



SCHOOL OF EDUCATION

**Liberty University School of Education
CAC Meeting - Agenda
March 25, 2026 4:30 PM
Hancock Welcome Center**

- I. *Greetings – Dr. Daniel Rule – CAC Chair (Principal, E.C. Glass High School)*
- II. *Welcome from the Dean of the School of Education: Dr. Shawn Bielicki*
 - a. *Thanked members for attending*
 - b. *Dr Goodwin: Invited members to reach out to colleagues to join and to speak to Meg McHale*
- III. *SOE Updates*
 - A. *ACSI Site Visit (Nov 3-5, 2025) - Successful Outcome – DeJarnette*
 - a. *ACSI accredited through 2026*
 - B. *TOP Recipients for 2026 – Feb 27-28 – Goodwin*
 - a. *Panel of 4 students who attended TOP*
 - b. *Continue to participate as long as we are able to*
 - c. *Thanked LU for financial support to send students to TOP*
 - d. *Taylor Shay will serve on panel*
 - C. *SOE Convocations – Goodwin*
 - a. *Try to get guest speakers to speak to students about the profession*
 - b. *Members to email Dr. Goodwin about themselves or a colleague to speak at SOE Convo*
 - D. *Ecuador Trip to serve Alliance Christian Academy (March 13 to 21, 2026-- Recap – Rice*
 - a. *11 students attended to complete practicum*
 - b. *Embraced culture*
 - c. *Ecuador in Spring, Dominican Republic in the Fall with Dr. Goodwin*
- IV. *Partner Resources – Goodwin*
 - A. *List of Graduates*
 - a. *Will be shared by Gate and Field Team*
 - b. *Discussed success from Career Fair*
 - B. *PD Short Videos from Faculty – www.liberty.edu/soepartners*
 - a. *Able to share with colleagues*
 - b. *Not password protected*
- V. *Partner Visits – Meg McHale*
 - a. *Offered visits to talk to teacher(s) to serve as a resource for advancement*
 - b. *Danielle and Meg like to visit during the summer to discuss practicums*
 - c. *Reach out through SOE Partnership page*



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VI. Recruitment & Retention Committee Update – Rice

- a. Explained Praxis Bridge program
- b. Discussed a diverse teaching pool
- c. Discussed Critical Shortage Areas
- d. Discussed looking into doctoral programs

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XII. Academic Updates

- A. CVCC Partnership for Initial Licensure for Elementary PreK-6 & Sped: Gen Curriculum K-12 – McHale
 - a. Early College program 2x2 program.
 - b. Cohort to run in Fall 2026
 - c. Can hire as a paraprofessional upon completion of associates degree
 - d. Intentional with courses to graduate on time
- B. VDOE Initiative – HQIM – Goodwin
 - a. LU EPP is being charged that candidates are exposed to HQIM
 - b. Curriculum Librarian attending webinar and purchasing materials for HQIM
 - c. VDOE want students to be exposed and ready to use materials when they enter the workforce
- C. VDOE Initiative – New Endorsements – Goodwin
 - a. Dual Language
 - b. Geometry Add-on
 - c. Early Childhood Special Ed Add-On

XIII. Early Field Experiences Panel – Goodwin

- a. List of questions that the table wants to ask
- b. Dr. Goodwin explained field experiences for elementary and other specific endorsement areas
- c. Students: Radiance Bomberger, Isaiah Willard, Leanda Hambel, Taylor Shay

IX. Data Sharing – Early Field Experiences – DeJarnette

- a. Pre-Scrp Dispositions during Practicum
- b. Same indicators as SCRIP
- c. Advanced programs are 95% or above
- d. Highest is integrity, lowest social responsibility for advanced
- e. Undergraduates are 97% or above
- f. The highest is professionalism, the weakest is reflection
- g. MAT upper 90% meeting benchmarks

X. HQIM Feedback from our Partners – Goodwin

- A. Asked partners to discuss in a small group to answer specific questions

XI. Closing – Alcindor

Members in attendance:

