



**LIBERTY**  
UNIVERSITY

**SCHOOL OF EDUCATION**

*Preparing Competent Professional Educators  
with a Christian Worldview*

## **PROGRAM SPECIALIST HANDBOOK**

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

- [Master of Education – Math Specialist Endorsement \(Advanced Licensure\)](#)
- [Master of Education – Reading Specialist Endorsement \(Advanced Licensure\)](#)

*Revised 5/23/2024*

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## UNIVERSITY POLICY DIRECTORY

Liberty University publishes all university-wide public policies at this website:

[www.liberty.edu/policy](http://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](#).

## PROGRAM SPECIALIST DEGREE OVERVIEW

### General Information: Program Specialist Degree

The Reading and Math Specialist degree programs are Advanced Licensure programs. An initial teaching license is required before earning the program specialist degree. Applicants for the reading specialist program must have an initial teaching license in elementary, secondary, or special education. Applicants for the Math Specialist program must have a middle or secondary math teaching license.

Licensure as a reading or math program specialist is earned through the M.Ed. advanced licensure program or as an add-on to the Ed.S. or Ed.D. degree programs. The M.Ed. Program Specialist Degree requires 36 credit hours. Click on [Math Specialist](#) or [Reading Specialist](#) to view the degree completion plan and course sequence.

Teaching experience is not required for admission into the program. However, in order to earn a state license at the end of the program, the candidate must have finished three years of teaching experience in an accredited public or private school. These three years must have been in a position for which the teaching of reading was an important responsibility for Reading Specialist and the teaching of math was an important responsibility for Math Specialists. One year of full-time teaching experience is required prior to the EDMS/EDRS 699 internship. If three years of full-time teaching experience are not completed by the end of the program, the degree will be conferred, but licensure will be delayed until the three years of teaching experience are completed.

Log all field experience hours on the [Field Experience Summary](#) (FES) document. A minimum of 30 hours of field experiences must be obtained in the EDMS/ EDRS 688 courses prior to the EDMS/ EDRS 699 Internship.

The program requires a semester-long internship. Candidates enroll in EDMS/EDRS 699 Internship for Program Specialists. This course is completed at the end of the program of study. A total of 200 hours of field experience is required by the end of the internship.

For additional information, please refer to the Advising Guide for [Math Specialists](#) or [Reading Specialist Reading Specialists](#). You may also wish to consult the list of Frequently Asked Questions (FAQs) for [Math Specialist](#) or [Reading Specialists](#).

### Routes to Licensure as a Program Specialist

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.) Math/Reading Specialist Endorsement:*** The M.Ed. degree is the most commonly chosen licensure route for the math/reading specialist endorsement for those who have an initial teaching license.

### GATE SYSTEM

The School of Education (SOE) uses a Gate System to assist candidates in transitioning through different phases of the program. Candidates must pass through four Gates during their program of study. 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.

**Gate 1** (EDGT 689): Program Acknowledgment

**Gate 2** (EDGT 691): Program Status Check

**Gate 3** (EDGT 692): Internship Application & Admission to Internship Course

**Gate 4:** Program Completion & Licensure Application

#### Gate 1: Program Acknowledgment

Candidates apply for admission to the Liberty University SOE Graduate Program and declare their major by choosing a specific [Degree Completion Plan](#) (DCP). Program specialist candidates select either the reading specialist or math specialist degree plan. Candidates planning to follow a graduate education program at Liberty University must meet the requirements for admission to the licensure program. Click this link for further details regarding [Admissions Requirements](#).

#### Gate 2: Program Status Check

Equally important to the admission requirements into the School of Education Licensure Program are those criteria which govern the maintenance of the candidate's status once entry is achieved. After accumulating 9 hours of graduate coursework credit, candidates apply for acceptance to their specific licensure program, namely the M.Ed. Reading Specialist or M.Ed. Math Specialist program. Below is a list of requirements for applying to Gate 2:

- Minimum cumulative GPA of 3.00 (Candidates who fall below the minimum will be dropped from the program.)
- Successful completion of 9 hours of coursework
- Proof of purchase of background check and acknowledgement of background check requirements
- Acknowledgement of [FES](#) requirements

Should any disqualifying difficulties arise, candidates are subject to dismissal from the program any time following initial acceptance until graduation. Candidates who have been removed from the program are eligible to reapply no sooner than one semester following the removal from the program. If approved, candidates may only be reinstated once. Candidates who experience academic or other types of difficulty are encouraged to seek assistance from the Graduate Writing Assistance Center, Academic Success Center, and/or Student Advocate Office before withdrawing from the program.

### Gate 3: Internship Application & Admission to Internship Course

Candidates are encouraged to review the Graduate Advanced Licensure Gate 3 Application. The Field Placement Office has specific deadlines for submitting Gate 3 applications in order to allow sufficient time for internship placements to be arranged. Some of the items needed for Gate 3 require advanced preparation. In order to be approved for Gate 3, candidates must comply with the requirements below:

- **Prerequisite License(s):** An initial teaching license is required.
- **Employment Experience:** Complete a Report on Experience Form verifying teaching experience. A minimum of one year of full-time contractual teaching experience is required prior to the internship. The teaching experience must be in a position in which teaching reading (reading specialists) or teaching math (math specialists) was an important responsibility. Three years of full-time contractual teaching are required before a candidate can apply for a Virginia Reading Specialist or Math Specialist license.
- **Degree Completion Plan:** All courses must be completed except EDRS 650, EDRS 652, and EDMS 652 (retake only). These courses may be taken with the internship.
- **Required Passing Test Scores:** Click this link for more information regarding the [Licensure Exams](#).
- **Plan for Placement**
  - A total of 200 hours is required by program completion. Up to 100 hours may be completed prior to the internship.
  - A minimum of 100 hours must be completed during the internship.

- A specific plan for internship placement must be included in the Gate 3 Application.
- Summer internships can only be completed if the summer school calendar allows for a minimum of 100 hours to be completed while students are in the building for instruction.
- **Academic Requirements**
  - 3.0 or higher GPA.
  - No more than two grades of C may be applied to the degree (includes grades of C+ and C)
  - No grade of D or below may be applied to the degree (includes grades of D+ and D-)

Once a candidate's Gate 3 Application is on probationary status or is fully accepted, the Gate 3 Office will send a formal placement request to the school on behalf of the candidate. Candidates are notified when placement has been confirmed. This notification will be sent to candidates via their Liberty University email.

