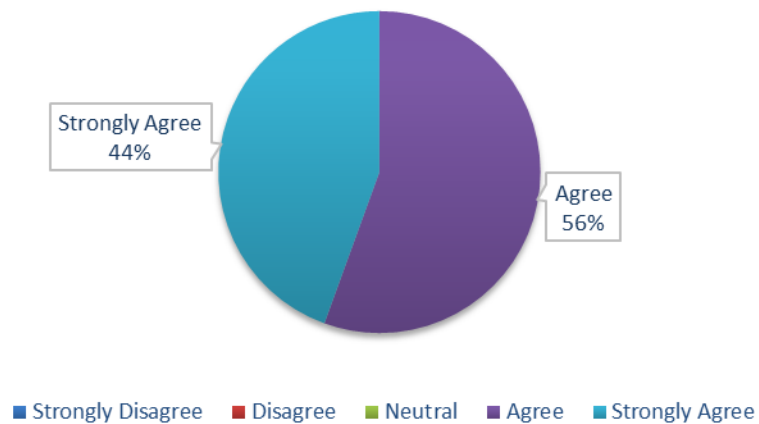


**The IL program at LMU prepared me to recognize and celebrate improved educator and student performance related to school vision and goals.**

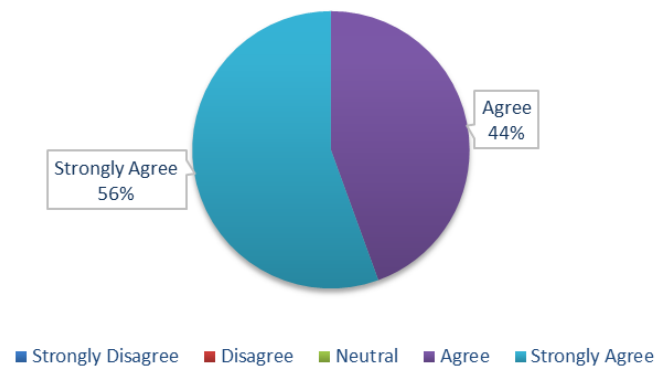


*Domain: Professional Learning and Growth*

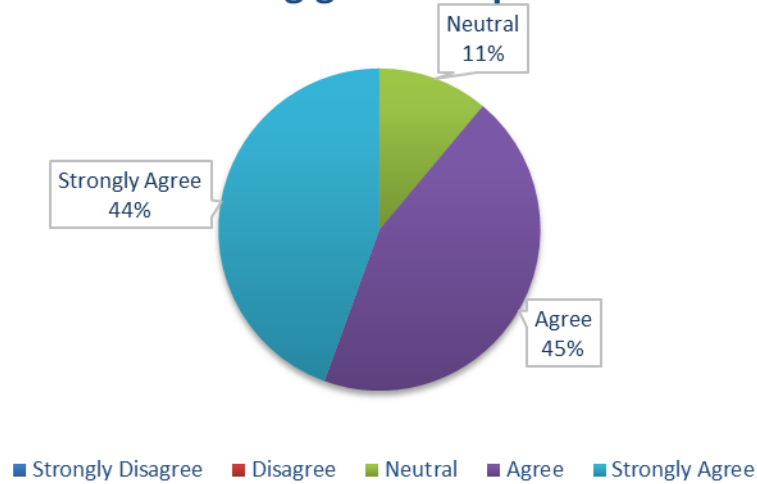
**The IL program prepared me to collaborate with stakeholders to establish and communicate a clear, compelling vision for professional learning and growth.**



