

# Board of Education Agenda Item

Item: \_\_\_\_\_ O. \_\_\_\_\_

Date: April 22, 2010

**Topic:** First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval to Add New Education (Endorsement) Programs at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, the University of Richmond, and The College of William and Mary

**Presenter:** Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

**Telephone Number:** (804) 371-2522

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## Origin:

Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
 Board of Education regulation  
 Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

No previous board review/action

Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*; *Approved with Stipulations*; or *Approval Denied*.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate the following:

**8VAC20-542-20. Administering the regulations.**

- D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency....
- H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40....

**8VAC20-542-40. Standards for biennial approval of education programs.**

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program....
3. Structured and integrated field experiences to include student teaching requirements....
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences....
5. Evidence of contributions to preK-12 student achievement by candidates completing the program....
6. Evidence of employer job satisfaction with candidates completing the program....
7. Partnerships and collaborations based on preK-12 school needs....

## Summary of Major Elements:

Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, the University of Richmond, and The College of William and Mary have submitted requests to add new endorsement programs in the areas noted on the following chart:

Institution	Endorsement Program Requested	Level of Program
Bluefield College	<ul style="list-style-type: none"> <li>• Music PreK-12 – Instrumental</li> </ul>	Undergraduate
Christopher Newport University	<ul style="list-style-type: none"> <li>• Chemistry</li> <li>• English as a Second Language PreK-12</li> </ul>	Graduate Graduate
Lynchburg College	<ul style="list-style-type: none"> <li>• Special Education: Adapted Curriculum K-12</li> </ul>	Graduate
Randolph-Macon College	<ul style="list-style-type: none"> <li>• Music PreK-12 – Choral/Vocal</li> <li>• Music PreK-12 - Instrumental</li> </ul>	Undergraduate Undergraduate
University of Richmond	<ul style="list-style-type: none"> <li>• Gifted Education - Add-on Endorsement</li> </ul>	Graduate
The College of William and Mary	<ul style="list-style-type: none"> <li>• English as a Second Language PreK-12</li> <li>• Foreign Language - Chinese</li> <li>• Mathematics Specialist for Elementary and Middle Education</li> <li>• Algebra I - Add-on Endorsement</li> </ul>	Undergraduate/ Graduate Undergraduate/ Graduate Graduate Undergraduate/ Graduate

On March 15, 2010, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education grant “Approved” status to the new education (endorsement) programs at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, the University of Richmond, and The College of William and Mary.

Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), have been verified through the review of course descriptions and syllabi to determine alignment with each of the competencies required, including supervised classroom instruction. A review of the *Request for New Endorsement Program* application submitted by each institution evidenced written documentation of school division demand data, as well as institutional and school division support for the requested programs.

Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on preK-12 school needs. A copy of the *Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs* (8VAC20-542-40.7.a) *Education Programs (excluding Administration and Supervision Programs)* form for each requested program endorsement area is attached in the appendix.

**Superintendent's Recommendations:**

1. The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new endorsement programs (including approval of partnerships) at Bluefield College, Christopher Newport University, Lynchburg College, Randolph-Macon College, and the University of Richmond.
2. The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new endorsement programs (including approval of partnerships) at The College of William and Mary.

**Impact on Resources:**

There is a minimum impact on resources.

**Timetable for Further Review/Action:**

Colleges and universities must meet requirements, including biennial reporting, for the approval of new program endorsement areas in accordance with the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

## **APPENDIX**

***Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs (8VAC20-542-40.7.a) Education Programs (excluding Administration and Supervision Programs)***

- ***Bluefield College***
- ***Christopher Newport University***
- ***Lynchburg College***
- ***Randolph-Macon College***
- ***University of Richmond***
- ***The College of William and Mary***

*Virginia Board of Education - Standards for Biennial Approval of Education Programs  
Accountability Measurement of Partnerships and Collaborations  
Based on PreK-12 School Needs (8VAC20-542-40.7.a)*

*Education Programs (excluding Administration and Supervision Programs)*

Name of Institution: Bluefield College

Submitted By: Donna H. Watson

Telephone Number: (276) 326-4475

E-mail: [dwatson@bluefield.edu](mailto:dwatson@bluefield.edu)