#### Gate 4: Program Completion & Licensure Application

At the conclusion of the internship, candidates complete the graduation application, internship final checklist, and apply for their state license. For further details, click this link for [Gate 4 Information](#). The final checklist is [HERE](#).

**Licensure in States Other Than Virginia:** Candidates seeking licensure outside of the Commonwealth of Virginia 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. 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 \_\_\_\_\_?" For more information on licensure, please contact your state's Department of Education.

**Virginia Math/Reading Specialist Licensure:** The candidate must have successfully completed the Master of Education degree program. The candidate must hold an initial teaching license and have three years of successful, full-time experience in a public school or an accredited nonpublic school in which the teaching of reading/math was an important responsibility. Candidates must complete the [Virginia Licensure Application Form](#) and email it to [Gate4@liberty.edu](mailto:Gate4@liberty.edu). Questions on licensure should be addressed to [SOElicensure@liberty.edu](mailto:SOElicensure@liberty.edu).

#### FIELD EXPERIENCES

The School of Education recognizes the importance of ongoing field experiences and requires that teacher candidates complete a variety of placements prior to the culminating internship. As such, field experiences are embedded in designated courses in each

program. Official field experiences (practicum and internship) are arranged through the Field Placement Offices. It is each candidate's responsibility to provide transportation and to complete any background requirements for the assigned school system.

### Documentation of Field Experiences

Documentation of course-embedded field experiences for each candidate is maintained by the candidate in a cumulative field log, known as the Field Experience Summary (FES). Hours of field experience, in the candidate's program specialty area, accrued during the program at Liberty, can be counted toward the 200 hours of field experience required by the end of the internship.

Field experiences must include a variety of settings such as multiple grade levels, public/private schools, and interaction with diverse students. Early in the program, candidates should familiarize themselves with the various types of needed field experiences to ensure they can accrue the appropriate experiences in the required settings. Click [this link](#) for Field Experience Summary Requirements.

A maximum of 100 early field placement hours can be logged prior to the internship. If a candidate is currently a teacher, hours teaching in the specialty area from his/her own classroom can be logged on the FES and counted toward the pre-internship hours. Only hours completed during the program can be counted. The completed FES is submitted to the School of Education upon completion of the licensure program.

### Background Check

Program specialist candidates are required to have a background check prior to participating in course-embedded field experiences and the internship. Upon enrollment in the program, candidates should complete the background check. This will allow time for the background check process to be completed prior to enrollment in courses that require field experiences. Click this link to order a [Background Check](#).

### Procedures for Coordinating Field Experiences

There are three different categories of field placements at Liberty University. Each type has specific protocols to follow in arranging placements. Below are the general guidelines for LOCAL and DISTANCE placements. Click this link to read a [complete description of placements](#).

#### Local Placements – Central Virginia

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 be 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](#).

## **Guidelines for Both Local and Distance Field Experiences**

If, after the placement is secured, candidates decide, for whatever reason, that they do not want an established placement in that cooperating school/division, this decision may adversely impact Liberty's relationship with the school and division that has already made preparations for your internship. If the Field Placement Office must cancel a placement under these circumstances, the Field Placement Office will not make a new placement. The application deadline of Week One of the course only applies to course-embedded local field experiences.

## **INTERNSHIP GUIDELINES**

### **General Internship Guidelines**

The overall goal of the program specialist internship is to afford candidates an opportunity for hands-on practice with program specialist services under the supervision



of a math/reading specialist within a school system. Candidates enroll in EDMS/EDRS 699, a 16-week course, as part of the internship. The internship may be completed during the fall, spring, or summer terms. Program specialist internship requirements at Liberty University meet the requirements for program specialist licensure for the State of Virginia. If candidates are seeking licensure in another state, they will need to check with that state for its requirements.

CAEP, one of Liberty University's accrediting bodies, clearly states in their 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., program specialist) for which they are preparing.* Candidates will document the various settings in the Field Experience Summary (FES), which will be submitted at the conclusion of the internship. Candidates who cannot complete the requirements of the internship as outlined in this handbook may take EDUC 696 Current Issues in Education and graduate from the non-licensure program.

Only candidates who are accepted into the program specialist licensure program will be granted an internship placement from the Field Placement Office. In addition, Internship placements will **only** be made in accredited schools with program specialists who are located on-site and who meet the on-site mentor requirements. Success of the internship program is dependent upon cooperation among the university, the school system, the mentor, and the candidate.

### Internship Requirements

The following list describes the specific requirements of the internship placement:

- The *cooperating school* must be either a public school or an accredited private school.
- Candidates will have two supervisors during the internship: on-site mentor and Liberty University faculty member. The faculty member is normally the professor of EDMS/EDRS 699.
- The *on-site mentor* must hold a license in the program specialty area with a minimum of three years of experience.
- The *university supervisor* must be employed by Liberty University and hold licensure as a program specialist.

### Internship Hours

Program specialist candidates are required to complete 200 hours of field experience in order to meet the requirements of the program specialist degree. This includes all course-embedded field experience hours and internship hours. Up to 100 hours may be completed prior to the internship, but at least 100 hours must be completed during the internship semester. Only hours related to reading instruction (Reading Specialists) or math instruction (Math Specialists) may be counted toward the 200-hour requirement.

Liberty University Internship Requirements for the Program Specialist Degree		
Course	Setting	Requirements
EDMS/EDRS 699-3 (3 hrs) Internship: Program Specialist	The candidate must complete the internship in the program specialty area	<i>Minimum</i> 200 cumulative hours of field experience by the end of the internship. One year of full-time teaching experience prior to the internship.

### Internship Placements

The protocols for arranging an internship placement are similar to those described in the Field Experience section. There are specific guidelines for local and external placements.

Click this link for details on [Gate 3 Requirements](#). Once accepted into the internship semester, internship requests will be sent to schools. It is the school's discretion to approve or not approve the request. Candidates need to ensure that the requested on-site mentor meets licensure requirements as specified by the program specialty area.

The program specialist 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 time frames as submitted to the school division for initial approval will NOT be changed or canceled. Regardless of how the candidate structures the internship hours during the semester, the candidate must be enrolled in EDMS/EDRS 699 Internship for Program Specialists.

### Documenting the Internship

Documentation of the internship and all other field experiences is *maintained by the candidate*. The candidate documents all hours on the Field Experience Summary (FES) and CORE ELMS for official placement.

### Internship Orientation

Interns, mentors, and university supervisors will attend an orientation/information session during the first week or two of the internship course. This is 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. For external internships, the meeting will be arranged electronically via Microsoft Teams.