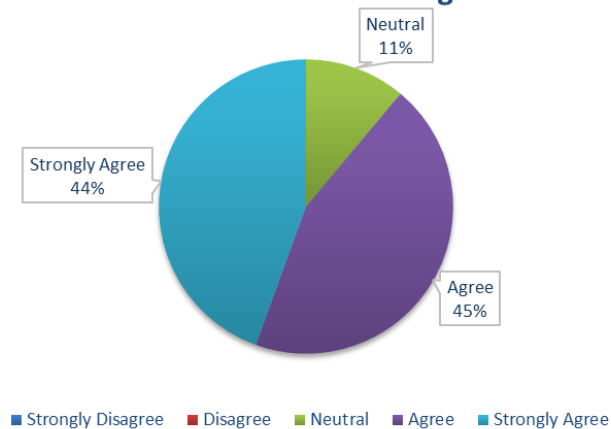
**The IL program at LMU prepared me to implement and monitor a rigorous evaluation system using an approved Tennessee evaluation model.**



**The IL program at LMU prepared me to use educator evaluation data to inform, assess, and adjust professional learning goals and plans.**

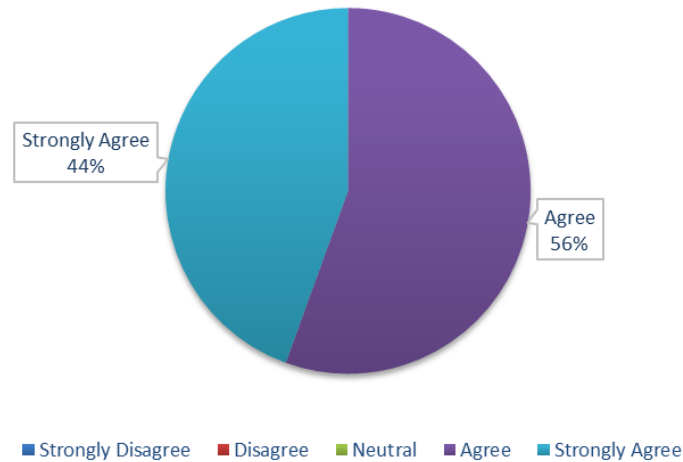


**The IL program at LMU prepared me to engage faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.**

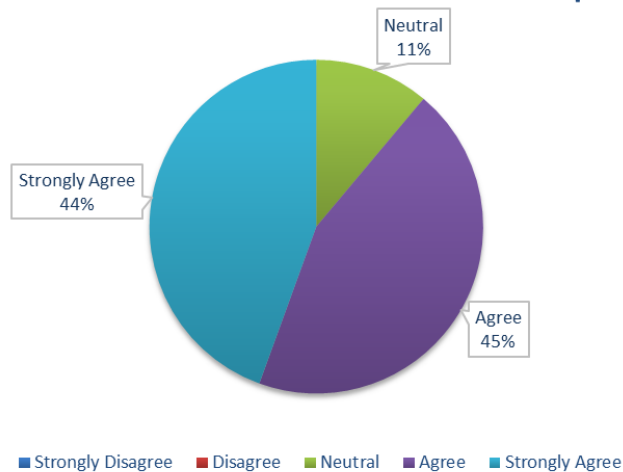




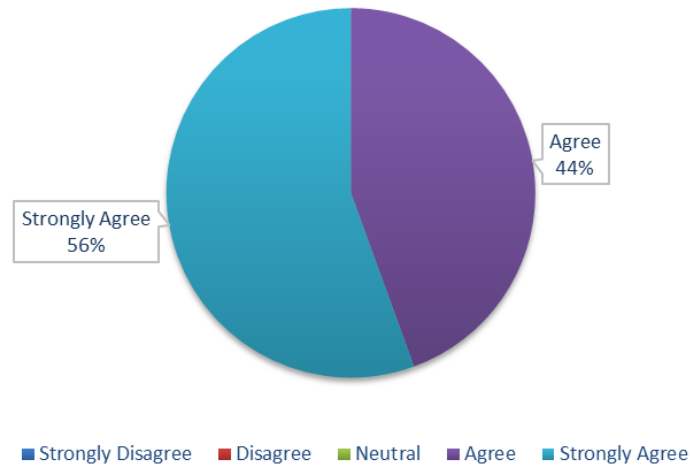
**The IL program at LMU prepared me to collaborate with other to induct, support, retain, and grow/extend effective educators based on evidence of student and educator outcomes.**



