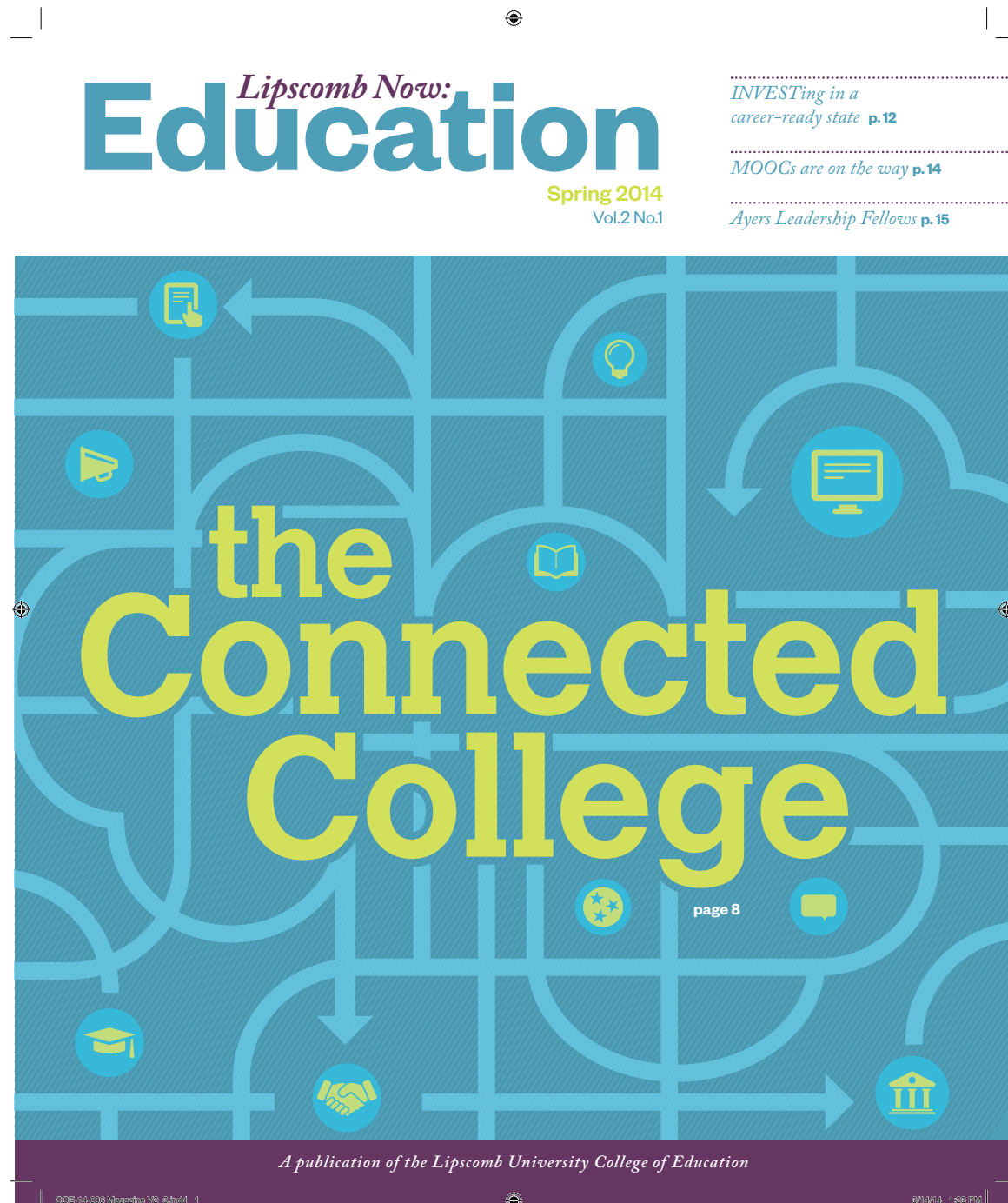


COE Magazine Spring 2014

The original design for the College of Education magazine, from 2013-2015, was quite text heavy with much more emphasis on packing in as much information as possible rather than on compelling visuals. This issue is typical of the first few issues.



COE Magazine Fall 2016

When a new dean came to the college, she requested a more easily digestible design with shorter stories, larger visual images and profiles focused on teachers in the field. She wanted almost a view book feel, that hit only the highpoints of programs and accomplishments. She also wanted "hero" stories that would allow working educators to see their own journey to excellence in the stories of Lipscomb students and graduates.





Rashaad Harrell, working with his lab partner, Amy Jones, in his nature study course, is one of three students in the IDEAL (Igniting the Dream of Education and Access at Lipscomb) program, for students with intellectual and developmental disabilities. See more about IDEAL on [page 7](#).



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Elementary students enjoyed the Frist Center for the Visual Arts during Lipscomb's Camp Explore this summer. See page 9 for details.

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Aspiring Teachers Program becomes model for clinical training

AT THE REQUEST OF METROPOLITAN NASHVILLE Public Schools' innovation office (the office charged with improvement of the district's turnaround schools), the College of Education has created a new Aspiring Teachers Program as an additional extended clinical experience option for initial licensure candidates. This program is designed to provide a yearlong, paid clinical residency experience to either graduate or undergraduate pre-service teachers who qualify. The benefit to the school district is increased staffing in high-need settings as well as a pipeline of potential teachers who are grounded in the turnaround school competencies and teaching practices.

Six Lipscomb education students became the first Aspiring Teachers cohort, spending this school year in the program at Robert Churchwell Museum Magnet Elementary School: **Kristen Ramirez, Kaci Bolls, Mary Ella Johnson, Renny Andrews, Hailey Hunt and Sara Rodriguez.**

In order for pre-service teachers to have the clinical experiences needed to develop their skills and teaching practices early in their careers, teacher preparation programs must constantly offer new designs for clinical experiences. School districts also seek partnerships to decrease student/teacher ratio and accelerate student growth.

The Aspiring Teachers Program offers an opportunity to meet the needs of both parties by providing long-term clinical placements in a formalized role that adds instructional support in the schools that most need it. While the program is new, it offers a model that may be replicable in other areas.

New master's degrees in ABA, STEM concentration start in fall

THE COLLEGE OF EDUCATION IS TAKING applications this spring for two new master's programs and three new concentrations in its master's program for initial teacher licensure.

