# LIBERTY UNIVERSITY

**SCHOOL OF EDUCATION**

*Preparing Competent Professional Educators*
*with a Christian Worldview*

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# HANDBOOK
# for Licensure Programs in
# School Administration & Supervision

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Liberty University

School of Education

1971 University Blvd.

Lynchburg, VA 24515

Phone: 434-582-2444

Fax: 434-582-2468

soe@liberty.edu

www.liberty.edu/education

The contents of this handbook are relevant only to the five programs listed below:

- M.Ed. in Administration & Supervision
- Ed.S. in Administration & Supervision
- Ed.D. in Administration & Supervision
- Graduate Certificate in School Administration & Supervision
- Executive Certificate in School Administration & Supervision

This handbook does **not** apply to non-licensure degree programs in Educational Leadership.

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## CONTENTS

## UNIVERSITY POLICY DIRECTORY

Liberty University publishes all university-wide public policies at this website: www.liberty.edu/policy

## SOE LICENSURE RESOURCE COMMUNITY IN CANVAS

The School of Education provides a comprehensive Licensure Resource Community. All candidates pursuing licensure should have access to this resource in the Canvas dashboard where current courses are also found. If you do not see it on your dashboard, please contact an advisor to request access. Click this link to the SOE Licensure Resource Community.

## CONCEPTUAL FRAMEWORK

The mission of School Administration and Supervision programs at Liberty University is to develop competent professionals with a biblical worldview for Christian, public, and private schools. For more information, click on this link to the School of Education Conceptual Framework.

## OVERVIEW

### General Information: Building-level School Administration Program

- Licensure in building-level school administration is earned through the M.Ed., Ed.S., or Ed.D. advanced licensure degree programs in Administration and Supervision. It may also be earned through Graduate and Executive Certificate programs.
- The Degree Completion Plan outlines the program of study, number of credit hours, and required field experiences.
- Refer to the Frequently Asked Questions document on the program website for commonly asked questions.
- In order to earn a Virginia license in administration and supervision, the candidate must have finished three years of experience by the end of the program in a position that requires an initial teaching license or a school counseling license. These three years must have been in either a public school or an accredited private school.
- Log all field experience hours on the Field Experience Summary document. A maximum of 120 hours of field experiences may be obtained in the EDAS 588 Practicum I and EDAS Practicum II courses prior to the EDAS 699 Internship. The internship requires a minimum of 200 hours for a cumulative total of 320 field experience hours throughout the program.
- Save all assignments and benchmark assignments throughout your courses, which will be needed to complete your portfolio during the internship.

- Review the Degree Completion Plan and Suggested Course Sequencing on the Advising Guide.

## Routes to Licensure in Building-level School Administration

The routes below are recognized nationally by the Educational Leadership Constituent Council (ELCC) and are state-approved by the Virginia Department of Education (VDOE). Candidates from states other than Virginia should check with their own state's Department of Education for their licensure reciprocity regulations and for individual candidate eligibility requirements. Also, they may refer to the LU State Approvals database.

**Master of Education (M.Ed.) in Administration & Supervision:** The 36-credit M.Ed. degree is the most commonly chosen licensure route for building-level school administration, especially for those who have a bachelor's degree in education and a standard renewable initial teaching license.

**Education Specialist (Ed.S.) or Doctor of Education (Ed.D.) in Administration & Supervision – Educational Leadership:** The Ed.S. (30 credits) and Ed.D. (54 credits) routes to building-level school administration licensure are commonly chosen by those who have already obtained an initial teaching license and a master's degree and who desire to earn an additional graduate degree while obtaining their administration license.

**Certificate-Only:** The certificate-only programs are available to non-degree-seeking candidates who have already obtained an initial teaching license and at least a master's degree and who desire to add only the administration license without earning an additional degree. Because candidates may change their minds about earning a doctoral degree at a later date, the Ed.S. in Administration & Supervision may be a better choice as it is only 9 credits more than the certificate-only; also, 27 of the Ed.S. credits would transfer directly into the Ed.D. if the candidate were to decide to pursue the doctorate. If the candidate desires an additional degree, the M.Ed., Ed.S., or Ed.D. should be considered instead of the certificate-only because there are limits on the number of hours transferrable from the certificate-only to the degree program.

**Graduate Certificate:** The 21-credit Graduate Certificate includes coursework at the master's degree level but does not result in an additional graduate degree.

**Executive Certificate:** This 21-credit Executive Certificate includes coursework at the doctoral degree level and is often chosen by candidates who have already earned a doctorate but who now want to earn only the administration license. The Executive Certificate does not result in an additional graduate degree.

**Licensure Components:** Below are requirements that are common to all routes to licensure whether through the M.Ed., Ed.S., or Ed.D. degrees or through the non-degree Graduate Certificate or Executive Certificate.

