

Field Experience Summary: BUILDING-LEVEL SCHOOL ADMINISTRATION

- List all field experiences on this Field Experience Summary (FES) that you completed in your endorsement area of Building-level School Administration through practicums and internship. This **does not include** classroom experience (your minimum of three years teaching experience will be recorded on a different form, at a later time.)
- SECTION 1:** The top portion of the FES is where you will record a **minimum of 120 course-embedded practicum hours**. The hours are accumulated during EDAS 588 and EDAS 688 practicum courses. For each course and placement, list the number of hours, describe the details of the experience, and insert descriptions for all the applicable columns.
- SECTION 2:** The bottom portion of the FES is for you to indicate the **minimum 200 hours accumulated during the EDAS 699 internship**, which must occur in an accredited school. You may enter additional rows for experiences during the internship that occur outside the primary setting.
- RUBRIC:** Refer to the Field Experience Rubric below to review target goals for placement expectations. The completed FES will be evaluated using the **Field Experience Rubric** at the bottom of this document. The cumulative hours from Sections 1 and 2 must add up to a minimum of 320 hours. In order to be recommended for licensure, all rubric areas must be met with a minimum of an "Acceptable" rating.

Candidate: LU ID: L32903920

LU Email: Lsimmons65@liberty.edu

Placement Description

Enter details of applicable columns. **Each of the five settings must be represented at least once** in the 120 Early Field Experience hours: elementary, middle, high school, central/district office, and agency. Describe settings in terms of rural, urban, or suburban; low, middle, or upper socio-economic; etc. Diverse student populations must be represented.

Date(s) <i>A span of dates is acceptable.</i>	Hours <i>Enter the # of hours</i>	Course; School Name/Location; & Description of Activities	ELEMENTARY School Name & Description	MIDDLE SCHOOL School Name & Description	HIGH SCHOOL School Name & Description	DISTRICT District name & office/dept. (e.g., superintendent, headmaster, etc.)	AGENCY Name & description (e.g., Child Protective Services, Health & Human Services, etc.)	PUBLIC Enter X or explain.	PRIVATE Enter X or explain.	STUDENT DIVERSITY Describe types represented.
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SECTION 1: This top section is for course-embedded **EARLY FIELD EXPERIENCE HOURS** before the EDUC 699 internship. A **minimum of 120 hours** must be entered.

5/01/2024-8/16/ 2024	140	COURSE: EDAS 588 SCHOOL: Tupelo Public School District LOCATION: Tupelo, Ms ACTIVITIES: Met with superintendent weekly, collaborated with stakeholders, weekly meetings with state level special education directors, met with county wide principals, led professional development,	Thomas Street Elementary school Description: City, grades k-2	Tupelo Middle School Description: City; grades 7-8	Tupelo High School Description: City, grade 9-12	Tupelo Public School District Central Office	Child protective services, Millcreek behavior facility	x	X Tupelo Christian Preparatory School—collaborations through duties	serves 2,500 students, with 53% qualifying for free or reduced lunch and a diverse ethnic composition including 55% African American, 40% White, and 5% other races. EL student population: 12%
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		ballgame administrative duties								
8/16/2024-12/13/2024	120	COURSE: EDAS 688 SCHOOL: Tupelo Public School District LOCATION: Tupelo, Ms ACTIVITIES: Met with superintendent weekly, collaborated with stakeholders, weekly meetings with state level special education directors, met with county wide principals, led professional development, ballgame administrative duties	Thomas Street Elementary school Description: City, grades k-2	Tupelo Middle School Description: City; grades 7-8	Tupelo High School Description: n: City, grade 9-12	Tupelo Public School District Central Office; Special Education Department; Curriculum Department	Lifecore mental health therapies	x	X Tupelo Christian Preparatory School—collaborations through duties; 2 zoom observations of EL and ELA classes	serves 2,500 students, with 53% qualifying for free or reduced lunch and a diverse ethnic composition including 55% African American, 40% White, and 5% other races. EL student population: 12%
Total Hours Section 1 only	120	<i>Minimum 120 clock hours of course-embedded field experiences.</i>								