Reporting Date: May 28, 2009

Number	Partnership and Collaboration Name  (Music PreK-12 – Instrumental)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>Tazewell County Public Schools</b>	Undergraduate students seeking teacher licensure are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Students observe in the classrooms, help with planning and preparation, and teach large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first-year teachers to include classroom management, <i>Standards of Learning (SOL)</i> assessment, technology, and parent involvement. Students often assist mentor teachers with technology tools.	Tazewell County Public Schools	Yes
2.	<b>Bland County Public Schools</b>	Undergraduate students seeking teacher licensure are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Students observe in the classrooms, help with planning and preparation, and teach large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first-year teachers to include classroom management, <i>SOL</i> assessment, technology, and parent involvement. Students often assist mentor teachers with technology tools.	Bland County Public Schools	Yes

Number	Partnership and Collaboration Name  (Music PreK-12 – Instrumental)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
3.	<b>Mercer County (West Virginia) Public Schools</b>	Undergraduate students seeking teacher licensure are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Students observe in the classrooms, help with planning and preparation, and teach large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first year teachers to include classroom management, <i>SOL</i> assessment, technology, and parent involvement. Students often assist mentor teachers with technology tools.	Mercer County (West Virginia) Public Schools	Yes
4.	<b>T.A.S.K.--Taking Action for Special Kids through Clinch Valley Community Action--Tazewell, Virginia</b>	Undergraduate students seeking teacher licensure may be placed in this summer program for field experience courses or for the Introduction to the Exceptional Child course. Students work in and outside of the classroom with individual students or small groups, all of whom have IEPs.	Informal feedback from the director, teachers, and parents indicate that our students are needed to provide individual tutoring and help for the students with various disabilities. Students often assist the teacher in preparing or teaching lessons.	T.A.S.K.--Taking Action for Special Kids through Clinch Valley Community Action--Tazewell, Virginia	No
5.	<b>Wade Community Center--Bluefield, West Virginia</b>	Undergraduate students seeking teacher licensure may be placed at the Center to complete some of their field experience requirements. Students work in this afterschool program with students who are struggling in school.	Students provide individual tutoring and individualized help for students who are struggling academically and socially. Students often assist in other ways such as preparing learning materials, serving food, and cleaning and painting the building.	Wade Community Center--Bluefield, West Virginia	No
6.	<b>Bluefield Community Orchestra and Instrumental Ensembles</b>	Undergraduate students seeking teacher licensure with and endorsement in Instrumental Music may participate in community based instrumental ensembles and orchestras.	Students provide needed instrument proficiency for community events.	Bluefield, West Virginia, Community Orchestra	No

**Virginia Board of Education - Standards for Biennial Approval of Education Programs**  
**Accountability Measurement of Partnerships and Collaborations**  
**Based on PreK-12 School Needs (8VAC20-542-40.7.a)**

**Education Programs (excluding Administration and Supervision Programs)**

Name of Institution: Christopher Newport University Submitted by: Dr. Marsha Sprague

Telephone Number: 757-594-7388 Email: msprague@cnu.edu Reporting Date: February 8, 2010

Number	Partnership and Collaboration Name (Chemistry)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>Newport News Public Schools (NNPS)</b>	Newport News Public Schools acts as co-administrator of the Christopher Newport University (CNU) Teacher Preparation Program, providing a laboratory setting for all required field experiences. In addition, CNU faculty and NNPS staff collaborate in research and instructional design and delivery.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Latanja Riley-Hedgepeth, Human Resources Coordinator; Kathleen Pietrasanta, Staff Development; Sean Callendar, Science Supervisor; all Newport News Public Schools	Yes
2.	<b>NNPS: Crittenden Middle School: Field Experience for English 522--Reading and Writing in the Content Areas</b>	Masters of Arts in Teaching (MAT) students seeking licensure in PreK-12, middle and secondary areas are enrolled in Eng 522 and matched with students at Crittenden Middle School who are experiencing difficulties in reading. Eng 522 students spend 12 hours in tutoring these students, utilizing strategies taught in the 522 course.	NNPS Achievement Benchmark: Literacy. Increase Standards of Learning (SOL) pass rates and SOL achievement for NCLB subgroups.	Susan Beers, Reading Specialist; Stephanie Bourgeois, Principal; Crittenden Middle School, NNPS	No