- [Background Check](#): This application is completed in a zero-credit/no-tuition course called EDGT 689 and is the only assignment in the course.
- [Gate 2 Application](#): This application is completed in a zero-credit/no-tuition course called EDGT 691 and is the only assignment in the course.
- Coursework
  - EDAS 640 or 741 (to be taken concurrently with EDAS 588 Practicum I)
  - EDAS 641 or 743
  - EDAS 645 or 740
  - EDAS 646 or 742 (to be taken concurrently with EDAS 688 Practicum II)
  - EDAS 647 or 747
  - EDAS 648 or 748
- [SLLA:](#) All candidates are required to pass the SLLA prior to Gate 3 whether or not their state requires it. There are no exemptions. If the state requires a different licensure exam, a passing score on it is required in addition to the SLLA. See details in this handbook under the heading [Licensure in States Other than Virginia](#) and in the Frequently Asked Questions (FAQ) section. A minimum score of 146 is required for the SLLA-6990.
- [Gate 3 Application:](#) Gate 3 is required before enrollment in the EDAS 699 Internship. The application is completed in a zero-credit/no-tuition course called EDGT 692 and is the only assignment in the course.
  - **Deadlines**
    - For **Spring Internship** is **August 15th.**
    - For **Summer/Fall Internship** is **January 15th**.
  - [Requirements for Gate 3 Approval](#)
    - Initial License: Must hold a standard renewable initial license.
    - Experience: Complete 3 years of experience in a licensed position in either a public or an accredited private school.
    - SLLA passing score.
- EDAS 699 Internship: 320 cumulative field experience hours must be completed by the end of the internship. This number includes all early field experiences earned during the program prior to the internship plus the minimum of 200 hour during the internship for a cumulative of 320 total hours. See the [Frequently Asked Questions](#) in this handbook for more details.
- [Gate 4 Application](#): Gate 4 finalizes the processing of licensure requirements at the end of the internship.

**Licensure in States Other Than Virginia:** Candidates seeking licensure outside of the Commonwealth of Virginia must meet all of the LU's licensure components, including passage of the School Leadership Licensure Assessment (SLLA). If the state requires a licensure exam other than the SLLA, both exams must be passed. Candidates are to review the licensure requirements for the state in which they plan to practice. Liberty University cannot advise candidates with regard to licensure in other states. However, LU's licensure office will prepare the College Verification Form upon successful completion of LU's program. In many states, the verification form is the only requirement for licensure. Candidates are encouraged to ask the following question of

personnel from their state's department of education: "If I complete a Virginia state-approved program at Liberty University, what will I need to do to qualify for licensure in the state of ___?" Also, candidates may refer to the LU State Approvals database.

**Virginia Building-level School Administration Licensure:** The candidate must have the following:

1. A master's degree from a regionally accredited college or university.
2. Completed three years of successful, full-time experience in a public school or accredited private school in an instructional personnel position that requires licensure in Virginia.
3. Completed an approved program in administration and supervision from a regionally accredited college or university.
4. Completed a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, district/central office, and agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on instructional leadership and learning for all students and must occur in a public school or accredited private school.
5. Satisfied the requirements for the school leaders licensure assessment prescribed by the Virginia Board of Education. Individuals seeking an administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

**Virginia Division Superintendent Licensure:** Candidates for Virginia Division Superintendent license must hold one of the following:
- Master's degree from a regionally accredited college or university plus 30 completed hours beyond the master's degree.
- Doctorate degree in educational administration or educational leadership from a regionally accredited college or university.

Educational experience must include five completed years in a public or accredited private school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level. Candidates must demonstrate proficiency in the Virginia Competencies for School Administration and Supervision. After meeting the requirements listed here, the Virginia Department of Education (VDOE) requires that candidates apply directly to the VDOE for the superintendent license. Click this link to the VDOE website to learn more about Division Superintendent License.

## GATE SYSTEM

A Gate system is implemented for transition checkpoints. Four Gates must be passed to complete all programs in the School of Education (SOE). Each gate is a checkpoint to ensure that candidates are ready to move to the next stage. At each of the Gates, assessment data are evaluated for advising individual candidates and for program improvement. The Gate courses are non-credit/no-tuition courses with the Gate application as the only assignment.

> **Gate 1** (EDGT 689): Program Acknowledgment
> **Gate 2** (EDGT 691): Program Status Check
> **Gate 3** (EDGT 692): Program Admission & Internship Application
> **Gate 4**: Program Exit & Licensure Application

Click this link for more information regarding the Gate Process.

