

PROGRAM SPECIALIST HANDBOOK

A Guide to Program Information, Field Experiences,
and Internship for Licensure/Certification

School of Education

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LIBERTY
UNIVERSITY

Preparing Competent Professional Program Specialists with a Christian Worldview

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CONCEPTUAL FRAMEWORK

Liberty University School of Education: Advanced Licensure Department



The mission of the School of Education is to develop competent professionals with a Biblical worldview for Christian, public, and private schools.

A graduate of the Advanced Preparation & Licensure program:

KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge

1. Demonstrates a broad base of professional and general knowledge.
2. Conceptualizes a broad spectrum of educational precepts, generalizations, practices, dispositions, points of view, and resources.

IMPLEMENTS skills as a gift from God, because teaching/leadership is a calling from God

3. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.
4. Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.
5. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.
6. Manages classroom climate and procedures to motivate students and maximize learning.
7. Integrates a variety of assessment strategies to improve student learning.
8. Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.
9. Demonstrates competence as a consumer of research findings and other information technology resources.
10. Demonstrates skill in critical thinking, problem solving, decision making, and interpersonal skills.

BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity consistent with our mission to prepare competent professionals with a Biblical worldview for Christian, public, and private schools

11. Models personal integrity and sensitivity to human needs.
12. Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.
13. Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.
14. Exerts confident leadership as well as accepts responsibility in the broad field of education.

The School of Education at Liberty University is committed to providing the highest quality Christian education based on the principles of God's Word. Our school, by its commitment to strengthening the mind, body, and soul, educates the whole person as God created us.

As Americans, we would not dream of entrusting our homes or our health to unlicensed professionals with fly-by-night training, yet time and again, we entrust the education of our children to educators without adequate licensure. Such a lack of quality control would be considered criminally negligent in any other profession. Research indicates that the single most important determinant of success for a student is the knowledge and skills of that child's teachers and school leaders. Only the most able educators are accepted into Liberty University's Specialist Program. Scholarship, character, personality, and personal commitment are essential ingredients in the development of an effective educator.

Excellent program specialists are an invaluable asset to the school, home, church, community and nation. The Specialist Licensure Program at Liberty is designed to provide a program of study that will foster teaching excellence and stimulate improvement in program specialist practices in Christian, public, and private schools. Liberty's program specialist candidates are committed and actively involved in their churches and in their communities. They are uniquely qualified to accomplish the goal of becoming competent professional program specialists with a Biblical world view.

Belief: The Foundation

When internship supervisors/mentors and school principals were asked to describe program specialist candidates from Liberty University, a common theme was evident in their responses. They stated that Liberty program specialist candidates can be identified by their level of commitment to their duties and their genuine concern for the students with whom they interact. The observed behavior of Liberty program specialist candidates is consistent with the Biblical world view stated in the University's aims based on a belief in "personal integrity, social responsibility, sensitivity to the needs of others, and commitment to the betterment of humanity." A sense of fairness and a belief that all students can learn is foundational to a program specialist's belief system. As Liberty University candidates fulfill Christian/community service requirements they develop a sense of social responsibility.

Learning outcomes aligned with the Knows-Implements-Believes domains of the Conceptual Framework have been developed for each of the unit's degree programs. Dispositions have also been delineated that should be observable in each candidate across degree programs and levels. The dispositions that are embedded in the Conceptual Framework and learning outcomes were identified and related to the Fruit of the Spirit (Galatians 5).

S-C-R-I-P is the acronym for the five dispositions:

Social responsibility, **C**ommitment, **R**eflective practice, **I**ntegrity, **P**rofessionalism

Knowledge: The Core

Based on a Biblical worldview, the goal is to synthesize academic knowledge with Biblical values, moral dimensions, and ethical implications. The knowledge core necessary for a successful program specialist demands rigorous standards related to knowledge of course concepts as well as an understanding of the structure of the discipline. Our program includes field experiences and course work essential to the role of a program specialist.