**The IL program at LMU prepared me to identify and support potential teacher-leaders and provide growth opportunities in alignment with the Tennessee Teacher Leadership Standards.**

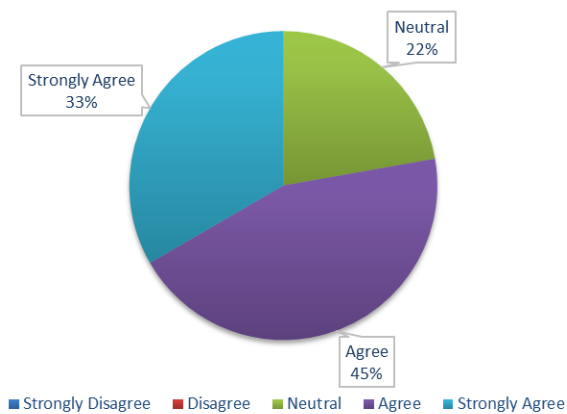


**The IL program at LMU prepared me to improve self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.**

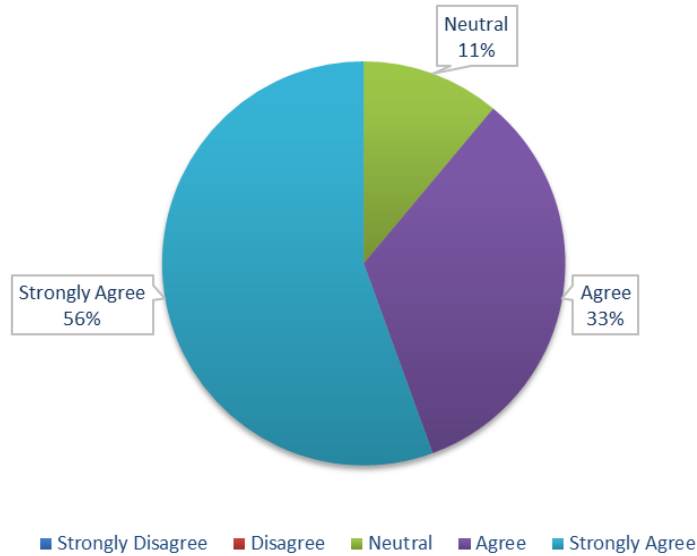


*Domain: Resource Management*

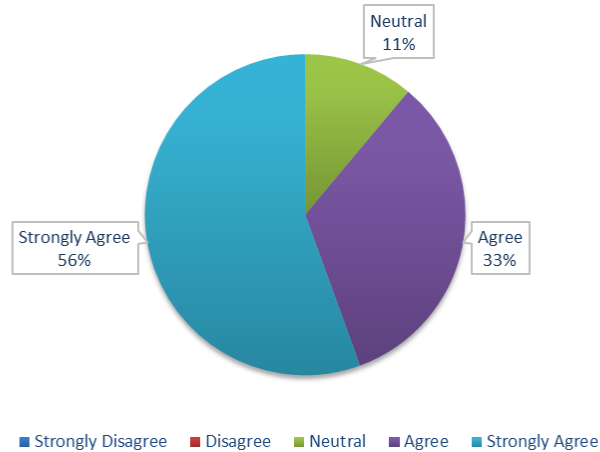
**The IL program at LMU prepared me to strategically utilize community resources and partners to support the school's mission, vision, and goals.**