To meet the rapidly growing needs of the education community, the college has added three concentrations to its M.Ed. in instructional practice, a graduate degree designed for people seeking their initial teacher licensure. The new graduate concentrations are in K-6 and English language learners; special education; and science, technology, engineering and math. All the initial



Aspiring teachers (from left) Hailey Hunt, Sara Rodriguez, Mary Ella Johnson and Kaci Bolls. Program participants not pictured are Kristen Ramirez and Renny Andrews.

licensure programs share a core of courses specific to the needs of new teachers, and these new concentrations expand the options and provide additional content-area specific expertise.

The two new graduate degrees offered in fall 2014 are: the M.Ed. in professional learning and coaching in mathematics (see page four for more information) and the college's first Master of Science degree, an M.S. in applied behavior analysis. Candidates for the M.S. will study the science of behavior analysis and the systematic application of techniques to change behaviors as they prepare for the board exam, allowing them to practice as specialists in the field. Currently no universities in Tennessee offer a master's degree in applied behavior analysis, making this program unique in the state.

For more information on the new programs, contact laura.liszt@lipscomb.edu or 615.966.1811.

College first in state to receive ABA course approval

LIPSCOMB UNIVERSITY RECENTLY BECAME the only university in Tennessee to achieve Fourth Edition Task List Course Approval from the Behavior Analysis Certification Board® for its applied behavior analysis certification program.

Annette Little, a board certified behavior analyst and Lipscomb associate professor, successfully led the program through the rigorous review process. She noted,

“The board has an obligation to the profession to ensure high quality programs, and course sequence approval is not common, making Lipscomb the only university in Tennessee with this level of approval.”

As part of the review process, all syllabi for the courses were submitted to the board and scrutinized by experts in the field. Lipscomb ABA faculty are all current, well-respected practitioners in the field.

The certification board's stamp of approval assures students and prospective students that they will receive excellent preparation in applied behavior analysis. Lipscomb is now readying the program's practicum courses for board approval to ensure that students receive the best possible practice and supervision in the field.

Beginning in 2010, all of Lipscomb's special education majors are required to take three core courses in applied behavior analysis, a requirement not often found in teacher preparation programs.



Jeanne Fain is one of many Lipscomb faculty who share their best practices with the Nashville Teach For America corps who enroll in Lipscomb for licensure course work. Many go on to enroll in Lipscomb's master's program, which includes engaging activities like this Educator's Night at Parnassus Books in Nashville.

COE faculty pass the baton to TFA corps

Lipscomb has been a host site and partner of Nashville's Teach For America corps for eight years now, but in the past three summers, the university's role has expanded to include more direct instruction and mentorship of the enthusiastic young teachers prepping to enter Nashville's classrooms.

Teach For America, the acclaimed national organization that recruits and trains recent college graduates and career changers to become classroom teachers, began holding its six-week, intensive summer institute for the Nashville corps on the Lipscomb campus in 2014. In 2015, Lipscomb faculty **Ally Hauptman, Michelle Hasty** and **Julie Simone** began providing instruction for the corps.

“The intent was to pull some of the certification course work into the summer, before they begin working,” said Simone, Lipscomb's liaison to the TFA program. “This way they can get exposed to education veterans and their best practice strategies for equitable, inclusive classrooms before they enter their own classrooms.”

The TFA institute's move to Lipscomb allows Nashville's students access to enhanced summer instruction as the TFA corps members begin their practice teaching in the city's schools during the summer.

As part of the Lipscomb/TFA partnership, Nashville corps members also enroll in Lipscomb's certification program to obtain required Tennessee licensure course work. Because of the quality of that initial course work, the majority continue on to earn a master's degree from Lipscomb. Graduate students benefit from Lipscomb's nationally ranked instruction including engaging activities such as an Educator's Night held at Parnassus Books, a respected Nashville bookstore co-owned by Ann Patchett, bestselling author of *Bel Canto* and *State of Wonder*.

Since beginning its partnership with Lipscomb, Teach For America has proven highly successful in Nashville and is among the most highly regarded programs in Tennessee's annual teacher effectiveness report card. As of 2014, 56 percent of the TFA Nashville corps have stayed in the Nashville school system after their two-year commitment.

Accomplishment of note

1 Nashville TFA corps members granted Lipscomb the highest scores in the nation for a TFA/university partnership on its annual survey.

the Connected College



On-site, on-campus, online

Some may envision a university as an academic fortress of tradition, devoted to preparing the next generation of leaders, thinkers and shapers within its hallowed walls.

Not so at Lipscomb, where College of Education leaders realized long ago that developing the next generation is not enough to keep our education system strong and improving during times of reform. The current generation of teachers and leaders must also now be prepared to take on new and ever-changing roles for the future.

That requires connections and lots of them, not just connections to political power (although that helps), but connections to teachers on the front lines, connections to innovative educators and leaders, and connections to K-12 students. Those connections can't happen merely within the campus boundaries.

So while many College of Education professors spend their days with students in Lipscomb's classrooms, others are often with their undergraduate students at local schools. Still others are in the schools with in-service teachers, offering specialized advanced skills through various special programs. Some spend time during the semester with charter school developers or turnaround school leaders in other cities, while others are developing online trainings for teachers or high school counselors across the nation to access from their homes.

Since 2008, the college has established nine graduate-level programs in specialized learning areas such as reading, leadership, applied behavioral analysis and technology. And rather than expecting all in-service teachers and school leaders to take advantage of these programs on campus, Lipscomb regularly sends its top professors out to the schools, often training teachers and leaders who aren't even enrolled at the university.

Lipscomb leads in state Read to Be Ready initiative

With the announcement of Gov. Bill Haslam's Read to Be Ready initiative in early 2016, the College of Education was tapped by the Tennessee Department of Education to play a critical role in the state's campaign to make 20 summer literacy camps held in schools across the state successful.

I can't wait for your teachers to ask "Wow! How did you get so good at reading?"

Lipscomb faculty **Julie Simone**, **Ally Hauptman** and **Michelle Hasty** were involved earlier this year in selecting 20 proposals from more than 200 for summer literacy camps to be funded by a \$1 million grant from the Dollar General Literacy Foundation. Once the programs were selected, Lipscomb was contracted to provide five one-day trainings for the camp coordinators, 100 statewide, sharing their expertise on how to motivate young students to read using research-based best practices.

In addition, Lipscomb was approved for funding to hold one of the literacy camps at J.E. Moss Elementary School, an urban Title 1 school in Nashville. Professor **Jeanne Fain** wrote the grant proposal and coordinated Camp Explore along with other Lipscomb faculty in June and July, and the camp was visited by Gov. Haslam and his wife, **Crissy**.