Implementation: The Evidence

Skill implementation provides the evidence that beliefs exist and that knowledge has been acquired. From a Biblical world view, teaching is considered a calling from God and the ability to teach is a gift from God. Enhancing one's teaching skills is viewed as the wise investment of one's gift from God. Technology skills are a critical aspect of today's schools. Program specialists must demonstrate the competencies outlined in Virginia's Technology Standards for School Personnel. Because incorporating technology into the classroom does not automatically increase learning, program specialist candidates must also learn to evaluate technology and decide whether it will enhance instruction. Appropriate technology applications are included in the education courses and field experiences.

Recognizing the importance of early and ongoing opportunities for program specialist candidates to be involved in classroom experiences, the continuum of field experiences is required throughout Liberty's program. The culminating experience of the school licensure program is a program specialist internship in a school setting, which takes place during the candidate's final semester at Liberty. Field experiences must include multiple grade levels appropriate to the endorsement and interaction with diverse student populations.

Assessment of Candidates based on the Conceptual Framework

The aim of assessment is primarily to *educate and improve* student performance, not merely to *audit* it. The Specialist Licensure Program at Liberty University maintains a continuous cycle of evaluation and revision in order to achieve its mission of developing competent professionals with a Biblical world view for Christian, public, and private schools. Course-embedded field experiences and program specific benchmarks are designed to assess the conceptual framework and content knowledge related to program specialty areas.

Alignment with Standards

After the unit learning outcomes had been adapted to enhance their appropriateness for each degree program, the outcomes were re-organized by conceptual framework domains. To ensure all major competencies had been addressed in the revised learning outcomes, each set of outcomes was aligned with institutional, state, and national standards. Outcomes for the specialist program, designated as a Licensure Program, were aligned with the Liberty's University Aims, Virginia's Candidate Performance Competencies as outlined by the Virginia Department of Education, Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, and International Literacy Association (ILA) or National Council of Teacher of Mathematics (NCTM) standards for reading and math program specialists.

PROGRAM SPECIALIST DEGREE

General Information: Program Specialist Degree

The Reading and Math Specialist degree programs are Advanced Licensure programs. An initial teaching license is required for 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. Three on-campus intensive courses (9 credits) are required for the program. 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 EDUC 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.

The program requires a semester-long internship. Candidates enroll in EDUC 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 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

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.

Master of Arts in Teaching (MAT): Candidates who do not hold an initial teaching license can enroll in the MAT program to earn an initial license in elementary, secondary, or special education. The extra courses for the Math/Reading Specialist Endorsement can be added to the MAT program. However, the same requirements for teaching experience apply to the internship (1 year) and licensure (3 years).

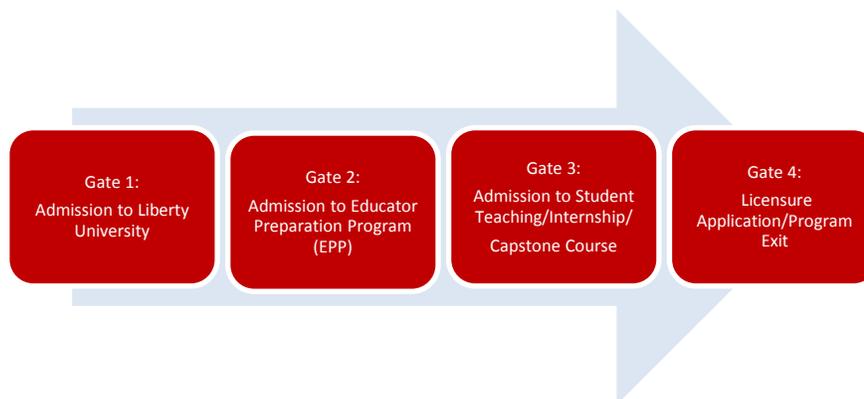
Education Specialist (Ed.S.) or Doctorate in Educational Leadership (Ed.D.):

Candidates who hold an initial teaching license and already have an earned master's degree can include the courses required for the Math/Reading Specialist Endorsement in the Ed.S.

or Ed.D. degree plan.