## EARLY FIELD EXPERIENCE PROCEDURES

Of the cumulative 320 field experience hours required throughout the program, 120 of these hours are considered early field experiences prior to the 200-hour internship. The early hours are broken into two practicum courses of 60 hours each over a span of 16-week semesters. The two 60-hour practicums are taken in conjunction with corequisite courses that include performance-based benchmark assignments. Below is an outline of the three field experience courses.

| Field Experience Course | Corequisite Course | Benchmark Assignment | Hours Accumulated |
|---|---|---|---|
| EDAS 588 Practicum I | EDAS 640 (M.Ed.) or EDAS 741 (Ed.S./Ed.D.) | School Improvement Plan | 60 |
| EDAS 688 Practicum II | EDAS 646 (M.Ed.) or EDAS 742 (Ed.S./Ed.D.) | Community Resources Alignment | 60 |
| EDAS 699 Internship | None | Accountability Protocol Project | 200 |
| **TOTAL CUMULATIVE HOURS** | | | **320** |

Candidates are to read and download the **Field Experience Summary (FES)** form and to review the procedures for requesting field experiences at the Advising Guide website found at this link: Requesting Procedures for Field Experiences.

## INTERNSHIP GUIDELINES

### General Internship Guidelines

Internship requirements at Liberty University meet Virginia regulations for licensure as well as for other states. The overall goal of the internship is to afford candidates an opportunity for

supervised practice enabling the intern to get a performance-based understanding of educational leadership. Candidates may complete the internship during the fall, spring, or summer terms.

CAEP, one of LU's accrediting bodies, states in its supporting explanations for candidate development that candidates are expected to study and practice in settings that include diverse populations, students with exceptionalities, and students of different ages. They are placed in clinical settings at grade levels and in the subjects or school roles (e.g., administrator) for which they are preparing. For the reasons noted above, candidates who cannot complete the site and supervision requirements as outlined in this handbook may opt out of licensure and take EDUC 696 Current Issues in Education and graduate with their M.Ed. degree but without licensure. Candidates who choose EDUC 696 without licensure may return within five years after graduation to complete the internship and any other missing licensure requirements.

Placements for licensure will be made *only* in public or accredited private schools. Success of the internship program is dependent upon cooperation among the university, school system, and individual schools/districts. **All field placements are contingent upon approval by the school/district.** In order to be granted a placement from the field office, candidates must already be accepted into the licensure program.

Questions regarding the internship placements should be directed to the Graduate Gate 3 Office (gate3@liberty.edu). Candidates will communicate plans for licensure and the number of hours they intend to accrue with the Graduate Gate 3 Office as part of the Gate 3 application process. The internship is a 16-week course.

## Specific Internship Requirements

Internship Placement Setting: The setting of the internship placement must be in a physical PreK-12 school building that is actively in session with students enrolled for classes. If the internship is conducted during the summer term, summer school courses must be offered with students enrolled. Alternative settings (e.g., virtual schools and day care centers) that may be perceived as having similar administrative duties are not acceptable settings for the school administration internship.

**Scheduling of Internship Hours:** Most interns are currently serving as classroom teachers; therefore, they may accumulate the required 200 hours during the suggested times below over a span of 14-16 weeks:
- Before and after school hours
- Planning period
- Lunch break
- Release time from classroom duties: Planning periods and lunch breaks are insufficient in and of themselves to expose interns to administrative duties during school hours. Therefore, the intern is expected to collaborate with the school principal to arrange some release time from classroom duties. Consult the EDAS 699 instructor or the Frequently Asked Questions (FAQ) section of this handbook for ideas to arrange release time.

**Internship Conditions: The following conditions will be arranged for building-level internships:**

- The *cooperating school* must be either a public school or an accredited private school.
- Candidates will have two supervisors during internship: on-site mentor and the university supervisor.
- The *on-site mentor* must hold a license in school administration with a minimum of three years of experience in administration.
- The *university supervisor* must be employed by Liberty University and hold a license as a school administrator.
- *Five settings* are to be represented during the cumulative field experience hours throughout the program: elementary, middle, high school, district/central office, and agency.
  The "agency" requirement may be met with an experience involving government agencies, social service groups, or businesses that partner with schools to serve students and their families. (Examples: Child Protective Services, Health and Human Services, judicial system, law enforcement, counseling services, tutorial services.)

## Internship Hours

| Field Experience Requirements | | |
|---|---|---|
| **Course** | **Settings** | **Requirements** |
| EDAS 699 (3 hrs) Internship: Building-level School Administration  *Course fee: ($200 for On-site Mentor)* | Experiences are required in all five of the following settings: elementary, middle, high school, district/central office, and agency. | *Minimum* 320 cumulative hours of field experiences during the program. 120 hours will occur before the internship. EDAS 699 is an internship of 200 minimum hours. 3 years teaching experience in accredited school required. |

Candidates are required to complete 320 cumulative hours of field experience in order to meet the requirements of Liberty University's school administration program. Of those, 200 hours minimum will occur while enrolled in the EDAS 699 internship. Up to 120 hours of the field experience may be obtained from course-embedded field activities. Building-level interns must complete experiences in all five of the following settings: elementary, middle, high school, district/central office, and agency.