Tennessee's first couple visited several classrooms and listened to children reading some of their favorite books. Then, the Haslams met with all of the students in an assembly where they talked about the importance of reading.

"Thank you for letting us come and spend time with you," Governor Haslam said. "We are so proud of you guys for doing this, this summer. I can't wait for you to go back to school next year and for your teachers to ask you, 'Wow, how did you get so good at reading?'"

Camp Explore also hosted visits by Tennessee's Education Commissioner **Candice McQueen**, statewide education organization SCORE, and **Denine Torr**, director of community initiatives at the Dollar General Literacy Foundation.

Tennessee's Read to Be Ready statewide campaign is working to move third-grade

reading proficiency in the state to 75 percent by 2025.

In April, Lipscomb also held a literacy night at J.E. Moss that was attended by 450 families. Four free books were provided to each family through a Read Indeed grant.



Gov. Bill Haslam and First Lady Crissy Haslam visited Lipscomb's Camp Explore at J.E. Moss, a summer literacy camp funded by the state's Read to Be Ready initiative through the Dollar General Literacy Foundation. Camp Explore was one of 20 chosen out of 224 applications for the summer literacy camp grants.



On the other hand, partnerships with school districts and networking events draw teachers to campus during the summer and on weekends. Finally, Internet technology is streaming professional development out to teachers 24/7.



Empowering teachers through professional development

“One of the unique things about Lipscomb is that the leadership is willing to be creative with scheduling and delivery methods for instruction,” said **Nina Morel**, director of master’s programs and the supervisor of several programs bringing literacy techniques, technology and instructional coaching to teachers in fresh formats.

“I think teaching is becoming more and more complex and there are more specific skill sets that teachers want to focus on,” Morel said. “School systems are now hiring people who can not only teach in the classroom but can also coach other teachers in specialty areas. The specialized graduate certificate programs open up opportunities for teachers to craft their careers around their own interests and skill sets.”

That kind of thinking is a big reason the college has been contracted over the past year to provide on-site professional development in reading specialty techniques to Glengarry Elementary School and applied behavioral analysis to LEAD Public Schools, both in Nashville.

At the state level, the College of Education and its Ayers Institute for Teacher Learning and Innovation were tapped to provide leadership trainings for the leaders of designated turnaround schools in Nashville and Memphis and to develop Internet-based courses in applying Common Core State Standards in the classroom. The Tennessee College Access and Success Network also contracted with Ayers to develop a slate of online courses on college access for high school and youth counselors.

Whether it is on-site, on-campus or online, the College of Education is connected to the classrooms of Tennessee almost every

day, working to ensure high quality K-12 education for every Tennessee student.

As education reform has evolved over the years, industry leaders have become more interested in how to provide effective professional development for teachers, finding it increasingly difficult to keep up in a fast-changing world. Gone are the days when teachers would hear a guest speaker on occasional “in-service” days scattered throughout the school year.

Education research today focuses on effective training that is intensive, long-term, hands-on and convenient for the busy teacher. The College of Education has found that an effective way to provide such in-depth programs is to take it out to the schools.

During this school year, Metropolitan Nashville Public Schools and LEAD Public Schools, a Nashville charter school system, have contracted the college to provide on-site professional development.

Annette Little, director of the applied behavioral analysis program at Lipscomb, and **Melanie Maxwell**, lead faculty for the reading specialty program, spend at least two afternoons a month at Cameron College Prep and Glengarry Elementary School, respectively, providing teachers with specialty techniques in dealing with behavioral issues and enhancing literacy. Both have 10 to 15 teachers attend the voluntary sessions at any given time.

“(Little) allows us time to pick her brain, which is great because she is so knowledgeable, especially with our unique population,” said **Dana Corbitt**, a special

education teacher at Cameron College Prep, one of the LEAD Public Schools. “She lets us ask difficult questions and get advice. She provides ideas we can actually use in the classroom. It’s not just an ice breaker and a PowerPoint.”

Applied behavior management is a method of behavior management that looks at how to prevent a child’s disruptive behaviors by identifying and preventing the triggers. This skill has become increasingly important as autism has become more prevalent and inclusion of special education students within the traditional classroom has become more popular, Little said.

“Autistic students exhibit behaviors that don’t respond to traditional behavior prevention. But if you really understand the triggers of behavior, then it doesn’t matter what type of behavior it is, you can prevent that,” said Little. Applied behavior management has become such a need that courses in the method are required for all Lipscomb graduate special education students.

Teachers at Glengarry face an additional challenge. “We have students from all over the world, speaking several different languages and representing a variety of religions,” said **Olivia Amos**, a second-grade teacher at the school. “English language learners are challenged in the classroom to learn a new language, and the teachers are challenged to help fill those gaps.”

A literacy coach for eight years before coming to Lipscomb, Maxwell visits the Glengarry campus to bring her expertise in literacy research findings and best practices to the teachers and the school literacy coach.

“I have carefully and purposefully changed my guided reading schedule, groupings and instruction based on (Maxwell’s) classes. Now, more than ever, I am very purposeful in what texts I pull for each group,” Amos said.

Closing the culture gap

The nation’s schools are suffering from a culture gap: the student population is increasingly growing more diverse, but their teachers are not.

The Shanker Institute reports that while the minority teacher population has grown from 12 to 17 percent since 1987, the minority student population is increasing even faster.

According to the U.S. Census, in 2010 minority students made up more than half of the U.S. student population, and almost one in four spoke a language other than English at home. Yet more than 80 percent of teachers are white. Only 25 percent of candidates in teacher preparation programs are students of color, and they are less likely to complete programs than their white peers, says the U.S. Department of Education.

Tennessee is no exception to this trend. The Tennessee Department of Education reported that this past school year 9 percent of the student population was Hispanic, compared to only 1 percent of the teacher population.

Lipscomb’s College of Education has teamed up with community organizations to make a dent in Nashville’s own culture gap by preparing teachers who will share a linguistic and cultural background with their students and striving to temper the challenges diverse students face in the local school system.

EDUCATION TRAILBLAZERS

In fall 2015 the College of Education launched the new Pionero Scholars Program, offering a \$10,000 merit-based scholarship to first-generation or minority students at Metro Nashville Public Schools who have a passion for becoming teachers for underserved student populations. The first six recipients, coming from Hispanic, Bosnian and Filipino backgrounds, enrolled at Lipscomb in fall 2016.

The program not only recruits diverse students to apply for the scholarship, but also includes weekly club meetings in the schools, campus visits and an ACT prep course to encourage and empower diverse students’ desire to go to college, said **Laura Delgado**, program director for increasing teacher diversity and coordinator of the Pionero program.