Number	Partnership and Collaboration Name (Chemistry)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
3.	<b>NNPS: Gildersleeve Middle School: Field Experience for English 522--Reading and Writing in the Content Areas</b>	(1) MAT students complete 12 hours in tutoring students, utilizing strategies taught in the 522 course.  (2) Pre-MAT students who are interested in teaching meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	NNPS Achievement Benchmark: Literacy. Increase SOL pass rates and SOL achievement for NCLB subgroups.	Jean Winkeler, Reading Specialist; Ben Hogan, Principal; Gildersleeve Middle School, NNPS	No
4.	<b>NNPS: Menchville High School: Field Experience for Soc 314L--Sociology of Education</b>	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Bobby Surry, Principal, Menchville High School, NNPS	No
5.	<b>Balboa Academy, Panama (K-12)</b>	MAT students are given the opportunity to work for five weeks (almost half of the internship semester) in an American School in the Republic of Panama as part of their student teaching.	Balboa Academy seeks to prepare its graduates through the American educational system. Opportunities for teacher development are sought.	Jean Lamb, Director, Balboa Academy	Yes
6.	<b>Holy Cross Anglican School, (K-8) Belize, Central America</b>	MAT students may choose to select a course in "Teaching Across Cultures" which requires them to teach in a public Belize school for two weeks while they analyze the contrasting educational system of that country.	Holy Cross seeks to introduce its students and teachers to effective teaching methodology.	Francis Wilson, Director, Holy Cross Anglican school	No

*Virginia Board of Education - Standards for Biennial Approval of Education Programs  
Accountability Measurement of Partnerships and Collaborations  
Based on PreK-12 School Needs (8VAC20-542-40.7.a)*

*Education Programs (excluding Administration and Supervision Programs)*

Name of Institution: Christopher Newport University

Submitted By: Dr. Marsha Sprague

Telephone Number: (757) 594-7388

E-mail: [msprague@cnu.edu](mailto:msprague@cnu.edu)

Reporting Date: February 8, 2010

Number	Partnership and Collaboration Name  English as a Second Language (ESL) PreK-12	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>Newport News Public Schools (NNPS)</b>	Newport News Public Schools (NNPS) acts as co-administrator of the Christopher Newport University (CNU) Teacher Preparation Program, providing a laboratory setting for all required field experiences. In addition, CNU faculty and NNPS staff collaborate in research and instructional design and delivery.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Latanja Riley-Hedgepeth, Human Resources Coordinator; Kathleen Pietrasanta, Staff Development; Sean Callendar, Science Supervisor; all Newport News Public Schools	Yes
2.	<b>NNPS: Crittenden Middle School: Field Experience for English 522--Reading and Writing in the Content Areas</b>	Masters of Arts in Teaching (MAT) students seeking licensure in PreK-12, middle and secondary areas are enrolled in Eng 522 and matched with students at Crittenden Middle School who are experiencing difficulties in reading. Eng 522 students spend 12 hours in tutoring these students, utilizing strategies taught in the 522 course	NNPS Achievement Benchmark: Literacy. Increase Standards of Learning (SOL) pass rates and SOL achievement for NCLB subgroups.	Susan Beers, Reading Specialist; Stephanie Bourgeois, Principal; Crittenden Middle School, NNPS	No
3.	<b>NNPS: Gildersleeve Middle School: Field Experience for English</b>	(1) MAT students complete 12 hours in tutoring students, utilizing strategies taught in the	NNPS Achievement Benchmark: Literacy. Increase SOL pass rates and SOL achievement for NCLB	Jean Winkeler, Reading Specialist; Ben Hogan, Principal; Gildersleeve	No