Taylor Shay, Leanda Hambel, Isaiah Willard, Radiance Bomberger, Carmen Durst, Danielle McLamb, Ronda Heerspink, Meg McHale, Anne Walker, Jessica Robb, Dr. Michelle Goodin, Dr. Shawn Bielicki, Dr. Laurie Rice, Dr. Pam Griffin, Dr. Sandy Battige, Dr. Maria Spaulding-Carr, Dr. Sam Smith, Dr. Nancy Dejarnette, Dr. Dani Rule, Dr. Jessy Richard, Dr. Whitney Rinella, Jim Gallagher, Grace Fucello, Christina Germain, Dr. Amy Love, Dr. Jason Wimbush, Melanie Simmons, Meredith Gardner, Ken Nicely, Dr. Itzel Noguerras, Keith Bennett, Sherri Steel



HQIM Questions for our K-12 Partners – CAC Meeting 03-25-26

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1. In which school or school division do you serve? _____
Which HQIM resources have your school system adopted and are currently using? What are your perceptions of strengths and weaknesses for these materials?
 - **Lynchburg City Schools Adult Ed/Adult ESOL** – LCS has recently adopted the CCR (college & career readiness) standards to prepare adults for GED success and entrance to college, trades, or the workforce
 - **Campbell County PS** – HMH, Zern, lexia, mathspace, -Reading – program – Lexia, Math – Zern, mathspace
 - **Lynchburg City Schools** - Benchmark Advanced for Literacy, Geodes, Haggerty, UFLI for intervention, Foundations, Just words
 - **Amherst County Public School** – Open Court, The biggest struggle we have seen is keeping up with the pacing of the HQIN, strength would be the consistency that it provides students...they have the same routines all year and it continues into the next grade level.

2. Which HQIM resources are your school system planning to adopt and implement? And, what is the timeline for the implementation?
 - **Campbell County PS** – We are fully implemented for the second year.
 - **Lynchburg City Schools** – Kiddom for math for 26-27
 - **Amherst County Public School** – Math will be implemented next

3. What specific strategies do you feel our Liberty EPP should focus on to prepare our candidates for effective use of HQIM materials?
 - **Campbell County PS** – Focus on the implementation following the VDOE’s lead and focus on Data analysis.
 - **Lynchburg City Schools** – Internalizing lessons, anticipating how to respond to student responses, extending learning, student engagement (students do the thinking/learning/connecting)
 - **Amherst County Public School** – Reviewing/studying the content before the day they are going to teach it all.

4. Concerning the use of HQIM resources, what are the most important focus areas that our EPP should be addressing to successfully prepare our candidates for student teaching and internship in your school division?
 - **Campbell County PS** – The implementation of lesson plans versus the lesson planning
 - **Lynchburg City Schools** – Seeing the connections, spiral of skills across grade levels, not all “teacher talking”, deeper learning
 - **Amherst County Public School** - Pacing



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UNIVERSITY ~~Early Field Experience Discussion & Feedback~~

1) How well prepared did our teacher candidates seem for their practicum placements, particularly in areas such as professionalism, basic instructional skills, and willingness to learn?

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- Very prepared! Teacher candidates are confident! They are strong with content/instructional skills!
- Teachers are very Professional.
- Love that they love the Lord & have faith in Christ
- Huge benefit is that the teachers have to take their praxis before they student teach. Helps a lot with hiring.

2) What strengths did you observe in our candidates' ability to engage students, contribute to the classroom community, or collaborate with school staff?

- Professionalism/Respect
- Passion to work with kids
conservativeness
intentional about learning/humility
- Take feedback well

3) Were there any challenges or areas of concern you noticed during the practicum experience, and how might our program better support candidates in those areas?

- All times (not everyone) but practicum student coming in without professional attire. I often see jeans.
- For principals to get a list of all of the students that are coming into our buildings (and what year they are in).

4) How effective was the communication and collaboration between your school (including mentor teachers) and our university throughout the practicum process?

- Refer to the last bullet on question # 3
- Overall, good. Often times it goes through Central Office, so getting something sent directly to the school administration team.

5) From your perspective, what additional skills, experiences, or training would better prepare candidates as they move toward student teaching and full-time classroom responsibilities?

- Classroom management
- Communication with parents
- Peer interactions, being level headed & professional with other adults (especially knowing that there can be other very negative)