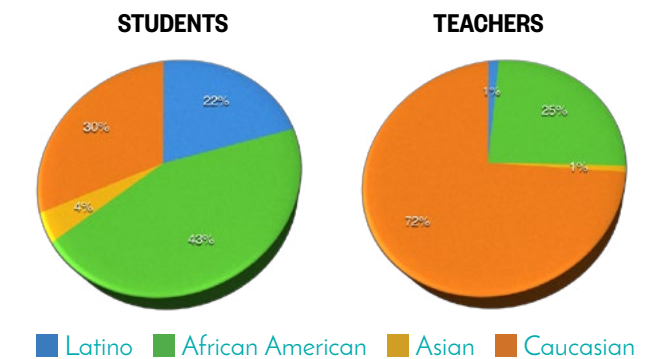
Pionero is the first program of its kind in Nashville, says Delgado, and it is offered with the support of a local charitable foundation, which is particularly interested in addressing the large disparity between the number of Latino students in Nashville schools compared to the number of Latino teachers.

“Not only is it helpful for educators to understand the cultural backgrounds of their students, but they need to be role models for those students as well,” said Delgado. “When students see someone like them in a teaching role, they realize that they, too, can aspire to a career in education.”

“Pioneros, or pioneers in English, are trailblazers, leading the way for their families and communities,” Delgado said. “In a very real way, the participants in the program will be pioneers. They are first in their family to attend college, and they will most likely be the first Hispanic teacher in the school they work in. The long-term goal is for these scholars to become licensed teachers who will return to teach in their own communities.”

NASHVILLE’S CULTURE GAP

The ethnic makeup of Metropolitan Nashville Public Schools’ student population compared to the teacher population in fall 2015.



The Connected College

Not only can the Glengarry teachers attend sessions with Maxwell each month, they may also earn reading specialty college credit for attending all sessions and completing additional coursework. If they wish, they can apply that credit toward a master's in reading specialty.

"In these sessions, they are learning strategies they can implement immediately in their classrooms," Maxwell said. "A lot of programs provide the theory but not many provide the 'how' that teachers can use immediately."



Reshaping leadership through collaboration

At Lipscomb, it's not enough to produce some of the best teachers in the state; the college is setting its sights on producing the best teacher-leaders in the state. And they are finding that when it comes to leadership, you can't take a one-size-fits-all approach.

Take Sumner County, Tennessee. Nashville's northern neighbor won a grant to boost the skills of 64 of its teachers and district leaders in collaborative professional learning. Lipscomb and the Ayers Institute were selected in 2013 to provide that training for the district, which wants to place one teacher-leader in every school. The college developed a two-week summer institute designed specifically to meet the needs of the Sumner County school district.

Sumner County educators will complete Lipscomb's graduate certificate in instructional coaching and earn 12 hours of college credit in leadership by coming to the Lipscomb campus for only four weeks over the course of two summers. Back in Sumner County, participants will take on ever-increasing leadership responsibilities, developing teacher effectiveness and receiving

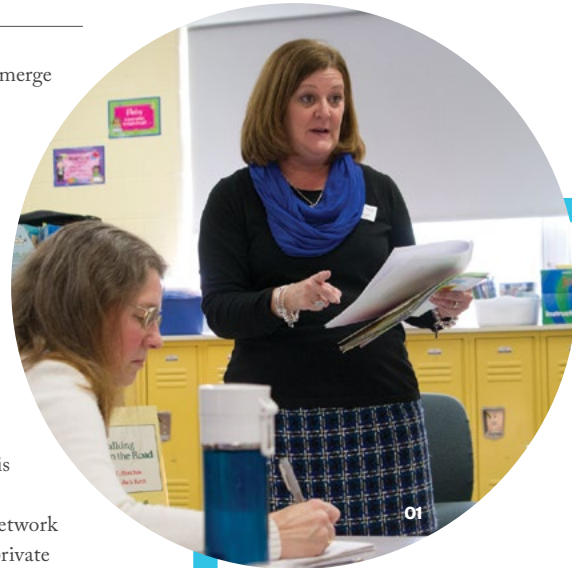
leadership coaching. They will emerge from the program as even more effective teacher-leaders and prime candidates for assistant principal positions.

More than \$378,000 in LEAD grants from the Tennessee Department of Education funded the Sumner County program as well as a similar leadership development effort targeting turnaround schools in Memphis and Nashville. The Tennessee Turnaround School Leaders Network is a partnership of public and private entities with Lipscomb's Ayers Institute providing high-impact professional development and ongoing leadership support to principals of schools in the state's Achievement School District.

The Achievement School District was created by the state to move the bottom five percent of Tennessee schools to the top 25 percent, using innovative methods such as increasing school autonomy and recruiting the nation's top talent. The Turnaround Schools Leader Network provides leadership training, grounded in the latest research, for 16 principals from district and charter schools in the Achievement District in Nashville and Memphis.

The leaders meet monthly to explore shaping a vision and school culture for academic success, cultivating leadership in others, improving instruction and managing people, data and process to foster school improvement.

"These school leaders are facing the toughest challenges in the entire state, and it's a big help just to get together and discuss the interesting ways they are facing and overcoming those challenges," said Senior Vice President and College of Education Dean **Candice McQueen**.



Connecting teacher-leaders through networking

In addition to taking resources to school campuses, college officials have also enhanced opportunities for teachers to gather together on the Lipscomb campus to share best practices. Networking opportunities not only provide fresh ideas for classroom teachers, but they are also valuable for administrators and those serving as collaborators and teacher-leaders in specific learning areas.

The university has held networking events for Middle Tennessee instructional coaches, technology teachers and coaches, and others to encourage conversation about the latest resources, technology and leadership concepts.

Instructional coaches are designated teachers who spend part of their workday helping their peers be better teachers by informing them about new resources and techniques, keeping them up on the latest research, and serving as an advisor and mentor on lesson plans and classroom methods.

DIVERSITY

Laura Delgado (center) coordinates the Pionero Scholars Program, a diverse teacher recruitment program that draws Nashville students, like these future teachers below, to Lipscomb.



Accomplishment of note

15

Lipscomb was ranked the No. 15 Best Value in the nation from the National Council on Teacher Quality thanks to scholarships like the Cultural Diversity Teacher Training Scholarship and the Maxine D. Whittle Scholarship.

“Coaching is all about being a peer leader—you are empowering the other teachers—so it is nice to have other coaches around to talk to once in a while. It’s nice to have other people empowering you as well,” said **Amy Brinkerhoff**, the coordinator of networking programs for instructional and technology coaches.