## Local and Distance Placement Procedures, Internship Timeframes, and Schedules

Scheduled internship hours will be determined by the intern and the on-site mentor. Regardless of how internship hours are structured during the semester, interns must participate in the course and complete class assignments, required paperwork, and adhere to designated deadlines throughout the 16-week course.

### Local Placements

Local placements are considered private and public schools within a 30 mile radius of the Liberty University Campus. More specific information regarding local placement areas can found here.

Interns seeking local placements may not contact schools directly, even those with whom interns have relationships with school personnel. Local placements must be made by the LU's Local Field Office in accordance with local school division guidelines. The SOE cannot make guarantees, but the Local Field Office will make every effort to secure placements for the timeframe interns are requesting. The Local Field Office submits placement requests directly to the schools. It is at each school's discretion to approve or deny any request that is made.

If there is a local school division with which interns will not accept an internship due to travel time, etc., this is to be communicated with LU's Local Field Office at the time of initial contact for internship placement. LU's placement staff will seek a local placement wherever one may be obtained. If after the placement is secured, interns decide for whatever reason that they do not want an established placement in that cooperating school/division, this decision may adversely impact LU's relationship with the local school and division that has already made preparations for the internship. If LU cancels a placement under these circumstances, a new placement will not be arranged.

The intern is responsible for fulfilling the placement once it is confirmed by the school. While the intern and the on-site mentor may adjust the intern's schedule, the placements and timeframes as submitted to the school division for initial approval will *not* be changed or canceled.

### Distance Placements (Non-local Placements)

Distance placements may be arranged in partnership with the candidate, the school system, and LU's Distance Field Placement Office. Candidates are responsible to complete required paperwork by the established dates. More specific information regarding Field Placement Groups can be found here.

## Placement Application Deadlines

Be prepared for placement application deadlines as outlined in detail in the Gate 3 Checklist.

## Internship Orientation

Interns, on-site mentors, and university supervisors participate in an orientation/information session during the first few weeks of the internship course. This involves training videos that are followed up with a time to discuss internship expectations and for interns to ask questions pertaining to the internship. The follow-up meeting will be arranged electronically via an online virtual meeting or a telephone conference call. Local mentors may request an in-person site visit from the university supervisor if a face-to-face meeting is preferred.

## Internship Assessment

Evaluation of intern performance is conducted by both the on-site mentor and the university supervisor in consultation with each other. Although evaluation is conducted collaboratively, the on-site mentor will be the primary evaluator of intern performance regarding performance-based activities and dispositions. The university supervisor will be the primary evaluator of portfolio evidence. Benchmark assessments during the internship involve the following:

- Midterm Advanced Internship Assessment (AIA)
- Final AIA (Click this link to view the rubric for the Advanced Internship Assessment)
- Accountability Protocol Project
- Portfolio
- Field Experience Summary

The university supervisor will be notified as early as possible concerning any prospective deficiencies in meeting particular standards/competencies. A conference will be scheduled with the intern, university supervisor, and mentor to develop a written Intervention Plan. (See the Intervention Plan form provided in this handbook). The intervention plan will include:

- Requirements that will be met by the intern in order to improve deficient performance (or an alternate plan for changing to a non-licensure track)
- Date of re-evaluation and person responsible for follow up
- Signatures: intern candidate, mentor, and university supervisor

**Dress Code for Internship**

> **Philosophy of Dress Code:** Liberty University trains candidates from all walks of life for many different professions and, most importantly, for serving as Champions for Christ. For this reason, the University has established a standard of dress for the University

community, which is conducive to a Christ-like environment. Cleanliness, neatness, appropriateness, and modesty are important as guiding factors. Candidates are expected to dress modestly at all times.

**Internship Dress Code for Men:** Neat slacks; dress shirt with tie or collared shirt, golf/polo shirt or turtleneck. All shirts must be tucked in (discreet logos acceptable, no large writing or logos); dress or dressy casual shoes (no sandal-type shoes or flip-flops), socks, no head coverings (e.g., hats, bandanas).

**Internship Dress Code for Women:** Dresses, skirts, dress pants (no jeans of any color, no overalls, no capri/cropped pants, no shorts), sweaters and/or shirts (no sweatshirts, no writing or graphics on shirts except discreet embroidered logos), dress or dressy casual shoes (no tennis, athletic, sport shoes or casual flip-flops), no head coverings (hats, bandanas).