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: University Admission

Gate 2: Admission to the Educator Preparation Provider (EPP)

Gate 3: Admission to Internship Course

Gate 4: Licensure Application/Program Completion

Gate 1: Admission to Liberty University

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. Admissions requirements for the Master in Education degree program can be found [here](#).

Gate 2: Program Acceptance & Retention

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 Approval

Candidates are encouraged to review the Graduate Advanced Licensure Gate 3 Application in *LiveText*. 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 EDUC 650 and EDUC 652. Both of these courses may be taken with the internship.
 - Required intensive courses (EDUC 622, EDUC 645, and EDUC 641) must be completed prior to the internship.
- Required Passing Test Scores
 - Math Specialists: Praxis II: Middle School Mathematics (5169) OR Praxis II: Math Content Knowledge (5161)
 - Reading Specialist: RVE for Reading Specialists (5304) for Virginia licensure.
- Plan for Placement
 - A total of 200 hours are 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 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.
- 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: Degree Conferral & Licensure Recommendation

At the conclusion of the internship, candidates complete the graduation application, internship final checklist, and apply for their state license. Click [here](#) for more information on Gate 4. The final checklist includes the following:

- Field Experience Summary
- Final Advanced Competency Assessment (ACA)
- Portfolio
- Reference Letters
- Resume
- Licensure Tests Score Reports
- Completion of required program surveys
- Child Abuse Prevention Training Certificate

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. 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 ___?" 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. Click [here](#) to preview the application. The completed paperwork should be mailed to the Liberty University Teacher Licensure Office. Questions on licensure should be e-mailed to teacher@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. Field experiences are arranged through the Field Placement Office. It is each candidate's responsibility to provide transportation and to complete any background requirements for the assigned school system.

Course-embedded Field Experiences

Throughout the program specialist degree, candidates complete course-embedded field experiences. 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. A general list of courses with embedded field experiences can be found [here](#).

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). A copy of the FES is available [here](#). 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. A maximum of 100 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 total 100 hours. Only hours completed during the program can be counted. The completed Field Experience Summary (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 [here](#) to order a background check.

Procedures for Coordinating Course-Embedded Field Experiences/Activities

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, EXTERNAL-NO CONTACT, and EXTERNAL-OTHER placements. Candidates are encouraged to read the complete description of placements at this [link](#).

Placements in the LOCAL area: Candidates in the LOCAL area must request ALL placements through the Field Office (field@liberty.edu) by Wednesday of WEEK ONE for courses which require a field experience. The local area consists of private and public schools within the following: Amherst County, Appomattox County, Bedford County, Botetourt County, Campbell County, Danville City, Lynchburg City, Nelson County, Pittsylvania County, Roanoke City, Roanoke County, Salem City and any other local private schools in this region. Assigned placements for field experiences will be made in one of these school systems. To request placement in one of these locations, the candidate should complete the local field request [form](#) and submit it to field@liberty.edu by

Wednesday of Week One. The Field Placement Office cannot make any guarantees based on preferences or special requests. It is imperative that candidates do not contact local schools (public or private) on their own to arrange field experiences *even if* they are friends with a particular teacher/principal. There are prearranged procedures for each local school system that the university's Field Placement Office must follow to ensure that Liberty candidates may continue to be placed in those systems in the future. The university must follow the proper protocol in order to keep these relationships positive. The candidate is responsible for fulfilling the field experience once it is confirmed by the school. The schedule will not be changed or canceled. Placement requests received after the Wednesday of Week One of the course will not be accepted.