The first Coaching Conversations, held in November, drew 80 teachers from various counties in the Middle Tennessee area to discuss ways to overcome challenges described in Malcolm Gladwell’s latest book, “David and Goliath.” The second one in February explored “Let Your Life Speak” by Parker Palmer.

In August, about 60 technology coaches in Middle Tennessee were treated to an “unconference” highlighting the latest educational technology applications, Brinkerhoff said. **Kecia Ray**, president of the International Society for Technology in Education, was on hand for the “unconference,” a new style of conference featuring short, fast-paced sessions focusing specifically on practical, classroom-ready technologies.

“We have administrators who come to these networking sessions as well,” said Brinkerhoff. “We believe it’s good for administrators to look through the eyes of a teacher coach and be a peer leader instead of a supervisor for a little while. It helps them relate to their teachers.”

Linking educators through technology

No connected college would be complete without connections on the Internet. The Ayers Institute uses its wealth of Internet training modules to reach another variable in the education equation that many people may not think about: high school counselors.

“Research demonstrates that of the approximately 400 master’s-level counseling programs nationwide, only about 40 offer for-credit courses in college counseling, and many of these may be electives. This means that very few school counselors receive this critical pre-professional training,” said **Bob Obrohta**, executive director of the Tennessee College Access and Success Network.

high school counselors is that low-income and diverse students are more often undermatched with colleges that don’t really serve their needs, leading to a lesser college experience and career. “The ramifications from the college fit decision can be lifelong,” Obrohta said.

“Young people need knowledgeable adults to help them see themselves as college bound, plan appropriately for college and successfully apply for admission and financial aid so that they can be successful in college,” he said.

So Ayers has developed five eight-week online courses designed for anyone involved in college counseling: school counselors, teachers, school administrators, college mentors and counselors at community-based organizations. This January the first official cohort began two courses about developing a college-going culture and college admissions. Three more courses in ethics, working with young people and paying for college are being offered over the next few months. Those who complete all five strands are eligible for college credit for the CAP courses.

Online courses proved to be the best format for CAP, as Obrohta’s network was very interested in reaching as many counselors as possible, even those outside the high school walls. “To build a true college-going culture across our schools, communities and state, this work needs to be shared by everyone who works with youth,” he said.

CAP is just one of the ways Ayers connects to educators online. The Tennessee Higher Education Commission has invested \$1.2 million in Ayers-produced, web-based videos and guides for university education faculty learning how to incorporate the Common Core standards into their curriculum. And by September, Ayers plans to have three new MOOCs (massive open online courses) available for education undergraduates and teaching programs around the state.

Obrohta’s organization contracted with the Ayers Institute last year to develop an online series of training modules to provide college access knowledge to high school and youth counselors. The program is called CAP (College Access Program).

The result of over-worked and under-trained



01 Melanie Maxwell teaches literacy methods at Glengarry Elementary School.

02 The Ignite “smackdown” at the unconference for technology coaches.

03 Eighty teachers gathered for Coaching Conversations in November.



02

03

Bringing power to our partnerships

From Metropolitan Nashville Public Schools and Sumner County Schools to Teach For America and the Tennessee Academy for School Leaders, Lipscomb continually works to leverage each and every partnership to create a culture of leadership, collaboration and ambitious academics in every classroom in the state and beyond. The empowerment of teachers through one-on-one coaching has become the clarion call Lipscomb spreads throughout its various partnerships with schools and educational organizations.



Lipscomb University



The Ayers Institute:

INVESTing in a college and career-ready Tennessee

INVESTing in pre-service teachers

With the implementation of Common Core State Standards in K-12 schools across the nation, it is more important than ever for teacher preparation programs to produce high-quality teachers who have Common Core implementation strategies in their tool boxes. In turn, higher education faculty must be prepared with Common Core expertise in order to serve their incoming education majors well for the future.

With a goal to build a college and career-ready Tennessee, the Tennessee Higher Education Commission called upon The Ayers Institute for Teacher Learning and Innovation to create free, online training modules for university faculty, allowing them to infuse Common Core into their curriculum and, thus, equip pre-service teachers with the skills they will need when they walk into a 21st-century classroom.

The result was the INVEST project: 13 web-based videos, including K-12 lesson plans and classroom-strategy-focused clips. Each video is a full-length lesson with a teacher interview identifying the math or English/language arts anchor standards that apply.

The Ayers video library also includes a professional learning community series to help pre-service teachers understand the importance of collaboration. Two of the secondary lesson plans (English II and Chemistry I) featured in the INVEST videos are the result of the collaboration depicted in the learning community videos, adding another layer of significance to the training modules.

For the INVEST project, the institute coordinated a group of higher-education faculty from state universities, private colleges and universities, and community colleges to form an advisory board. Recognizing the need for classroom models, the advisory board recommended full-length classroom lessons from exemplary teachers accompanied by support resources that faculty could use to guide discussion with their undergraduate students. Model teachers from across the state, including many Common Core coaches, were recruited to present lessons for the INVEST project.

In addition, the videos are supported by facilitator's guides with teacher profiles, written lesson plans, student handouts, student work and viewing guides with discussion points and activities to guide the viewer's experience with each video.

SUCCESS STORY

NASHVILLE BRINGS LIPSCOMB READING SPECIALISTS INTO 73 SCHOOLS

The Lipscomb/Metropolitan Nashville Public Schools Literacy Partnership has grown from 43 to 73 Nashville schools receiving personalized professional development and coaching sessions. Participants attend monthly coaching team meetings during which three Lipscomb faculty model best practices and provide resources and guidance.

By Brit Sikes
Literacy Coach
Hermitage Elementary School



All it took was one stint training a student teacher in my fourth-grade classroom, and I discovered a passion for developing new teachers. I still wanted to work with students and continue my own development, but I became so excited about helping other teachers become their best. So I decided to become a literacy coach.

In my first year as a literacy coach, I participated in the Lipscomb Literacy Partnership, which has a simple model: look at what the experts say to do, present a model of how to do it and help coaches see how to implement that model.

I took those lessons and ran with them. In my daily work at a Title I school, I picked a component of reading to focus on in a pre-conference with the teachers, modeled best practices in the teachers' classroom and then discussed the outcomes with the teachers in a post-conference.

In my second year of the Lipscomb partnership, I used the monthly trainings to develop different teachers in several components of balanced literacy at the same time. Some focus on shared reading, others on guided writing, and so on.

