



**Liberty University School of Education
GAC Meeting - Agenda
March 30, 2026 4:00 PM
Teams Meeting**

I. Call to Order and Welcome

*The Global Advisory Council meeting was called to order by **Dr. Laurie Rice**, Associate Dean, at 4:00 PM. Dr. Rice welcomed attendees and expressed appreciation for their continued partnership and participation, noting that feedback from GAC meetings directly informs curriculum development, program improvement, and clinical practice.*

II. Opening Prayer and Welcome

***Dr. Shawn Bielicki**, Dean of the School of Education, opened the meeting with prayer and extended a welcome to members, emphasizing the value of partner engagement in preparing future educators.*

III. School of Education Updates

A. Partner Resources and Graduate Sharing *Dr. Rice shared updates regarding partner resources, including the upcoming distribution of the **2026 Graduate List**, which will be shared through the SOE Partner inbox to support recruitment efforts.*

B. International Practicum Experiences *Dr. Rice provided a recap of the recent **Ecuador practicum experience**, where 11 students completed 30 hours of practicum at an international school. Students gained cultural exposure and instructional experience. A future international practicum to the **Dominican Republic** is planned for Fall 2026.*

C. High-Quality Instructional Materials (HQIM) *Updates were provided regarding new **Virginia Department of Education (VDOE)** expectations related to HQIM. The SOE will begin shifting portions of instruction from lesson planning to lesson implementation using scripted curricula while maintaining lesson planning instruction as required for licensure portability.*

D. New Endorsements and Academic Initiatives *Dr. Rice discussed upcoming VDOE endorsement additions, including Dual Language, TESOL, Algebra I add-on, and Early Childhood Special Education add-ons, projected for implementation beginning in the 2027–2028 academic year.*

IV. Early Field Experiences Overview

***Dr. Nancy DeJarnette** presented an overview of early field experiences (practicums) across undergraduate, MAT, and advanced licensure programs. Candidates complete multiple practicum experiences aligned with coursework prior to student teaching, totaling approximately 90 hours (with variations for SPED and advanced programs).*

V. Student Panel: Early Field Experience Reflections

Three teacher candidates representing undergraduate and graduate programs participated in a panel discussion:

- **Radiance Bomberger** (Elementary Education)
- **Callie Hopper** (MAT: Elementary Education)
- **Taylor Shay** (Elementary and Special Education)

Students shared that practicum experiences supported growth through lesson execution, observation of classroom management, differentiated instruction, and mentor teacher feedback. Several students reflected on moments when instructional strategies, adaptive teaching, and personal learning differences positively shaped their teaching identities.

VI. Candidate Dispositional Data Review

Dr. DeJarnette reviewed **Pre-SCRIP** dispositional data for practicum candidates:

- Advanced programs: 94–95% meeting benchmarks
- Undergraduate programs: 97%+ meeting benchmarks
- MAT programs: Above 95% meeting benchmarks

Strength areas included professionalism and integrity. Reflection was noted as an area for continued development, particularly among undergraduate candidates.

VII. Partner Feedback and Discussion

A. Candidate Preparedness Partners consistently reported high levels of professionalism, instructional readiness, relational capacity, and adaptability among Liberty candidates. Several partners described candidate performance as comparable to that of experienced teachers.

B. Areas for Continued Growth Discussion highlighted the importance of instructional flexibility, particularly in adapting lesson plans in real time. Partners encouraged continued emphasis on data-driven instruction and social-emotional learning competencies.

C. Recommendations Partners recommended increased training in:

- Social-emotional learning and emotional intelligence
 - Using assessment data to drive instruction
 - Instructional responsiveness and lesson pivoting
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VIII. Partner Resources and Satisfaction Survey

Dr. Rice highlighted online professional development resources available to partner schools on the **SOE Partner Resources webpage** and encouraged members to utilize them for teacher training and PLCs. Members were reminded to complete the **Partnership Satisfaction Survey**, which supports continuous improvement and accreditation efforts.

IX. Closing Remarks

Dr. Rice thanked all participants for their time, feedback, and support of SOE candidates. Members were encouraged to continue hosting practicum students and to remain involved in future advisory councils.

X. Adjournment

The meeting was adjourned at approximately 4:45 PM.

Members in Attendance

Rice, Laurie Ruthe (School of Education)
Bomberger, Radiance Radiance
Mary Kay



DeJarnette, Nancy Kay

SCHOOL OF EDUCATION

Stephanie Toney

Shay, Taylor

Stacey Guyton

Hopper, Callie (School of Education)

Theresa Jackson

O'Brien, Heather Ann

KL

Bielicki, Shawn M (School of Education)

Sims, Darnella Denise (School of Education)

McHale, Margaret (School of Education)

Robin Harper

Day, Rachel Elisabeth

COLESTOCK, KEITH

Germain, Christina Marie (Ctr for Counseling & Family Studies)

Bowles, Kerry Lynn (Ctr for Counseling & Family Studies)

Rose Pollzzie

Brown, Jamie D

Patrice Clark

Michelle Gallagher

Mimi Smith

Ashley and Ashley's Circleback

Cole McQuaid

Battige, Sandra L (School of Education)

Patti Branch

Linda Thomas

Ellen Watson

Sara MacDermod

Elizabeth Brill - EASD

Brandon

Sonya Harris

Durst, Carmen A (School of Education)