## INTERNSHIP COURSE REQUIREMENTS

Interns are required to complete all course assignments for the internship as outlined in the course syllabus.

### Internship Major Project

In addition to the portfolio and other miscellaneous assignments, the internship requires a major project that must be completed during enrollment in the EDAS 699 Internship semester. While candidates may accumulate hours and work on the portfolio prior to enrollment in EDAS 699, they may not work ahead on the major project, which is called the Accountability Protocol Project. It must be completed under the direction of the EDAS 699 course instructor, who serves as the university supervisor of the internship.

### Internship Portfolio

Throughout the internship course, interns will develop a portfolio, which will be due at the end of the internship. The portfolio will detail the intern's experiences over the course of the program and the internship. It also documents how the intern has met competencies. Candidates are encouraged to review the entire portfolio rubric before beginning their portfolios.

The portfolio is a reflection of content mastery and professional identity. It is the opportunity for interns to showcase their best work and exemplify knowledge, skills, and dispositions as a leader. There are nine sections to the portfolio:

Introduction
Part A: Worldview Essay
Part B: Professional Resume
Part C: Competency Activities

Part D: Program Essay
Part E: Course Benchmark Assignments
Part F: Accountability Protocol Project
Part G: Professional Memberships
Part H: Licensure Test Score

## Activities: Part C Competencies

Interns will collaborate with mentor and university supervisor to arrange activities for the internship. Evidence from activities must be provided in Part C of the portfolio and should align with NELP Standards:

1. Mission, Vision, and Improvement
2. Ethics and Professional Norms
3. Equity, Inclusiveness, and Cultural Responsiveness
4. Learning and Instruction
5. Community and External Leadership
6. Operations and Management

All standards must be covered at least once upon completion of internship activities. NELP Standards may be covered multiple times and in any combination. For example, the activities might look like this:

Activity Example One: covers NELP Standard 2
Activity Example Two: covers Standards 1, 2, and 4
Activity Example Three: covers Standards 2 and 5

In the above scenario, the intern would need to ensure coverage of the remaining Standards 3 and 6 in other activities.

## ROLES, RESPONSIBILITIES, AND REQUIREMENTS DURING FIELD EXPERIENCES

Unless already employed by the school or district and required to do so as part of employment, the intern is not required to attend overnight trips or activities requiring large expenditures, nor is LU responsible should the intern elect to participate. Consult both the mentor and university supervisor if this issue were to arise.

## Role of the Intern

### Intern Duties

- Consulting and collaborating with stakeholders (e.g., parents, teachers, community)
- Participate in the following types of meetings:

> Parent –teacher conferences
> Team/departmental
> Faculty meetings
> Administrator meetings and workshops
> Child study, eligibility, and Individualized Education Program (IEP) meetings
> 504 committee meetings
> Response to intervention/early intervention team meetings

- Assist with testing program: interpreting tests/assessments
- Developing action plans and results reports
- Other activities/experiences as assigned which are appropriate to the role of the school administrator

## General Intern Responsibilities

- Establish rapport with personnel of the school and/or district.
- Become acquainted with the facilities, materials, and policies of the school and/or district.
- Implement the mentor's and university supervisor's suggestions offered for professional growth.
- Complete all requirements in a timely fashion.
- Maintain professional appearance.
- Observe professional ethics.
- Conduct oneself in a professional manner, interacting professionally and effectively with all school and college personnel, parents, and with the community.
- Have knowledge of the law (federal and state).
- Confer with the university supervisor and mentor as needed.
- Fulfill all duties required for assignment area, including personnel meetings, conferences, committee meetings, etc.
- Gradually assume greater responsibility throughout the duration of the internship.

## General Intern Requirements

- Attend meetings both formally and informally with school or district personnel including building administrators, teachers, school psychologist, social worker, educational diagnostician, district-wide school administrator meetings, etc.
- Attend a School Board meeting.
- Review the district policy and procedures manuals.
- Complete course assignments, projects, and portfolio.

## Role of the Mentor

### Mentor Duties

A significant aspect of the professional preparation of school and district leaders is actual on-the-job experience under the immediate supervision of a practicing educational leader. The internship is designed to provide such an experience. The on-site mentor provides the intern with an orientation to include the following:

- A tour of the facility
- Introduction to personnel
- History and mission of the school and/or district
- Overview of office routines and regulations
- Hours of operation
- Sick policies
- Use of equipment
- Available clerical personnel
- Access to student records
- Record keeping policies/practices
- Observation of classrooms

### Mentor's Supervision of the Internship

- Plan the internship projects in collaboration with the intern and university supervisor.
- Work with the intern to establish a work schedule and goals and to outline duties and responsibilities.
- Provide at least one hour of supervision at least once per week during the internship with respect to administration skills development and progress toward meeting the NELP Standards.
- Provide opportunities for the candidate to obtain required internship hours.
- Verify at the conclusion of the internship that the candidate has completed the activities that were outlined in the guidelines.
- Evaluate the effectiveness with which the internship was accomplished.
- Contact the university supervisor at the beginning of the internship and during the semester as needed.