I really get inspired by watching the teachers grow in their literacy teaching methods. The purpose of coaching is basically to coach yourself out of a job.

Our lab classes have made great progress. One year my lab class got really hooked on interactive read-alouds, so the

reading lab teacher had other teachers come watch her demonstrate. She then became a leader in her grade level.

I was talking to my lab class teacher one day, and she shared how much she has grown as a teacher by participating in the literacy partnership. She always knew she wanted to use fewer worksheets with her students, but I came along and showed her how to do it. Now her students are talking more, they are more engaged and they are growing—without worksheets. To me, as a coach, that was powerful.

Teachers so often work in isolation and don't get to learn from each other. The teachers on my literacy team practice and refine their skill sets so they can become leaders and teachers to their colleagues. That's the ripple effect we are looking for.

Ayers Spotlight

Response to the INVEST video library and trainings has been extremely positive with more than 900 web accounts created in the first year.

The INVEST project also included five regional two-day trainings in spring 2013 that drew more than 470 education and arts and sciences faculty from across the state. Partnering with the National Math and Science Initiative, the Ayers Institute and THEC offered sessions on math and literacy topics and the new assessment format. Participants collaborated on program change ideas and envisioned new opportunities—even down to the course level—to teach Common Core using INVEST resources.

Regional training events are continuing this spring, offering participants a chance to learn ways to use Common Core to inform instruction; to dive deeply into how to connect the standards with assessment; and to look at the implications for special education populations.

In the upcoming year, the institute will add another series of videos targeted to school leadership, taking a closer look at how Common Core integration impacts principals. This summer, higher education faculty will once again have a chance to explore Common Core implementation on

the Lipscomb campus with the institute providing more leadership integration resources to use with their pre-service teachers and administrators.

@ To see the Ayers Institute's INVEST resources, log on to www.lipscomb.edu/ayers/invest.

INVESTing in schools

In addition to impacting the nation's future teachers, the Ayers Institute has spent the last year working to impact current teachers as well, working to improve student outcomes through proven professional learning. Thanks to state education grants, the institute has developed several partnerships with Tennessee schools to help create instructional coaching programs.

Through a Tennessee LEAD grant, the Ayers Institute and the college are training and providing professional support for a corps of teacher-leaders who serve as instructional coaches in each of Sumner County's (Tenn.) public schools. The teacher-leaders participate in graduate-level courses in Lipscomb's instructional coaching program, and the university provides ongoing professional learning opportunities including data coaching and the implementation of professional learning communities.



Scenes from the INVEST training videos feature model teachers from across the state.

In Henderson County (Tenn.), Lipscomb has implemented an instructional coaching initiative at Lexington High School with the support of a Tennessee GEAR UP grant. About three times per month, Lexington High School teachers receive Common Core coaching incorporating small- and large-group instruction, one-on-one coaching conversations, classroom visits and extended support via electronic communication.

In addition, the institute is in its first year of partnering with Lipscomb Academy Elementary School teacher-leaders as they embark on an instructional coaching initiative. Ayers program directors have been working with Principal **Jonathan Sheahan** to train five teachers as a teacher-leader cadre, who model the coaching process to improve teaching and learning throughout the school.

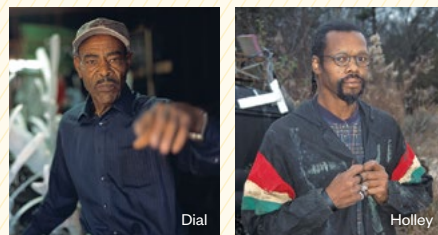
Common Core and the Arts

In an exciting partnership between the Ayers Institute and the Metropolitan Nashville Arts Commission, 10 area teachers have been named to the Metro Arts Teacher Cadre to create high-quality, interdisciplinary, Common Core-aligned lesson plan units, focused on the forthcoming public art installation at Edmondson Park, a newly revitalized park in Nashville's inner city.

Metro Arts has engaged two internationally-known artists, **Thornton Dial** and **Lonnie Holley**, to create public artworks for the newly revitalized park. The project honors William Edmondson, a native of Davidson County, a self-taught sculptor and the first African American artist to have a solo exhibition at the New York Museum of Modern Art.

Dial and Holley, like Edmondson, are also African American and self-taught artists.

During the spring and summer, the teacher cadre will hear from Metro Arts experts, consultants from Cheekwood Museum of Art and Holley himself as they create lessons and a professional development training session for area teachers, so that this resource can be disseminated and put into immediate practice.



PARTNERSHIPS



Partnerships to provide one-on-one coaching sessions for school systems throughout the state are just one example of the valuable partnerships Lipscomb has forged.

COLLEGE NAMED A NATIONAL MODEL IN PARTNERSHIPS

Lipscomb University was named the 2016 Model of Excellence in Partnerships by the Association of Independent Liberal Arts Colleges for Teacher Education.

Lipscomb is the only Tennessee college of education to win this award since 2006.

The award honors institutions with partnerships that address local needs of schools and their communities and that have garnered support from community members outside the partnership.

The COE has forged partnerships for professional development with Metro Nashville schools literacy coaches, leadership trainings for various county school districts, courses for the Tennessee College Access and Success Network and summer teacher trainings in STEM topics.

COE HOSTS PROFESSIONAL DEVELOPMENT EVENTS

The Lipscomb College of Education offers three free professional development opportunities each year for teachers in Middle Tennessee's school districts to gather and share best practices.

Last October, more than 50 teachers from throughout Tennessee attended Ignite, a technology "unconference" held twice a year on campus. Topics of informal sessions were determined completely by participants. Each 20-minute session allowed participants to get an overview of technology tools or to vote with their feet and move to another session that better met their needs. Participants also had two minutes each to share their favorite technology tools in the Smackdown.

Forty local teachers came out for the 2015 Recharge event, intended as a day of collaboration and re-engagement for teachers as the fall semester begins to wind down and the mid-year slump sets in. Attendees chose breakout sessions that best benefitted their own classroom—such as working with multilingual learners, classroom management, technology tools for the classroom, collaboration strategies—and heard from area experts who tackle educational challenges daily. At the end of the day, participants were so charged up, they requested a longer Recharge session in 2016.

Accomplishment of note

5

For the fifth year in a row, data in the Tennessee Report Card on the Effectiveness of Teacher Training Programs, indicates that Lipscomb is one of the most effective teacher preparation programs in the state.