### Internship Assessment

Evaluation of intern performance is conducted by both the mentor and the university supervisor. The 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 and benchmark assessments. Benchmark assessments during the internship involve the following:

- Professional Development Workshop
- Case Studies
- Advanced Internship Assessment (AIA) – Preliminary/Final
  - Click this link to view the [Math Specialist AIA](#)
  - Click this link to view the [Reading Specialist AIA](#)
- Final Internship Assessment
- Professional 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 at the end of 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

Liberty University trains students from all walks of life for many different professions and, most importantly, for serving as Champions for Christ. For this reason, Liberty 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. Students 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 headgear (including hats, bandanas, etc).

***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 flip-flops), no headgear (hats, bandanas, etc).

### Additional Information

Additional information and forms are available at the *Liberty University Graduate Advising Guide*. Click [here](#) to access.

## INTERNSHIP COURSE REQUIREMENTS

Interns are required to complete all course assignments for the Internship (EDMS/EDRS 699) as outlined in the course syllabus.

### Benchmark Assignments

- Complete *case studies* as a major assignment for the internship. Identify two K-12 students at different grades and ability levels at placement site. Follow the instructions related to the case study assignment.
- Prepare and *present a professional development workshop for teachers* on a program topic of your choice at your placement site. Follow directions related to the workshop assignment.
- Complete and submit all assignments for the final *portfolio*. The portfolio details the program specialist candidate's experiences over the course of the program specialist degree and documents how the intern has met program specialist competencies. Candidates are encouraged to review the portfolio rubric when creating their portfolios. The portfolio is a reflection of candidates' content mastery and professional identity as a program specialist. It is an opportunity for candidates to showcase their best work and exemplify key knowledge, skills, and abilities as a practicing program specialist.

## ROLES OF THE INTERN, MENTOR & SUPERVISOR

### Role of the Intern

As a candidate from Liberty University, the intern is expected to uphold high moral and professional standards during the internship. Below are some general guidelines:

- 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.
- 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.
- Maintain appropriate levels of confidentiality when discussing the specific needs of students.
- Promote and utilize research-based, best practices in reading/math instruction
- Refrain from attending overnight trips or activities requiring large expenditures

### **Role of the Mentor**

A significant aspect of the professional preparation of program specialists is actual on-the-job experience under the immediate supervision of a practicing program specialist. The internship is designed to provide such an experience. At the onset of the internship, the on-site mentor provides the intern with a tour of the school and an orientation to include:

- A tour of the facility
- Introduction to all staff
- History and mission of the school
- 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 program specialist mentor and classroom(s). All observations are to be completed with respect for student confidentiality and privacy. The intern should conduct 2-3 30-minute observations of their mentor teaching in the program specialist role.

The on-site mentor coordinates and supervises the following:

- Planning the internship projects with the candidate.
- Working with the intern to establish a work schedule, to identify goals, and to outline duties and responsibilities.
- Verifying at the conclusion of the internship that the candidate has completed the activities that were outlined in the guidelines.
- Evaluating the effectiveness with which the internship was accomplished.
- Complete the required internship assessments to provide the candidate with formal feedback.
- The mentor should observe the intern in the program specialist role 2-3 times throughout the duration of the internship.
- Contacting 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

program specialist intern during the internship. The supervisor communicates with the on-site mentor and student via telephone, email, and/or virtual online meetings. 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.

## DIFFERENTIATED ASSIGNMENTS

Some courses within the program specialist degree are specifically designed for the math or reading specialist. Other courses in the degree plan are general in nature and are taken together with candidates enrolled in other graduate programs. Many of these courses will have differentiated assignments for the program specialist. The differentiated assignments may be a separate assignment or may require that the candidate completes the course assignment from the perspective of the program specialist. Throughout the entire program, the program specialist candidate should seek to align coursework and projects with the unique role of the program specialist. Some of the differentiated assignments will be re-submitted in the final program portfolio.

## FREQUENTLY ASKED QUESTIONS (FAQs)

A list of Frequently Asked Questions (FAQs) for [Math Specialists](#) or [Reading Specialists](#) are available using the hyperlinks. The FAQ pages provide clarification to questions candidates often ask during the program. Candidates are encouraged to consult the list the FAQ pages when questions arise.

## INTERVENTION PLAN

### Content Coursework

For content coursework, instructors follow the Liberty University procedures for reporting academic misconduct to the [Student Affairs Office](#) via the [Academic Misconduct Incident Report](#). 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.

<b>Intervention Plan</b>	
<b>Candidate Name:</b> <b>ID# L:</b>	<b>Program Director Name:</b>
<b>On-Site Mentor Name:</b>	<b>University Instructor:</b>
<b>Date of initial meeting</b>	
<b>Date of follow up meeting 1</b> (Required)	
<b>Date of follow up meeting 2</b> (Optional based on performance)	
<b>Purpose of the intervention plan:</b>	
<b>Describe the overall nature of the concern:</b>	
<b>List in bulleted format specific concerns.</b> (Each concern must be supported with appendix documentation and must include the SCRIP Intervention Category: Social responsibility, Com):	
<ul style="list-style-type: none"> <li>• <b>Concern 1:</b></li> <li>• <b>Concern 2:</b></li> </ul>	
<b>Summarize the discussion during the intervention plan meeting:</b>	

<b>State the action(s) to be taken:</b>
<b>Timetable for the intervention plan:</b>
<b>Candidate Action Items:</b>
<b>Candidate Consequences for Non-Compliance:</b>
<b>Program Director Action Items to Support Candidate:</b>
<b>Program Director and Candidate Discussion (Notes taken during the meeting):</b>
<b>Signatures of Meeting Participants</b>
<b>Candidate Signature:</b>
<b>Program Director Signature:</b>
<b>Other Participant Signature(s) and Role(s):</b>

Attach Appendices/Supporting Documentation



## ADVANCED INTERNSHIP ASSESSMENT (AIA) – MATH SPECIALIST

### EDMS 699 Math Specialist Internship

**DIRECTIONS:** Please rate the candidate’s overall performance on the NCTM CAEP Math Specialist Standards (2012) during the internship. Select the most appropriate performance level. In order to complete the internship successfully, candidates must have met every standard at a “Level 2: Met Acceptable” rating or higher. Provide a comment below for any rating at a “Level 1: Not Met.” Candidates who receive any “Level 1: Not Met” ratings will receive remediation before being able to complete the internship.