Number	Partnership and Collaboration Name  English as a Second Language (ESL) PreK-12	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
	<b>522--Reading and Writing in the Content Areas</b>	522 course. (2) Pre-MAT students who are interested in teaching meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	subgroups.	Middle School, NNPS	
4.	<b>NNPS: Hidenwood Elementary School: Field Experience for Soc 314L--Sociology of Education</b>	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Brian Nichols, Principal Hidenwood Elementary, NNPS	No
5.	<b>NNPS: Menchville High School: Field Experience for Soc 314L--Sociology of Education</b>	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the lab course. Students meet with a variety of school personnel, as well as spend 30 hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting Achievement Benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Bobby Surry, Principal Menchville High School, NNPS	No
6.	<b>NNPS: Sanford Elementary School: Field Experience for Psych 521--Reading Acquisition</b>	MAT students seeking elementary licensure utilize concepts taught in the 521 course to complete 18 hours of tutoring students who are experiencing difficulty in reading comprehension and/or decoding. Students work closely with the school's reading specialist and are matched with specific students for the duration of the experience.	NNPS Achievement Benchmark: Literacy. Increase SOL pass rates and SOL achievement for NCLB subgroups.	Kittie Morgan, Reading Specialist; Principal; Sanford Elementary, NNPS	No

Number	Partnership and Collaboration Name  English as a Second Language (ESL) PreK-12	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
7.	<b>NNPS: Sedgefield Elementary School: Field Experience for Eng 311/511-- Teaching English to Speakers of Other Languages (TESOL)</b>	MAT students seeking licensure in elementary or English spend 10 hours in observation of classroom teachers as they work with ESOL students.	NNPS Achievement Benchmark: Literacy. Increase SOL pass rates and SOL achievement for NCLB subgroups.	Roberta Thayer-Smith, Asst. Principal; Patricia Tilghman, Principal, Sedgefield Elementary, NNPS	No
8.	<b>Balboa Academy, Panama (K-12)</b>	MAT students are given the opportunity to work for five weeks (almost half of the internship semester) in an American School in the Republic of Panama as part of their student teaching.	Balboa Academy seeks to prepare its graduates through the American educational system. Opportunities for teacher development are sought.	Jean Lamb, Director Balboa Academy	Yes
9.	<b>Holy Cross Anglican School, (K-8) Belize, Central America</b>	MAT students may choose to select a course in "Teaching Across Cultures" which requires them to teach in a public Belize school for two weeks while they analyze the contrasting educational system of that country.	Holy Cross seeks to introduce its students and teachers to effective teaching methodology.	Francis Wilson, Director, Holy Cross Anglican school	Yes

**Virginia Board of Education - Standards for Biennial Approval of Education Programs**  
**Accountability Measurement of Partnerships and Collaborations**  
**Based on PreK-12 School Needs (8VAC20-542-40.7.a)**

**Education Programs (excluding Administration and Supervision Programs)**

Name of Institution: Lynchburg College Submitted By: Jan S. Stennette

Telephone Number: (434) 544-8662 E-mail: [stennette@lynchburg.edu](mailto:stennette@lynchburg.edu) Reporting Date: March 3, 2010

Number	Partnership and Collaboration Name  (Special Education: Adapted Curriculum K-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>Internships in Special Education-Adapted Curriculum K-12</b>	Students work in adaptive settings with cooperating teachers to plan lessons, including small and whole group instruction at the K-12 level. Students work with students on Virginia Alternate Assessment Program functional curriculum.	Lynchburg College provides graduate interns to schools to work with students with identified adaptive needs.	Amherst County Appomattox County Campbell County Laurel Regional Program Lynchburg City Nelson County	No
2.	<b>Advanced Applications Field Experience in Adaptive Curriculum</b>	Graduate students work collaboratively with Laurel Regional Program and Central Virginia Training Center to design and research curriculum and materials for individuals with significant disabilities.	Graduate students provide needed services to the Laurel Regional Program and the Central Virginia Training Center (CVTC) for K-12 school needs.	Central Virginia Training Center Laurel Regional Program	No
3.	<b>Homebound Program</b>	Homebound instruction: a collaborative program to provide graduate students an opportunity to develop experience teaching individual students while supporting each school division's efforts to provide appropriate education to students with medical/health needs which prevent them from attending	The program was developed as a special program. The primary focus is to serve students who are homebound.	Campbell County	No