MOOCs are on the way

College contracted to develop free online courses on Common Core

The College of Education, through the college's Ayers Institute for Teacher Learning and Innovation, has begun development of Lipscomb University's first free MOOCs (massive open online courses). The 10 MOOCs will prepare teachers to change their instruction by implementing Common Core State Standards into their classroom curriculum. The first three MOOCs are expected to be available by September.

The MOOCs' development is financed through a \$571,000 grant from the Governor's Innovation Fund of the Tennessee Higher Education Commission, which funded the development of several other MOOCs across the state in 2013. Increased development of MOOCs statewide is a part of Gov. Bill Haslam's "Drive to 55" initiative to enhance Tennesseans' access to higher education.

Lipscomb is expected to be the only university in the state offering MOOCs focused on Common Core standards and one of only two Nashville universities offering them at this time.

While the MOOCs will be specifically designed for undergraduate teaching majors, called pre-service teachers, anyone will be able to log on and take the free courses. "They will be offered in a nonlinear, unfacilitated format, so they can be taken at any time and at the student's own pace," said **Julia Osteen**, MOOC program director at the Ayers Institute.

The Ayers Institute will also develop a facilitated version of the courses, which can be taken by individuals for college credit at Lipscomb. MOOC students will pay Lipscomb

a discounted fee to receive academic credit, and depending on other universities' academic requirements and transfer policies, that credit could potentially be transferred to other institutions.

The courses will be designed to be incorporated easily into teacher preparation programs in universities across the state, Osteen said. As a result, other universities will have the option to simply use the free video courses and facilitator guides as part of their curriculum, or they can agree to provide course credit, at their own determined tuition rate, for students who complete the facilitated versions of the courses on their own.

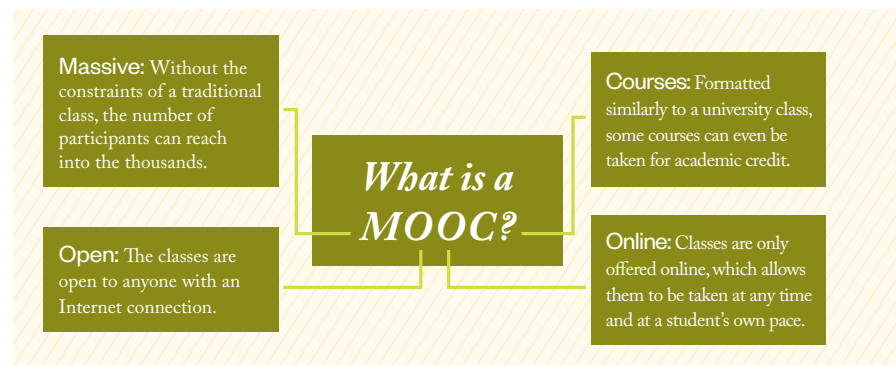
"The Common Core State Standards are changing the way teaching and learning look in Tennessee's classrooms. Lipscomb has been deeply involved in helping the state's teachers maximize those possibilities," said **Candice McQueen**, senior vice president, dean of the College of Education and executive director of the Ayers Institute. "When we were brainstorming ways to get the word out to as many teachers as possible, a MOOC seemed like the natural format to take the resources we have and share them broadly with people on many different levels of the teaching profession."

The new MOOCs are one of three ways the Ayers Institute uses the Internet to bring professional development to Tennessee teachers. Ayers is also providing Common Core training to education faculty at Tennessee's universities through its INVEST video modules, also funded by the Tennessee Higher Education Commission, as well as college access training for high school and youth counselors through online courses in partnership with the Tennessee College Access and Success Network.

The Common Core State Standards, now adopted by 45 states across the nation, are a set of academic standards developed by leaders in several states and endorsed by the federal government to ensure that all students graduate high school prepared for college or the workforce, regardless of the state in which they live.

Implemented in Tennessee in 2011, the Common Core standards require students to demonstrate critical thinking, problem solving and analysis with greater constructive response. These enhancements require teachers to teach in different ways, and the state has established several programs to help existing and new teachers best implement the Common Core standards in the classroom.

MOOCs, which have captured the attention of educators, the public and potential students around the globe in the past few years, are generally free, online-only courses that can be taken for academic credit.



Student teachers gain global insight

As a member of the Christian College Teacher Education Coordinating Council, the College of Education sends undergraduate students across the globe to complete half of their required 16-week student teaching experiences through the Interaction Inc. program. Five student teachers have taught in Guatemala, Cameroon, Colombia and Ecuador since Lipscomb joined the program in spring 2015. Two more are scheduled for 2017 in Honduras and France, so far.

SUCCESS STORY

TEAMWORK IS KEY IN ANY LANGUAGE

By **Kristen Lammons ('15)**



I walked into Lipscomb's College of Education program with the intention of teaching overseas. My dream came a little closer to reality in my junior year when I was granted the opportunity, through Interaction, to test drive what life would look like in a foreign country before I committed to a full-time position at a school.

After completing my first student teaching placement in Nashville, I flew to Quito, Ecuador, to work in a fourth-grade classroom at Alliance Academy International, an ACSI accredited, English-immersion private Christian school in Ecuador's capitol. I didn't know what to expect when flying to a new country alone, but I was overwhelmed during my placement with the support of the AAI community that took me in so quickly.

I learned a lot in Ecuador, but what has stuck out to me most as I've come back to teach in Metro Nashville Public Schools is the team environment I found among the faculty the school. Teaching, to me, is not a solo job, but is about using resources to be the best you can be for your students. While at AAI, I participated in grade-level planning times, upper elementary planning times and professional development with the whole school spanning pre-K to 12th grade.

It wasn't just about what was going on in my fourth-grade classroom, but about making connections with the other educators who are passionate about the school and community there. I know this kind of community is not

always the case, especially in a district as big as MNPS, but it is something that is important to me.

Since becoming a kindergarten teacher, I have leaned on those on my team to help guide me because that's just what teaching is to me: a team. I am very grateful for their wisdom and advice and willingness to help a young first-year teacher.

As educators, we are all in this together. It's not just about me or what I want; it's about coming together to create the best learning environment for the students.

COE students making global connections:

Kristen Lammons is a fifth-generation Lipscomb Bison from Saint Augustine, Florida. She majored in elementary education K-6 with EL endorsement. While at Lipscomb she studied abroad in Vienna, Austria, throughout fall 2013. She plans to return to Alliance Academy International in Ecuador in the next two years, after she earns a master's degree.

Faculty Accomplishments

Service, Elected Offices or Appointments cont.