NCTM STANDARDS For Math Specialists (2012)	Performance Levels		
	Level 1: NOT MET DEVELOPING	Level 2: MET ACCEPTABLE	Level 3: MET TARGET
<b>1. Content Knowledge</b>  <b>CAEP A1.1f</b> <b>MCEE 2</b> <b>ISTE 4</b>	<p>Candidates have gaps in their knowledge of major mathematics concepts, algorithms, procedures, connections, and applications.</p>	<p>Candidates demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, and connections as they work with students.</p> <p style="text-align: center;"><b>AND</b></p> <p>Candidates make applications within and among mathematical content domains.</p>	<p style="text-align: center;"><b>LEVEL 2 PLUS</b></p> <p>Candidates share their knowledge of major mathematics concepts, algorithms, procedures, and connections with colleagues, administrators, or families.</p>
	<p style="text-align: center;"><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates are unfamiliar with current research in mathematics concepts, algorithms, procedures, connections, and applications.</li> <li>• Candidates show gaps in their mathematical understanding when working with students or colleagues.</li> </ul>	<p style="text-align: center;"><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates show their content knowledge as they discuss math issues in the school.</li> <li>• Candidates use content knowledge about mathematics as they work with case study participants.</li> <li>• Candidates’ actions show they possess the content knowledge needed to function as a math specialist.</li> </ul>	<p style="text-align: center;"><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates present a professional development workshop on a math topic. The presentation is grounded in research and theory.</li> <li>• Candidates share new research findings to enhance the mathematical content knowledge of others.</li> <li>• Candidates use content knowledge of mathematics as they interact with colleagues in the PD follow-up meetings.</li> </ul>
<b>2. Mathematical Practices</b>  <b>CAEP A1.1c,e</b> <b>MCEE 1,2</b> <b>ISTE 1,4,5,6,7</b>	<p>Candidates struggle with solving problems, representing mathematical ideas, reasoning, proving, using mathematical models, attending to precision, identifying elements of structure, generalizing, engaging in mathematical communication, and making connections as essential mathematical practices.</p>	<p>Candidates solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices.</p>	<p style="text-align: center;"><b>LEVEL 2 PLUS</b></p> <p>Candidates understand that mathematical practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching and mathematics leadership.</p>
	<b>SUGGESTED LOOK FORs:</b>	<b>SUGGESTED LOOK FORs:</b>	<b>SUGGESTED LOOK FORs:</b>

	<ul style="list-style-type: none"> <li>• Candidates' explanation of mathematical problems or procedures is confusing for case study participants.</li> <li>• Candidates use only one or two strategies when solving mathematical problems.</li> <li>• Candidates lack confidence in using mathematical vocabulary, symbols, and language to communicate mathematical ideas to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate sound mathematical practices for case study participants.</li> <li>• Candidates utilize a variety of strategies in solving mathematical problems.</li> <li>• Candidates use multiple representations to model and describe mathematics.</li> <li>• Candidates utilize appropriate mathematical vocabulary, symbols, and language to communicate mathematical ideas to others both orally and in writing.</li> <li>• Candidates analyze and interpret mathematical models derived from real-world contexts or mathematical problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate the interconnectedness of mathematical ideas and how they build on one another.</li> <li>• Candidates apply mathematical connections among mathematical ideas and across various content areas and real-world contexts.</li> <li>• Candidates model for colleagues the mathematical practices of problem solving, reasoning, communicating, connecting, and representing.</li> </ul>
<p><b>3. Content Pedagogy</b></p> <p><b>CAEP A1.1a,c</b> <b>MCEE 5</b> <b>ISTE 1,2,3,4, 5,6,7</b> <b>Diversity</b></p>	<p>Candidates lack proficiency in using curriculum standards for mathematics. <b>OR</b> Candidates use instructional strategies which are not research-based. <b>OR</b> Candidates provide limited opportunities for students to use math in real-world contexts. <b>OR</b> Candidates use assessments for the wrong purpose <b>OR</b> misinterpret assessment results.</p>	<p>Candidates apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. <b>AND</b> Candidates incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching. <b>AND</b> Candidates provide students with opportunities to do mathematics –both in theoretical and real-world contexts. <b>AND</b> Candidates plan, select, implement, and interpret formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.</p>	<p><b>LEVEL 2 PLUS</b></p> <p>Candidates coach/mentor others in:</p> <ul style="list-style-type: none"> <li>• applying knowledge of math curriculum standards</li> <li>• incorporating research-based mathematical experiences, multiple instructional strategies, and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency</li> <li>• using formative and summative assessments for monitoring student learning</li> <li>• sharing formative and summative assessment results with a variety of stakeholders</li> </ul>
	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates lack understanding of math standards.</li> <li>• Candidates need additional practice with understanding assessment tools.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates are proficient in using math standards.</li> <li>• Candidates select instructional strategies based on current research.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates demonstrate knowledge and usage of a variety of assessment measures.</li> </ul>

	<ul style="list-style-type: none"> <li>• Candidates need assistance in administering or interpreting formal or informal assessment measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates employ a variety of instructional strategies.</li> <li>• Candidates utilize technology for instructional purposes.</li> <li>• Candidates demonstrate knowledge and usage of formal and informal assessment tools for evaluating math performance.</li> <li>• Candidates accurately interpret formal and informal assessment data.</li> <li>• Candidates synthesize assessment results across various formal and informal measures.</li> <li>• Candidates identify the strengths/limitations of assessment measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates collaborate with colleagues to use data for decision-making (i.e., with case study participants).</li> <li>• Candidates lead professional learning experiences to assist teachers in understanding and using assessment results (i.e., as part of the professional development workshop).</li> <li>• Candidate utilize feedback from the classroom teachers of the case study participants to make instructional decisions.</li> <li>• Candidates share assessment results orally and in writing with a variety of stakeholders.</li> <li>• Candidates support teachers in using assessment results for instructional decision-making.</li> </ul>
<p><b>4. Mathematical Learning Environment</b></p> <p><b>CAEP A1.1c,d,e</b>  <b>MCEE 1,3,4,5</b>  <b>ISTE 1,2,3,4,5, 6,7</b>  <b>Diversity</b></p>	<p>Candidates lack knowledge of child, pre-adolescent, and adult learning, development, and behavior.</p> <p style="text-align: center;"><b>OR</b></p> <p>Candidates plan learning opportunities, which are not grounded in mathematics education research.</p> <p style="text-align: center;"><b>OR</b></p> <p>Candidates lack a positive disposition towards mathematics.</p>	<p>Candidates exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior.</p> <p style="text-align: center;"><b>AND</b></p> <p>Candidates use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills.</p> <p style="text-align: center;"><b>AND</b></p> <p>Candidates demonstrate and promote a positive disposition toward mathematical practices and learning.</p> <p style="text-align: center;"><b>AND</b></p> <p>Candidates understand the individual differences and the cultural and language diversity that exists within classrooms and embrace a culturally relevant perspective.</p> <p style="text-align: center;"><b>AND</b></p>	<p style="text-align: center;"><b>LEVEL 2 PLUS</b></p> <p><b>Candidates assist teachers in:</b></p> <ul style="list-style-type: none"> <li>• <b>Planning and creating learning opportunities grounded in research.</b></li> <li>• <b>Demonstrating and promoting a positive disposition toward mathematical practices.</b></li> <li>• <b>Embracing culturally relevant perspectives in teaching and in recognizing individual student differences.</b></li> <li>• <b>Using instructional tools such as manipulatives, digital tools, and virtual resources to enhance student learning.</b></li> </ul>