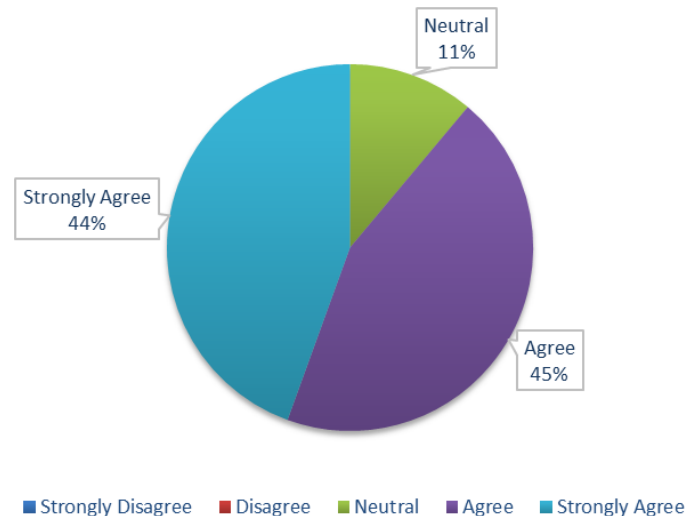
**The IL program at LMU prepared me to include a diverse set of educators and stakeholders in school improvement decisions.**



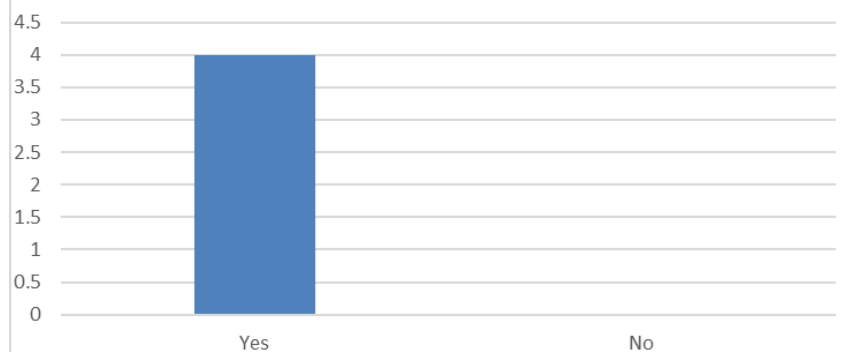
**The IL program at LMU prepared me to establish, communicate, and enforce a set of standard operating procedures and routines aligned with district, state, and federal policy.**



**The IL program at LMU prepared me to perform all budgetary responsibilities with accuracy, transparency, and in the best interest of students and staff.**



**Do you feel that Carter & Moyers School of Education effectively prepared you for your role as an Administrator?**



*Additional Feedback:*

**What suggestions would you make to improve the Carter & Moyers School of Education programs?**

- The program is solely based on training administrators to be Head or Executive Principals. Most do not come straight out of a leadership program and become a Head/Executive Principal, but become an Asst. Principal. I believe some portions of the program should be dedicated to teaching administrators how to be Asst. Principals or at least review what responsibilities an Asst. Principal has as a leader in the building. There is a huge difference between Asst. and Head/Executive Principal. In fact, they are almost two completely different careers.

- I am very pleased with my educational experience with LMU. All of my professors were very personable and caring. I gained great educational insights from each of them. I can't say enough good things about Dr. David Cook. He was always willing to go above and beyond the call of duty to help me in each of my professional endeavors. I can say unequivocally that I would not be in the position I am in currently without his help and guidance. I learned many great educational practices from him. I can say also that the office staff at LMU is top notch and each of the ladies I worked with were always willing to help and maintained grace.
- Q/A opportunities with principals in a variety of settings and years of experience
- More practice in evaluating instruction with a focus on teacher feedback instead of scoring.
- PBIS
- More time spent with TVAAS data.
- Guidance in selecting and plan professional development for teachers.

**Please give any additional feedback in the space below.**

- Overall, the program was well put together and I felt it was well worth the time and money I spent to get my Instructional Leadership certification through LMU. Go Rail-splitters!
- Excellent Program! I have recommended LMU to many people over the years.