- **Hope Nordstrom**, serves on Lipscomb University's academic technology task force
- **Tammy Shutt**, serves as editor, *Journal of Interdisciplinary Education*, peer-reviewed publication of the North American Chapter of the World Council for Curriculum and Instruction
- **Julie Simone**, appointed to advisory council of Tennessee Communities in Schools
- **Carrie Thornthwaite**, inducted into the inaugural Athletic Hall of Fame, The Baldwin School, Bryn Mawr, Penn. Serves as co-chair of the Whites Creek High School's academy advisory board
- **Misty Vetter**, selected as co-chair of the program committee for the 12th annual Tennessee Disability Megaconference
- **Roger Weimers**, serves as associate editor, *Journal of Interdisciplinary Education*, peer reviewed publication of the North American Chapter of the World Council for Curriculum and Instruction

Books



Not a Toy, But a Tool Carrie Thornthwaite

iPads® are powerful tools for engaging students, encouraging creativity, stimulating critical thinking and making significant strides in learning. "Not a Toy" is part of a two-book set that will allow educators to realize the full potential of the iPad. More than 200 highly rated apps are reviewed along with specific ideas for classroom activities and teaching strategies. Descriptions include ideas for classrooms with just one or many iPads. App selection was based on research, personal experience and classroom observations at all levels of education.

Coaching Considerations: How Do I Get the Most out of a Coaching Relationship? Nina Morel

(Coming summer 2014)

"Coaching Considerations" is written for teachers who are starting a relationship with an instructional coach. Morel's previous book, "How to Build an Instructional Coaching Program for Maximum Capacity," targeted principals and school district leaders. "Coaching Considerations" describes the concept of coaching, models of coaching, the coach-teacher relationship and the responsibilities the coach and teacher have to each other. Any teacher will find enough information in this volume to co-create a collegial relationship with a coach.

Check out these new faces in the college



Jeanne Gilliam Fain, associate professor of education

Fain came to Lipscomb in August 2013 and has teaching responsibilities primarily in the Master of Instructional Practice program. Most recently, Fain was on faculty at Middle Tennessee State University. She has received several national grants to increase literacy and family literacy achievement in schools and has authored articles and book chapters on family-response journals, family-led literature discussion and critical conversations with bilingual learners. Currently, Fain is researching close reading and informational texts as part of a Tennessee Board of Regents grant.



Annette Little, associate professor of education

Little joined the Lipscomb faculty in June 2013 and is the director of the studies in applied behavior analysis certification program. She taught special education classes in residential treatment centers, public schools and alternative schools for eight years. Following that, Little spent four years directing research projects in positive behavior interventions and supports, reading and writing strategies for students at risk for emotional and behavioral disorders, and prevention of behavior problems. Little has worked in the field as an applied behavior analyst since 2007.



Melanie Maxwell, lead faculty member for reading specialty program

Maxwell leads the college's reading specialty program and teaches graduate courses in reading. Along with 19 years teaching in elementary school settings, Maxwell most recently served as a literacy coach and academic interventionist for grades K-6. Maxwell is also a student, currently pursuing a Ph. D in literacy studies, and she already holds a Literacy Collaborative certificate. Her interests outside of teaching include working with teachers in Haiti to improve their instruction in literacy and serving as a teacher-leader for international education for Healing Hands International.



Tammy Shutt, associate professor of education

Shutt joined the faculty in August 2013 and works primarily in the Ed.D. and Ed.S. programs. She most recently served as an associate professor at Austin Peay State University, and earlier she served as executive director for research for federal programs and grants for School District #5 in Rockford, Ill. Her primary research interests are ethical decision-making, leadership and student achievement and teacher preparation.



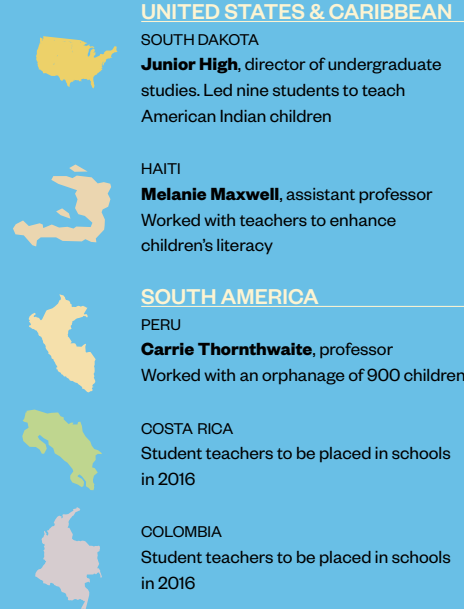
Julie Simone, instructor in education and lead faculty liaison for Teach For America

After coordinating the Lipscomb University-Cameron Middle School partnership for professional development for the past three years, Simone started a new role in June 2013 as lead faculty liaison for Teach For America. She also teaches graduate courses in the initial teacher licensure program. Now in her third decade of teaching and leading, Simone's previous teaching experience took place in Metropolitan Nashville Public Schools, University School of Nashville and Franklin Special School District.

GLOBAL CONNECTIONS

MAKING AN IMPACT

Lipscomb faculty export their expertise to the world



UNITED STATES & CARIBBEAN

SOUTH DAKOTA

Junior High, director of undergraduate studies. Led nine students to teach American Indian children

HAITI

Melanie Maxwell, assistant professor Worked with teachers to enhance children's literacy

SOUTH AMERICA

PERU

Carrie Thornthwaite, professor Worked with an orphanage of 900 children

COSTA RICA

Student teachers to be placed in schools in 2016

COLOMBIA

Student teachers to be placed in schools in 2016

GUATEMALA

Student teachers placed in schools in 2015

ECUADOR

Student teachers placed in schools in 2015

EUROPE

GERMANY

Jonathan Harrison, assessment/website manager Visited Munich as a master's candidate in Lipscomb's Global Business class

ENGLAND

Carrie Abood, assistant professor, and **Todd Beard**, EAP program director Took ten students to Crawley to assist in schools

FRANCE

Debi Hoggatt, assistant professor, and **Deborah Boyd**, interim dean Led 21 doctorate students to tour schools in London, Paris and Munich

AUSTRIA

Junior High, director of undergraduate studies Led 26 undergraduate students on a semester-long study abroad

ASIA

INDIA

Roger Wiemers, professor Led five students to work with victims of human trafficking and prostitution

NEW ZEALAND

Mike Hammond, professor Mission work in Dunedin

AFRICA

CAMEROON

Student teachers placed in schools in 2015

MALAWI

Jonathan Sheahan, principal at Lipscomb Academy Elementary School Mission work at Mpendere Children's Village