	<p style="text-align: center;"><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates do not consider the developmental needs of children when planning instruction (e.g., for case study participants).</li> <li>• The planned instruction does not actively engage students.</li> <li>• Candidates do not display excitement and enthusiasm about mathematics.</li> <li>• Candidates fail to provide equitable mathematics experiences for all students</li> </ul>	<p style="text-align: center;"><b>Candidates exhibit and support the equitable and ethical treatment of and high expectations for all students.</b></p> <p style="text-align: center;"><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates understand the developmental needs of students and plan appropriate instruction.</li> <li>• Candidates actively engage students in rich math experiences.</li> <li>• Candidates plan instruction based on mathematics research.</li> <li>• Candidates use a variety of instructional tools such as manipulatives and physical drawings, virtual environments, presentation tools, and technology resources.</li> <li>• Candidates understand the characteristics of diverse learners and how to provide culturally responsive teaching (e.g., for case study participants).</li> <li>• Candidates create an inclusive and affirming classroom environment when working with case study participants and other students.</li> <li>• Candidates advocate for equity for case study participants and other students.</li> </ul>	<p style="text-align: center;"><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates are skillful at working with diverse learners and providing culturally responsive teaching.</li> <li>• Candidates advocate for inclusive, affirming classrooms for all students.</li> <li>• Candidates coach teachers in using research-based mathematical instructional (e.g., through the PD workshop)</li> <li>• Candidates coach teachers in using a variety of tools and technology to enhance mathematical instruction.</li> </ul>
<p><b>5. Impact on Student Learning</b></p> <p><b>CAEP A1.1c,d</b> <b>MCEE 2,3,4,5</b> <b>ISTE 2,3,4,5,6,7</b> <b>Diversity</b></p>	<p><b>Candidates present inconsistent or weak evidence to demonstrate their impact on student learning.</b></p>	<p><b>Candidates provide evidence to show students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts have increased as a result of their instruction.</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>Candidates show that student mathematical knowledge has increased as a result of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology.</b></p>	<p style="text-align: center;"><b>LEVEL 2 PLUS</b></p> <p><b>Candidates provide evidence that their coaching/mentoring of teachers has had a positive impact on student learning in mathematics.</b></p>

	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates document instructional sessions for case study participants, but there is inconsistent evidence to show student growth.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates use assessment results to document growth of case study participants at the conclusion of the instructional sessions.</li> <li>• Candidates use formal and informal means to verify students’ conceptual understanding of mathematics and the application of mathematics in a variety of contexts.</li> <li>• Candidates use diagnostic, formative, and summative assessment data to determine the extent to which students’ mathematical proficiencies have increased as a result of their instruction.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates document the results of coaching experiences.</li> <li>• Candidates use diagnostic, formative, and summative assessment data to determine the extent to which students’ mathematical proficiencies have increased as a result of their coaching of math teachers.</li> </ul>
<p><b>6. Professional Knowledge and Skills</b></p> <p><b>CAEP A1.1b, c, d,f</b> <b>MCEE 1,2,3,4,5</b> <b>ISTE 1,3,4,7</b></p>	<p><b>Candidates do not use feedback to improvement practice.</b> <b>OR</b> <b>Candidates are not active members of professional math organizations.</b> <b>OR</b> <b>Candidates are lacking in leadership or collaboration skills.</b></p>	<p><b>Candidates are lifelong learners who collaborate well with others.</b> <b>AND</b> <b>Candidates participate in and plan mathematics-focused professional development experiences at the school and/or district level.</b> <b>AND</b> <b>Candidates draw upon mathematics education research to inform their practice.</b> <b>AND</b> <b>Candidates participate in professional mathematics organizations.</b></p>	<p><b>LEVEL 2 PLUS</b></p> <p><b>Candidates demonstrate mathematics-focused instructional leadership.</b> <b>AND</b> <b>Candidates share mathematics education research and resources from professional mathematics organizations with other math teachers.</b></p>
	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates receive feedback from supervisors and mentors but do not make needed changes in practice (e.g., items noted on internship assessments)</li> <li>• Candidates lack an understanding of adult learners.</li> <li>• Candidates do not work well with other colleagues.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates are reflective in practice and accept feedback from supervisors and mentors.</li> <li>• Candidates engage in collaborative discussions with teachers about effective instruction and intervention (e.g., through the professional development workshop and follow-up coaching sessions)</li> <li>• Candidates work well with other colleagues.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates are recognized as math leaders within the school.</li> <li>• Candidates attend professional conferences and share information with colleagues.</li> <li>• Candidates display an understanding of adult learners.</li> <li>• Candidates facilitate collaboration with colleagues about effective mathematics instruction.</li> </ul>