SECTION 2: EDUC 699 Internship Semester: *The EDAS 699 internship occurs in an accredited school and includes a minimum of 200 clock hours. Focus is on instructional leadership and learning for all students.*

01/19/2025-05/01/2025	200	COURSE: EDAS 699 SCHOOL: Tupelo Public School District LOCATION: Tupelo, Ms	Thomas Street Elementary school Description: City, grades k-2	Tupelo Middle School Description: City; grades 7-8	Tupelo High School Description: n: City, grade 9-12	Tupelo Public School District Central Office; Special Education Department; Curriculum Department;	Lifecore mental health therapies; millcreek behavioral health	x	X Tupelo Christian Preparatory School—collaborations through	serves 2,500 students, with 53% qualifying for free or reduced lunch and a diverse ethnic composition including 55% African American, 40% White, and 5% other races. EL student population: 12%
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		ACTIVITIES: Met with superintendent weekly, collaborated with stakeholders, weekly meetings with state level special education directors, met with county wide principals, led professional development, ballgame administrative duties				Fillmore Alternative School			duties; 2 zoom observations of teachers in SPED and math classes	
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Total Hours
Sections 1 & 2

460

Add the totals from both Sections 1 and 2. Minimum 320 cumulative hours required of deliberately structured and supervised internship.

Professional Organization Memberships

Name of Organization See recommended organizations	Initial Membership	Renewal Date								
	Month	Year	Month	Year						
MPE	9	2024	monthly							

Field Experience Rubric: Building-level School Administration

Use this Field Experience Rubric as a guide in seeking diverse field experiences throughout your program. Your University Supervisor will use this rubric to evaluate your FES during your student teaching semester. Membership and participation in professional organization(s) is also expected. Current membership (valid through the end of the internship semester) is required in an organization for your endorsement area (e.g., e.g., NAESP, NASSP, ASCD, state and local organizations, etc.)

Candidate:		LU ID: L		
CAEP	NELP	Setting	Recommended	Required
A1.1d,f	NELP 1,2	Christian School	One or more field experiences in a Christian school setting (must be an in-person visit).	One field experience in a Christian school setting (may be virtual if an in-person visit is not available.)
A1.1c,d,f	NELP 4	Public School	Two or more field experiences in public school setting.	One field experience in a public school setting.
A1.1d,f	NELP 2,6	Other Settings (alternative, private, charter, classical, etc.)	Field experiences with K-12 students in more than two different school settings (alternative, private, charter, classical, other).	Field experiences with K-12 students in two different school settings (alternative, private, charter, classical, other).
A1.1d,f	NELP 2,3,4,7	Cultural diversity (ethnicity, SES, gender, language, urban, rural, etc.)	Field experiences with K-12 students who represent more than two different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural).	Field experiences with K-12 students who represent a minimum of two different aspects of cultural diversity (ethnicity, race, SES, gender, language, urban, rural).
A1.1c,d,f	NELP 2,3,4	Exceptionalities: (learning disability, autism, emotional disturbance, intellectual disability, other health impairment, developmental delay, multiple disabilities, traumatic brain injury, etc.)	Field experiences with K-12 students who represent more than two different categories of exceptionality (ID, ED, LD, gifted, other).	Field experiences with K-12 students who represent two different categories of exceptionality (ID, ED, LD, gifted, other).
A1.1c,d,f	NELP 6,7	Five Settings	Field experiences include exposure to all of the following sites, some of them multiple times : elementary, middle, high, central office, agency. (Agency can be any non-school district government or private agency that assists students or their families. Examples: Child Protective Services, Health & Human Services, private tutoring services, and YMCA.)	Field experiences include exposure to all of the following sites at least once each : elementary, middle, high, central office, agency.
A1.1d,f	NELP 2,7	Professional Organizations	Membership and active participation in more than one organization for school administration.	One year of membership in one organization for school administration.