## Role of the University Supervisor

The university supervisor serves as the primary point of contact for the on-site mentor and intern during the internship. The university supervisor communicates with the on-site mentor and candidate via telephone, e-mail, and/or virtual conferencing. For schools local to the Liberty

University campus, the university supervisor arranges at least one virtual, or in-person visit if requested, with the on-site mentor and intern.

## OPTING OUT OF LICENSURE

When candidates wish to have their degree conferred but are not currently able to complete the licensure requirements, they should contact soeonline@liberty.edu to opt out of licensure. The opt-out process will involve the alternate courses outlined in the chart below. After graduating with the degree, candidates who opt out of licensure may return within five years to complete the licensure requirements.

| Licensure Course | Alternate Course to Opt Out of Licensure |
|---|---|
| **Practicum Courses** ||
| EDAS 588 Practicum I | EDUC 585 Education Exploratory Lab I (zero-credit/no-tuition) |
| EDAS 688 Practicum II | EDUC 685 Education Exploratory Lab II (zero-credit/no-tuition) |
| **Gate Courses** ||
| EDGT 689 Gate 1 | N/A – May opt out without an alternate course. |
| EDGT 691 Gate 2 | N/A – May opt out without an alternate course. |
| EDGT 692 Gate 3 | EDGT 656 (zero-credit/no-tuition) Gate 3 Opt Out |
| **Internship Courses** ||
| EDAS 699 (3 Hours) | EDUC 696 Current Issues in Education Capstone (3 Hours) |

## FREQUENTLY ASKED QUESTIONS

**Must I still take the SLLA even though it is not required by my state?**

**Yes**, the SLLA is a required assessment for all candidates **without exception**, even if your state requires an additional licensure exam. All states grant licenses to candidates who have completed an "approved program." Because the SLLA is a component of LU's approved program, your state will not grant your administration license/certificate without having passed the SLLA. We realize that taking an additional licensure exam adds expense and effort for our candidates, but this is a requirement because of how licensure programs are approved by the states in which they are located.

**What field experiences are required for licensure?**

- Minimum of **320 cumulative clock hours** of field experiences divided into 120 course-embedded early field experiences before EDAS 699 and 200 hours of internship during EDAS 699.

- Exposure to **five settings** (elementary, middle, high school, central office, and agency). Exposure to the five settings typically occurs during the 120 course-embedded early field experience hours. If exposure to five settings did not occur during the early field experiences, this requirement must be met during EDAS 699. **Central office** exposure may be activities, meetings, interviews of district office personnel. In a private school, this might involve exposure with the head of school or superintendent office. **Agency** exposure may be met by collaborating with any government or private agency outside of the school. Some common examples of government agencies include Child Protective Services, the judicial system, law enforcement, and any other government agency with which schools collaborate to serve students and their families. Examples of private agencies might involve tutoring services, counselors, YMCA, services to help those in poverty in need of food, clothing, etc.
- Exposure to **diverse student populations**. This diversity might involve urban, suburban, and rural settings with students of low, middle, and upper socio-economic status. It should include learning exceptionalities, special needs students, cultural diversity, talented/gifted, English language learners, etc.
- Focus on **instructional leadership** and learning for all students.
- EDAS 699 must occur in a **public** school or **accredited nonpublic school**.

**May I complete my internship during summer school?**

Yes, however, many summer school sessions do not add up to the required 200 hours. You will need to calculate how many hours you can earn during the summer and then plan to complete the hours you would lack during the spring semester *before* your summer internship.

**How do I complete the field experience hours if I'm a classroom teacher?**

If you are a classroom teacher, you may need to collaborate with your school principal to arrange some release time from classroom duties. Your planning period and lunch break are insufficient for an internship in administration. Below is a list of ideas to arrange some release time so that you may increase your administrative duties during school hours:
- Could you trade places with an assistant principal for an hour or two each week?
- If you are scheduled for homeroom, study hall, or lunch duty, ask if someone could relieve you of these duties for one semester.
- If your district provides you with professional days, ask if you can take all of them during the semester of your internship.
- Instead of going to a conference, which is typically what professional days are for, see if it is acceptable to use the professional days to complete internship hours at your school or at another school.
- Would it be possible to use some of your sick or personal leave days as internship days?
- Are there any class periods throughout the semester when you do not have students because they are on field trips with another teacher?
- Are there any support staff members who could relieve you on a regular basis?