		<ul style="list-style-type: none"> <li>• Candidates plan, develop, implement, and evaluate mathematics-focused professional development workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate confidence and leadership when working with other adults.</li> <li>• Candidates coach colleagues in the improvement of math instruction (e.g., through the professional development follow-up coaching session)</li> </ul>
<p><b>7. Field Experiences and Clinical Practice</b></p> <p><b>CAEP A1.1c,d,f</b> <b>MCEE 1,2,3,4</b> <b>ISTE 1,4,5,7</b> <b>Diversity</b></p>	<p><b>Candidates complete practica/ clinical experiences that focus solely on intervention work with students.</b></p> <p><b>OR</b></p> <p><b>Practica/clinical experiences are at sites other than an authentic, school-based setting.</b></p> <p><b>OR</b></p> <p><b>Candidates do not receive supervision, including observation and feedback, from a qualified supervisor.</b></p>	<p><b>Candidates engage in a sequence of field experiences and internship under the supervision of an experienced and qualified mathematics educator.</b></p> <p><b>AND</b></p> <p><b>Candidates develop a broad experiential base of knowledge and skills working with a range of diverse students at multiple levels (e.g., primary, intermediate, struggling, gifted, and English language learners) in authentic school placements.</b></p> <p><b>AND</b></p> <p><b>The internship includes intervention work with students and collaboration with colleagues.</b></p>	<p><b>LEVEL 2 PLUS</b></p> <p><b>Candidates engage in novice coaching practices with groups and individuals.</b></p> <p><b>AND</b></p> <p><b>Candidates use interpersonal and leadership skills to engage school-based professionals in the improvement of mathematics instruction.</b></p>
	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates work with only individual students OR groups of students during the internship.</li> <li>• Candidates only work with students at one grade level during the internship.</li> <li>• Candidates do not use feedback from mentor observations or discussions to improve mathematics instruction.</li> <li>• Candidates fail to follow-up on the professional development workshop with a coaching experience.</li> <li>• Candidate struggle to complete all expected duties during the internship.</li> <li>• Candidates have less than 200 hours of field experience.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates provide mathematics instruction to individuals and small groups of students at different grade levels (e.g., case study participants).</li> <li>• Candidates seek to improve their mathematics instruction by using feedback from mentor observations and discussion.</li> <li>• Candidates complete all expected duties during the internship.</li> <li>• Candidates have 200 hours of field experience with a minimum of 100 hours during the internship.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates analyze the mathematics instruction of others (e.g., professional development follow-up coaching session).</li> <li>• Candidates actively seek ways to improve their mathematics instruction by implementing changes based on mentor observations and discussions.</li> <li>• Candidates provide coaching to colleagues (e.g., coach one teacher as a follow-up to the professional development workshop).</li> <li>• Candidates excel in completing tasks during the internship.</li> <li>• Candidates have more than 200 hours of field experience with a minimum of 100 hours during the internship.</li> </ul>

## ADVANCED INTERNSHIP ASSESSMENT (AIA) – READING SPECIALIST

### EDRS 699 Reading Specialist Internship

**DIRECTIONS:** Please rate the candidate’s overall performance on the ILA 2017 standards during the internship. Select the most appropriate performance level. In order to complete the internship successfully, candidates must have met every standard at a “Level 2: Met Acceptable” rating or higher. Provide a comment below for any rating at a “Level 1: Not Met.” Candidates who receive any “Level 1: Not Met” ratings will receive remediation before being able to complete the internship.

ILA STANDARD	Performance Levels		
	Level 1: NOT MET DEVELOPING	Level 2: MET ACCEPTABLE	Level 3: MET TARGET
<b>1. Foundational Knowledge</b>  <b>CAEP A1.1b</b> <b>MCEE 2</b> <b>ISTE 1</b>	Candidates have gaps in their knowledge of major theoretical, conceptual, historical, and evidence-based foundations of reading, writing, and language.	Candidates demonstrate knowledge of major theoretical, conceptual, historical, and evidence-based foundations of reading, writing, and language. <b>AND</b> Candidates demonstrate knowledge of the relationship between reading, writing, and language. <b>AND</b> Candidates demonstrate knowledge of the role of the reading/literacy specialist in schools.	<b>LEVEL 2 PLUS</b>  Candidates critique major theoretical, conceptual, historical, and evidence-based components of reading, writing, and language. <b>OR</b> Candidates share their knowledge of the theoretical, conceptual, historical, and evidence-based foundations of reading, writing, and language with colleagues, administrators, or families.
	<b>SUGGESTED LOOK FORs:</b> <ul style="list-style-type: none"> <li>• Candidates are unfamiliar with current research in reading, writing, and language.</li> <li>• Candidates are unfamiliar with evidence-based practices in reading, writing, and language.</li> </ul>	<b>SUGGESTED LOOK FORs:</b> <ul style="list-style-type: none"> <li>• Candidates show their foundational knowledge as they discuss literacy issues in the school.</li> <li>• Candidates use foundational knowledge about literacy as they work with case study participants.</li> <li>• Candidates’ actions and attitudes show they understand how to function as reading specialists in day-to-day practice at the internship site.</li> </ul>	<b>SUGGESTED LOOK FORs:</b> <ul style="list-style-type: none"> <li>• Candidates present a professional development workshop on a literacy topic. The presentation is grounded in research and theory.</li> <li>• Candidates share new research findings that support or contradict established beliefs about literacy.</li> <li>• Candidates use foundational knowledge of literacy as they interact with colleagues in the PD follow-up meetings.</li> </ul>
<b>2. Curriculum and Instruction</b>  <b>CAEP A1.1b</b> <b>Diversity</b>	Candidates do not use foundational knowledge to design literacy curricula. <b>OR</b> Candidates use foundational knowledge to design literacy curricula BUT the curricula does not meet the needs of all learnings.	Candidates use foundational knowledge to design literacy curricula to meet the needs of all learners, especially those who experience difficulty with literacy. <b>AND</b>	<b>LEVEL 2 PLUS</b>  Candidates ensure the planned literacy instruction is consistent with school-wide literacy goals. <b>AND</b>