Number	Partnership and Collaboration Name  (Special Education: Adapted Curriculum K-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		school.			
4.	<b>Autism Spectrum Disorders (ASD): Central Virginia Regional Consortium</b>	Autism spectrum disorders: School divisions needed to have trained teachers and special educators who could provide direct and supportive services related to students with these disorders. A 12-credit training sequence was developed with grant support.	The consortium meets bi-monthly to discuss current projects and identify future needs. The primary focus is specialized ASD training.	Amherst County Appomattox County Bedford County Campbell County Lynchburg City Lynchburg College	Yes, within the context of a collaborative proposal submitted to SCHEV

*Virginia Board of Education - Standards for Biennial Approval of Education Programs  
Accountability Measurement of Partnerships and Collaborations  
Based on PreK-12 School Needs (8VAC20-542-40.7.a)*

*Education Programs (excluding Administration and Supervision Programs)*

Name of Institution: Randolph-Macon College Submitted By: Brenda M. Davis and Christopher O. Ryder

Telephone Number: (804) 752-3149 E-mail: bdavis@rmc.edu Reporting Date: May 26, 2009

Number	Partnership and Collaboration Name  (Music PreK-12 – Vocal/Choral and Instrumental)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>John Gandy Elementary School</b>	Students assist with tutorials and athletic activities.	Academic needs of students are addressed.	Varied student organizations and field work placements; John Gandy Elementary School representatives	Yes
2.	<b>Henry Clay Elementary School</b>	Education students serve as mentors for Reading Olympics.	Reading improvement for K-12 students is implemented.	Education elementary minors; Henry Clay Elementary School representatives	Yes
3.	<b>Patrick Henry High School</b>	Varied tutorial activities, including faculty speakers are provided.	Student academic needs, future teacher enrichment for students, and faculty resources are provided.	Randolph-Macon College (R-MC) faculty and education students; Patrick Henry High School representatives	Yes
4.	<b>Stafford High School Colonial Forge High School Brooke Point High School</b>	A faculty clinic is conducted with choral music students.	Students prepare for competition in District Festival.	R-MC faculty; Stafford High School, Colonial Forge High School, and Brooke Point High School representatives	No
5.	<b>North Stafford High School Mountain View High School</b>	Faculty adjudication of choral music groups is held.	Choral groups prepare for District Festival.	R-MC faculty; North Stafford High School and Mountain View High School representatives	No
6.	<b>Hanover County Public Schools</b>	Student teaching in vocal/choral and instrumental music will be implemented.	Preparation for future teachers and student enrichment are addressed.	R-MC faculty and education students; Hanover Public Schools representatives	No

*Virginia Board of Education - Standards for Biennial Approval of Education Programs  
Accountability Measurement of Partnerships and Collaborations  
Based on PreK-12 School Needs (8VAC20-542-40.7.a)*

*Education Programs (excluding Administration and Supervision Programs)*

Name of Institution: University of Richmond Submitted By: Patricia Stohr-Hunt

Telephone Number: (804) 289-8432 E-mail: [pstohrhu@richmond.edu](mailto:pstohrhu@richmond.edu) Reporting Date: March 3, 2010