External No Contact Placements: Candidates seeking placement in school systems that have requested university contact only must request ALL placements through the Field Office (xplace@liberty.edu) by Wednesday of WEEK ONE for courses which require a field experience. You may find a list of school systems that require university only contact [here](#). To request placement in one of these locations, the candidate should complete the External Request Form via *LiveText* by Wednesday of Week One. The Field Office cannot make any guarantees based on preferences or special requests. It is imperative that candidates do not contact these school systems on their own to arrange field experiences *even if* they are friends with a particular teacher/principal. There are prearranged procedures for each school system that the university's Field Placement Office must follow to ensure that Liberty candidates may continue to be placed in those systems in the future. The university must follow the proper protocol in order to keep these relationships positive. The candidate is responsible for fulfilling the field experience once it is confirmed by the school. The schedule will not be changed or canceled. Placement requests received after the Wednesday of Week One of the course will not be accepted.

External Other Placements: For external placements in school systems not identified on the External No Contact List, the candidate is permitted to make the field placement arrangements directly with the school. Please check the [list](#) before making any arrangements.

Guidelines for Both Local and External Field Experiences/Activities

If, after the placement is secured, the candidate decides for whatever reason that he/she does 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 EDUC 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 the candidate is seeking licensure in another state, he/she 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 EDUC 699.
- The *on-site mentor* must hold a license in the program specialty area with a minimum of two 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
EDUC 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 (see p. 12). There are specific guidelines for local and external placements. Candidates must apply for local placements through the Field Placement Office. External placements may be arranged by the candidate in partnership with the school system and LU's Field Office. Application deadlines for internship placements are available [here](#).

Questions regarding internship placements should be directed to Gate 3 (gate3@liberty.edu) Information on Gate 3 requirements is available [here](#). As part of Gate 3, internship requests are submitted to schools. It is the school's discretion to approve or not approve the request. The onsite mentor and school needs to be secured and approved by Gate 3 for placement prior to enrollment in EDUC 699. 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 timeframes 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 EDUC 699 Internship for Program Specialists. It is the candidate's responsibility to provide his/her own transportation to the internship.

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). The FES is submitted in *LiveText* as part of the portfolio at the end of EDUC 699.

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. For local internships, this meeting is face-to-face on the campus of Liberty University. For external internships, the meeting will be arranged electronically via WebEx.

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 Competency Assessment (ACA) – Preliminary/Final
- 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 (EDUC 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 in Blackboard related to the case study assignment. The case studies will be submitted in *LiveText*.
- Prepare and *present a professional development workshop for teachers* on a program topic of your choice at your placement site. Follow directions in Blackboard related to the workshop assignment. The teacher workshop will be submitted in *LiveText*.
- 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. The portfolio must be developed using the template in *Live Text* (www.livetext.com). Candidates are encouraged to review the portfolio rubric in *Live Text* when creating their portfolios. The portfolio is a reflection of the candidate's content mastery and professional identity as a program specialist. It is an opportunity for the candidate to showcase his/her 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 and classroom(s). All observations are to be completed with respect for student confidentiality and privacy.

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.
- 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 SKYPE. The faculty supervisor provides on-site visits to schools considered local to Liberty University.

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.

UNIVERSITY/ON-SITE MENTOR INTERVENTION PLAN

NOTE: The University Supervisor is notified as early as possible concerning any prospective "D" or "F" intern. A conference is scheduled with the intern, university supervisor, and on-site supervisor to develop a written *intervention plan*. The intervention plan must include: a) requirements that must be met by the intern in order to improve the grade (or an alternate plan for changing to a non-licensure track); b) date of re-evaluation and person responsible for follow up; and c) signatures from the intern candidate, on-site mentor, and university supervisor.

If the candidate is removed from the internship (by request of either LU or the K-12 school), a new field placement to finish licensure requirements is NOT guaranteed; the candidate may need to change to a non-licensure track.

Intern:	University/On-site mentor:
	Date:
Describe the nature of the concern:	
Summarize the discussion:	
State the requirements that must be met by the interns in order to complete the grade (or an alternative plan for changing to a non-licensure track):	
Consequences of Non-compliance	
Person(s) responsible for follow-up with intern:	Date for Re-evaluation:
Intern's Signature:	University Supervisor's Signature:
On-site Mentor's Signature	Program Director's Signature:
Associate Dean's Signature:	