	<p><b>OR</b> Candidates design, implement, and evaluate literacy instruction only for the whole class.</p>	<p>Candidates design, implement, and evaluate whole class, small-group, and individual evidence-based literacy instruction for all learners. <b>AND</b> Candidates collaborate with teachers to implement effective literacy practices.</p>	<p>Candidates support teachers in implementing evidence-based instruction and reflecting on classroom instructional practice to maximize student learning.</p>
	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates’ planned instruction for case study participants is not based on foundational knowledge of literacy.</li> <li>• Candidates lack an understanding of how to plan instruction for small groups or individuals.</li> <li>• Candidates lack an understanding of evidence-based supplemental and intervention programs.</li> <li>• Candidates lack an understanding of how to scaffold instruction to meet the needs of individuals or groups.</li> <li>• Candidates lack an understanding of how to co-plan, model, and co-teach with colleagues.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates use evidence-based strategies to plan literacy instruction for case study participants.</li> <li>• Candidates effectively use informational and narrative texts in instruction.</li> <li>• Candidates are skilled in providing effective literacy instruction for the whole class, small groups, and individuals.</li> <li>• Candidates understand how to integrate literacy into other subject areas.</li> <li>• Candidates select, teach, and evaluate supplemental and intervention programs.</li> <li>• Candidates co-plan, model, and co-teach with colleagues to provide effective instruction.</li> <li>• Candidates work with teachers to solve problems related to literacy instruction.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates use a variety of evidence-based strategies to plan literacy instruction for case study participants.</li> <li>• Candidates understand horizontal and vertical alignment of literacy instruction within and across the grades.</li> <li>• Candidates plan instruction for case study participants, which is explicit, intense, and provides adequate scaffolding.</li> <li>• Candidates support one teacher in implementing a new literacy strategy in the classroom.</li> <li>• Candidates observe literacy instruction in classrooms and provide supportive feedback to teachers.</li> <li>• Candidates meet with teachers to discuss classroom observations and reflect on literacy practices.</li> </ul>
<p><b>3. Assessment and Evaluation</b>  <b>CAEP A1.1a,b,c</b> <b>ISTE 7</b> <b>Diversity</b></p>	<p>Candidates need additional practice with selecting and using valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement. <b>OR</b> Candidates do not understand how to use assessment results to plan instruction. <b>OR</b> Candidates understand and use assessment results BUT are unable to support others in doing the same.</p>	<p>Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement. <b>AND</b> Candidates use assessment results to inform instruction and evaluate interventions. <b>AND</b> Candidates assist teachers in their understanding and use of assessment results.</p>	<p><b>LEVEL 2 PLUS</b>  Candidates use assessment results to advocate for appropriate literacy practices to relevant stakeholders.</p>
	<p><b>SUGGESTED LOOK FORs:</b></p>	<p><b>SUGGESTED LOOK FORs:</b></p>	<p><b>SUGGESTED LOOK FORs:</b></p>



	<ul style="list-style-type: none"> <li>• Candidates need additional practice with understanding assessment tools.</li> <li>• Candidates need assistance in administering formal or informal measures.</li> <li>• Candidates do not collaborate with others regarding assessment data.</li> <li>• Candidates need additional practice to appropriately share assessment results with stakeholder groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate knowledge and usage of formal and informal assessment tools for evaluating literacy performance.</li> <li>• Candidates accurately interpret formal and informal assessment data.</li> <li>• Candidates collaborate with colleagues to use data for decision making (i.e., with case study participants).</li> <li>• Candidates lead professional learning experiences to assist teachers in understanding and using assessment results (i.e., as part of the professional development workshop).</li> <li>• Candidates share assessment results orally and in writing with the parents and teachers of the case study participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate knowledge and usage of a variety of assessment measures.</li> <li>• Candidates synthesize assessment results across various formal and informal measures.</li> <li>• Candidates identify the strengths/limitations of assessment measures.</li> <li>• Candidate utilize feedback from the classroom teachers of the case study participants to make instructional decisions.</li> <li>• Candidates share assessment results orally and in writing with a variety of stakeholders.</li> <li>• Candidates support teachers in using assessment results for instructional decision making.</li> <li>• Candidates advocate for appropriate literacy practices to stakeholders such as students, administrators, teachers, and parents.</li> </ul>
<p><b>4. Diversity and Equity</b></p> <p><b>CAEP A1.1f</b> <b>MCEE 1,2,3</b> <b>ISTE 2,4,5</b> <b>Diversity</b></p>	<p><b>Candidates lack an understanding of current research and theory in diversity and equity.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Candidates do not show an appreciation of the culture of others.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>Candidates do not create an inclusive, affirming classroom.</b></p>	<p><b>Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity.</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>Candidates demonstrate an understanding of themselves and others as cultural beings.</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>Candidates create classrooms and schools that are inclusive and affirming.</b></p>	<p style="text-align: center;"><b>LEVEL 2 PLUS</b></p> <p><b>Candidates advocate for equity at school, district, and community levels.</b></p>
	<p style="text-align: center;"><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates show little or no evidence of the characteristics of diverse learners or how to provide culturally responsive teaching.</li> </ul>	<p style="text-align: center;"><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates understand the characteristics of diverse learners and how to provide culturally responsive teaching (e.g., for case study participants).</li> </ul>	<p style="text-align: center;"><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates appear skillful at working with diverse learners and providing culturally responsive teaching.</li> <li>• Candidates celebrate their own culture and the culture of others.</li> </ul>

	<ul style="list-style-type: none"> <li>• Candidates are unaware of the different cultures in the school community.</li> <li>• Candidates need to make adjustments in the classroom environment so all students are included.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates recognize their own culture and the culture of others.</li> <li>• Candidates create an inclusive and affirming classroom environment when working with case study participants and other students.</li> <li>• Candidates advocate for equity for case study participants.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates select culturally relevant texts.</li> <li>• Candidates advocate for inclusive, affirming classrooms for all students.</li> <li>• Candidates advocate for equitable literacy instruction in the school and in the community.</li> </ul>
<p><b>5. Learners and the Literacy Environment</b></p> <p><b>CAEP A1.1a,c, d,e</b>  <b>MCEE 2,3,4,5</b>  <b>ISTE 1,2,3,4,5,6, 7</b>  <b>Diversity</b></p>	<p><b>The instruction provided by candidates meets the developmental needs of certain groups of students.</b></p> <p><b>OR</b></p> <p><b>Candidates fail to consult families and colleagues about the needs of students.</b></p> <p><b>OR</b></p> <p><b>Candidates use only print resources.</b></p> <p><b>OR</b></p> <p><b>Candidates use digital resources in unsafe ways.</b></p> <p><b>OR</b></p> <p><b>Candidates foster an unhealthy climate, which does not support literacy learning.</b></p>	<p><b>Candidates meet the developmental needs of all learners.</b></p> <p><b>AND</b></p> <p><b>Candidates collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners.</b></p> <p><b>AND</b></p> <p><b>Candidates integrate digital technologies in appropriate, safe, and effective ways.</b></p> <p><b>AND</b></p> <p><b>Candidates foster a positive climate that supports a literacy-rich learning environment.</b></p>	<p><b>LEVEL 2 PLUS</b></p> <p><b>Candidates support colleagues in designing instruction that meets the developmental needs of all learners.</b></p> <p><b>OR</b></p> <p><b>Candidates model the use of digital technologies in literacy instruction for colleagues.</b></p>
	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates do not understand the developmental needs of the case study participants or other students.</li> <li>• Candidates struggle with working with parents or other teachers to meet the needs of students.</li> <li>• Candidates limit student choice in reading material.</li> <li>• Candidates use only print materials for instruction.</li> <li>• Candidates provide no safeguards to ensure that students use digital resources in appropriate, safe, and effective ways.</li> <li>• Candidates need to make changes in classroom routines, groupings, or social interactions to create a healthy climate.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates understand what is developmentally appropriate for case study participants.</li> <li>• Candidates consider the physical, social, emotional, cultural, and intellectual needs of students.</li> <li>• Candidates work together with families and colleagues to meet student needs.</li> <li>• Candidates give the students opportunities to select their own reading materials.</li> <li>• Candidates use a variety of print and digital materials with case study participants or other students.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates consult with families and colleagues and use that knowledge in developing appropriate instructional activities for case study participants.</li> <li>• Candidates support colleagues in designing instruction which meets the physical, social, emotional, cultural, and intellectual needs of students (e.g., through the professional development workshop).</li> <li>• Candidates assist colleagues in using appropriate, safe, and effective digital resources during literacy instruction.</li> <li>• Candidates model a positive, literacy-rich learning environment for colleagues.</li> </ul>