- Are there any in-service days when you can go to another school that might be in session?
- Would your administrator agree to hire a substitute once or twice during the semester to relieve you from class?

**If I am unable to meet all the licensure requirements right now, may I finish my degree now and get my license later?**

Yes, you may still earn your degree but will need to follow the instructions in the section of this handbook entitled "Opting Out of Licensure." Once you earn your degree, you may return within five years to finish the incomplete licensure requirements, such as enrolling in the field experience courses or submitting a passing score on the SLLA. When you return, you will enroll in the zero-credit Gate 3 Application course EDGT 692. After your application is approved, you may complete the EDAS 699 Internship and submit your Gate 4 application for licensure.

## INTERVENTION PLAN

**Content Coursework:** For content coursework, instructors follow the Liberty University procedures for reporting infractions of academic integrity to the Student Affairs Office. For issues related to infractions of the SOE SCRIP dispositions, instructors may submit an Intervention Plan to the program director.

**Field Experience Coursework:** For co-requisite practicum courses and for the culminating internship, on-site mentors or university supervisors are to notify the program director as early as possible upon anticipation of one of the outcomes below:
- Grade of NP, D, or F
- AIA assessment rating of Not Met for any of the professional standard indicators.
- SCRIP assessment rating of Not Met for any of the disposition indicators. (This would include knowledge of unethical or illegal activity.)

Liberty University reserves the right to require a plan of remediation if any of the following apply (The Liberty Way Student Honor Code):

- The student demonstrates unprofessional or unethical conduct while acting as a representative of Liberty University, or in interactions with Liberty University faculty or staff, or while participating in an internship, externship, or clinical experience for academic credit on- or off-campus.
- The university determines that the student's current emotional, mental, or physical well-being compromise the integrity of the degree or licensure, or potentially places a person in harm's way or an unduly vulnerable position.

When a remediation plan is required in a field experience, a *conference* should be scheduled with the candidate and Director of Student Success to develop an *intervention plan*. The plan

outlines the requirements that must be met by the candidate during the field experience semester. The candidate and Director of Student Success must sign the plan.

If the candidate is removed from the field experience placement by request of either Liberty University School of Education or the K-12 host school:
- a new field placement to finish licensure requirements is NOT guaranteed.
- the candidate may need to change to a non-licensure track.
- the candidate may not receive credit for the field experience if they are removed from the placement at any point in the semester (even if the removal is at the end of the semester).

See the Intervention Plan Form below.

| Intervention Plan | |
|---|---|
| **Candidate Name**: <br><br> **ID# L**: | **Program Director Name**: |
| **On-Site Mentor Name**: | **University Instructor**: |
| **Date of initial meeting**: | |
| **Date of follow up meeting 1** (Required): | |
| **Date of follow up meeting 2** (Optional based on performance): | |
| **Purpose of the intervention plan**: | |
| **Describe the overall nature of the concern**: | |
| **List in bulleted format specific concerns**. (Each concern must be supported with appendix documentation and must include the SCRIP Intervention Category: Social responsibility, Commitment, Reflective practice, Integrity, Professionalism): <br> • **Concern 1**: <br> • **Concern 2**: | |
| **Summarize the discussion during the intervention plan meeting**: | |
| **State the action(s) to be taken**: | |
| **Timetable for the intervention plan**: | |
| **Candidate Action Items**: | |

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|---|
| **Candidate Consequences for Non-Compliance**: |
| **Program Director Action Items to Support Candidate**: |
| **Program Director and Candidate Discussion** (notes taken during the meeting): |
| **Signatures of Meeting Participants** |
| **Candidate Signature**: |
| **Program Director Signature**: |
| **Other Participant Signature(s) and Role(s)**: |

Attach Appendices/Supporting Documentation

# ADVANCED INTERNSHIP ASSESSMENT (AIA)
## Administration & Supervision

Below is the rubric that the onsite mentor will use to assess the intern during the EDAS 699 Internship. During the EDAS 588 and 688 Practicum courses, the onsite mentor will use a preliminary version of this instrument to assess the candidate.