		<ul style="list-style-type: none"> <li>• Candidates ensure that students use digital resources in appropriate, safe, and effective ways.</li> <li>• Candidates create a positive, literacy-rich learning environment, which includes appropriate classroom routines, groupings, or social interactions.</li> </ul>	
<p><b>6. Professional Learning and Leadership</b></p> <p><b>CAEP A1.1b,c,d,f</b></p> <p><b>MCEE 1,2,4</b></p> <p><b>ISTE 1,2,4</b></p> <p><b>Diversity</b></p>	<p><b>Candidates show no evidence of reflecting on professional practice.</b></p> <p><b>OR</b></p> <p><b>Candidates do not belong to professional organizations.</b></p> <p><b>OR</b></p> <p><b>Candidates’ interactions with colleagues demonstrates a gap in knowledge of adult learning.</b></p> <p><b>OR</b></p> <p><b>Candidates are lacking in leadership or facilitation skills.</b></p>	<p><b>Candidates reflect on their professional practices.</b></p> <p><b>AND</b></p> <p><b>Candidates belong to professional organizations.</b></p> <p><b>AND</b></p> <p><b>Candidates use their knowledge of adult learning to work collaboratively with colleagues.</b></p> <p><b>AND</b></p> <p><b>Candidates demonstrate their leadership and facilitation skills when working with individuals and groups.</b></p>	<p><b>LEVEL 2 PLUS</b></p> <p><b>Candidates are actively involved in professional organizations.</b></p> <p><b>AND</b></p> <p><b>Candidates advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies.</b></p>
	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates receive feedback from supervisors and mentors but do not make needed changes in practice (e.g., items noted on internship assessments)</li> <li>• Candidates lack an understanding of adult learners.</li> <li>• Candidates do not work well with other colleagues.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates are reflective in practice and accept feedback from supervisors and mentors.</li> <li>• Candidates display an understanding of adult learners</li> <li>• Candidates engage in collaborative discussions with teachers about effective instruction and intervention (e.g., through the professional development workshop and follow-up coaching sessions)</li> <li>• Candidates are recognized as literacy leaders within the school.</li> <li>• Candidates work well with other colleagues.</li> <li>• Candidates lead group meetings by setting norms and promoting group discussion (e.g., through the professional development follow-up sessions).</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates attend professional conferences and share information with colleagues</li> <li>• Candidates facilitate collaborative decision-making with colleagues.</li> <li>• Candidates demonstrate confidence and leadership when working with other adults.</li> <li>• Candidates are critical consumers of research, policy, and practice.</li> <li>• Candidates coach colleagues in the improvement of literacy instruction (e.g., through the professional development follow-up coaching session)</li> <li>• Candidates make recommendations for future literacy instruction for case study participants.</li> </ul>

			<ul style="list-style-type: none"> <li>• Candidates make recommendations for future literacy-related professional development for the school.</li> </ul>
<p><b>7. Practicum/ Clinical Experiences</b></p> <p><b>CAEP A1.1d</b> <b>MCEE 1,2,4</b> <b>Diversity</b></p>	<p><b>Candidates complete practica/ clinical experiences which focus solely on intervention work with students.</b></p> <p><b>OR</b></p> <p><b>Practica/clinical experiences are at sites other than an authentic, school-based setting.</b></p> <p><b>OR</b></p> <p><b>Candidates do not receive supervision, including observation and feedback, from a qualified supervisor.</b></p>	<p><b>Candidates complete supervised, integrated, extended practica/clinical experiences that include intervention work with students and working colleagues.</b></p> <p><b>AND</b></p> <p><b>Practica include ongoing experiences in school-based setting(s).</b></p> <p><b>AND</b></p> <p><b>Supervision includes observation and ongoing feedback by qualified supervisors.</b></p>	<p><b>LEVEL 2 PLUS</b></p> <p><b>Candidates collaborate with colleagues to develop, reflect on, and self-assess their own teaching practices and the practices of others.</b></p> <p><b>AND</b></p> <p><b>Candidates engage in novice coaching practices with groups and individuals.</b></p>
	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates work with only individuals OR groups during the internship.</li> <li>• Candidates only work with students at one grade level during the internship.</li> <li>• Candidates do not use feedback from mentor observations or discussions to improve literacy instruction.</li> <li>• Candidates fail to follow-up on the professional development workshop with a coaching experience.</li> <li>• Candidates struggle to complete all expected duties during the internship.</li> <li>• Candidates have less than 200 hours of field experience at the conclusion of the internship.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates provide literacy instruction to individuals and small groups of students at different grade levels (e.g., case study participants).</li> <li>• Candidates seek to improve their literacy instruction by using feedback from mentor observations and discussion.</li> <li>• Candidates complete all expected duties during the internship.</li> <li>• Candidates have 200 hours of field experience with a minimum of 100 hours during the internship.</li> </ul>	<p><b>SUGGESTED LOOK FORs:</b></p> <ul style="list-style-type: none"> <li>• Candidates analyze the literacy instruction of others (e.g., professional development follow-up coaching session).</li> <li>• Candidates actively seek ways to improve their literacy instruction by implementing changes based on mentor observations and discussions.</li> <li>• Candidates provide coaching to colleagues (e.g., coach one teacher as a follow-up to the professional development workshop).</li> <li>• Candidates excel in completing tasks during the internship.</li> <li>• Candidates have more than 200 hours of field experience with a minimum of 100 hours during the internship.</li> </ul>