| NELP STANDARD | MET: Advanced, 3 pts | MET: Proficient, 2 pts | NOT MET: Developing, 1 pts | NOT MET 0 pts |
|---|---|---|---|---|
| **1. Mission, Vision, and Improvement** | PROFICIENT LEVEL PLUS: Intern collaboratively evaluates the school mission and vision. AND Intern proposes revisions to the school mission and vision that include data use, technology, equity, diversity, digital citizenship, and community. | Intern implements the host school's mission and vision (1.1). AND Intern leads improvement processes aligned with the school's vision that include data use, design, implementation, and evaluation (1.2). *LOOK-FORS / EXAMPLES: Intern uses language from the school's vision statement; influences others' actions to follow the mission statement; and bases decision making on fulfillment of the school vision.* | Intern acts independently of the host school's mission and/or vision. AND/OR Intern's proposals for improvement are loosely aligned with the school's vision and/or are insufficiently based on data. | No Evidence *0 points* |
| **2. Ethics and Professional Norms** | PROFICIENT LEVEL PLUS: Intern cultivates ethical behavior in others. AND Intern evaluates, communicates about, and advocates for ethical and legal decisions (2.2). | Intern models professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult (2.1). AND Intern models ethical behavior in personal conduct and relationships (2.3). *LOOK-FORS / EXAMPLES: Intern considers legal and ethical implication of decisions and seeks for the fairest option for all stakeholders.* | Intern's conduct and/or relationships do not comprehensively reflect professional dispositions and norms that serve to support the educational success and well-being of each student and adult. | No Evidence *0 points* |
| **3. Equity, Inclusiveness, and Cultural Responsiveness** | PROFICIENT LEVEL PLUS: Intern uses data to evaluate and design programs that promote equity, inclusiveness, and cultural responsiveness. | Intern advocates for a supportive and inclusive school culture (3.1); AND for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student (3.2); AND | Intern's influence on school culture is negligible or nonconsequential. AND/OR Intern lacks intentionality in efforts to advocate for equitable access to educational resources, technologies, and opportunities | No Evidence *0 points* |

| | | | | |
|---|---|---|---|---|
| | | for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff (3.3). ***LOOK-FORS / EXAMPLES: Intern is intentional in making decisions to include diverse populations in activities; decisions are made regarding cultural considerations of those affected.*** | that support the educational success and well-being of each student. | |
| **4. Learning and Instruction** | PROFICIENT LEVEL PLUS: Intern evaluates existing instructional programs and develops proposals for school and student improvement in collaboration with diverse stakeholders. | Intern implements high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs (4.1). AND Intern implements high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems (4.2). AND Intern implements formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being (4.3). AND Intern implements the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner (4.4). ***LOOK-FORS / EXAMPLES: Intern mentors novice teachers toward measurable student achievement.*** | Intern's instructional leadership neglects provision for high-quality, technology-rich programs AND/OR Intern's instructional initiatives neglect cultural considerations and/or are not based on data-driven decisions. | No Evidence *0 points* |
| **5. Community and External Leadership** | PROFICIENT LEVEL PLUS: Intern, through community and external leadership, influences policy and/or procedures for school or community improvement. | Intern collaboratively engages diverse families in strengthening student learning in and out of school (5.1). AND Intern collaboratively engages and cultivates relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development (5.2). AND Intern communicates through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community (5.3). ***LOOK-FORS / EXAMPLES: Intern initiates a partnership with a community organization to meet a specific need of school families.*** | Intern engages limited representation of stakeholders in community relations. AND/OR Intern's communication reaches a limited community audience and/or does not sufficiently advocate for school and/or community needs. | No Evidence *0 points* |
| **6. Operations** | PROFICIENT LEVEL | Intern implements management, communication, technology, | Intern's operations and | No |

| | | | | |
|---|---|---|---|---|
| **and Management** | PLUS:<br>Intern reflectively evaluates existing operations and management systems and develops proposals in collaboration with stakeholders. | school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school (6.1).<br><div align="center">AND</div>Intern advocates for a data-informed and equitable resourcing plan that supports school improvement and student development (6.2).<br><div align="center">AND</div>Intern implements laws, rights, policies, and regulations to promote student and adult success and well-being (6.3).<br>*LOOK-FORS / EXAMPLES: Intern proposes programs with consideration of the fiscal and human resources required and works toward maximizing those resources.* | management proposals are not aligned with or are loosely aligned with the mission and/or vision of the school.<br><div align="center">AND/OR</div>Intern inadequately plans for resources to support goals. | Evidence<br><br>*0 points* |
| **7. Building Professional Capacity** | PROFICIENT LEVEL PLUS:<br>Intern collaboratively develops the school's professional capacity through engagement in recruiting, selecting, and hiring staff (7.1). | Intern develops and engages staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school (7.2).<br><div align="center">AND</div>Intern personally engages in, as well as collaboratively engages school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success (7.3).<br><div align="center">AND</div>Intern evaluates, develops, and implements systems of supervision, support, and evaluation designed to promote school improvement and student success (7.4).<br>*LOOK-FORS / EXAMPLES: Decisions are made with long-term considerations in mind regarding how those considerations impact improvement for the future rather than just for the present.* | Intern does not initiate professional development of faculty.<br><div align="center">OR</div>Intern implements professional development that does not support identified data-based needs for improvement.<br><div align="center">AND/OR</div>Intern does not personally engage in professional development designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. | No Evidence<br><br>*0 points* |