Number	Partnership and Collaboration Name  (Gifted Education – Add-on endorsement)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>Mentor Teacher Institute</b>	This is a partnership with school divisions to train teachers to mentor student teachers and first year-teachers.	All participating teachers work in hard-to-staff schools. The schools requested training specifically for these teachers in an effort to better mentor candidates and help retain new teachers in challenging positions.	Chesterfield County Hanover County Henrico County	Yes
2.	<b>Student Teaching Partnerships</b>	This is a partnership with school divisions to place student teachers in public schools.	University of Richmond candidates are not only in the schools to learn to be effective teachers, but they also are there to serve the students and help full-time teachers deliver the curriculum.	Chesterfield County Hanover County Henrico County Goochland County Richmond City Public Schools	Yes
3.	<b>Book Buddies</b>	This is a partnership in which preservice teachers tutor first-and second-grade students who score low on the Phonological Awareness Literacy Screening assessment.	The school division requested help in providing one-on-one instruction for students in the area of reading.	Henrico County	Yes
4.	<b>Middle and High School Practicum Partnerships</b>	This is a partnership with school divisions to place candidates in classrooms with experienced teachers who mentor them on a weekly basis.	During the practicum experience, candidates directly serve the needs of the teacher and students by working with individual students and with small groups.	Chesterfield County Hanover County Henrico County	Yes
5.	<b>Elementary Mathematics Practicum</b>	This is a partnership in which preservice teachers work with individual students and lead small group mathematics instruction in grades three through five.	The school division requests assistance to work in schools where students need additional help in mathematics.	Henrico County	No

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*Education Programs (excluding Administration and Supervision Programs)*

Name of Institution: The College of William and Mary

Submitted By: Christopher R. Gareis, Ed.D.

Telephone Number: (757) 221-2319

E-mail: [cr gareis@wm.edu](mailto:cr gareis@wm.edu)

Reporting Date: May 21, 2009

Number	Partnership and Collaboration Name (English as a Second Language PreK-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>The William and Mary Clinical Faculty Program</b>	This is a program supported by the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County [WJCC], and York County).	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes
2.	<b>Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects</b>	The T/TAC Center at The College of William and Mary is part of a statewide network funded by the Virginia Department of Education to provide a variety of request-based support services and assistance to educational professionals serving school-age students with mild and moderate	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to educational professionals and school divisions in order to service the needs of K-12 students with mild and moderate disabilities. Ultimately, the aim is to meet the identified	Region 2 (Accomack, Newport News, Southampton, Chesapeake, Norfolk, Suffolk, Franklin City, Northampton, Virginia Beach, Hampton, Poquoson, WJCC, Isle of Wight, Portsmouth, York); Region 3 (Caroline, King George,	Yes

Number	Partnership and Collaboration Name (English as a Second Language PreK-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		disabilities or transition needs in Eastern Virginia. The aim of these services is to improve student education through enhanced professional practice.	learning and transition needs of individual students by improving student education through enhanced professional practice.	Northumberland, Colonial Beach, King William, Richmond County, Essex, Lancaster, Stafford, Fredericksburg, Mathews, Spotsylvania, Gloucester, Middlesex, Westmoreland, King and Queen, Northern Neck, West Point); State Operated Programs (Virginia School for the Deaf and Blind, Children's Hospital of the King's Daughters, Eastern State Hospital); Virginia Department of Education (Drs. Lori Korinek and Sharon deFur, Co-Principal Investigators)	
3.	<b>Project HOPE—Virginia</b>	The Virginia Education Program for Homeless Children and Youth is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-Virginia ensures the enrollment, attendance, and the success of homeless children and youth in school through public awareness efforts across the Commonwealth and subgrants to local school divisions. Project HOPE-Virginia collaborates with other federally-funded programs within Virginia, such as Title I, special education, and Head Start.	Homelessness increases risk for academic failure and identification for special education, and decreases the likelihood of high school graduation. Meeting the needs of children experiencing homelessness requires collaboration among state and local agencies supporting all areas of life, including food, shelter, health care, education, and a variety of social services.	Virginia Department of Education, Office of Student Services; Office of Special Education; all 132 Virginia school divisions in Virginia; Office of Program Administration and Accountability – Title I; Early Childhood Special Education Priority Project; Head Start; Virginia Interagency Coordinating Council; Virginia Department of Housing and Community Development; Virginia Inter-Agency Council on Homelessness;	Yes

Number	Partnership and Collaboration Name (English as a Second Language PreK-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
				U.S. Department of Education (SASA); National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; National Law Center on Homelessness and Poverty (Dr. Patricia Popp, Director)	
4.	<b>Focus on the Future</b>	A career and academic planning experience for high-ability students, grades 6-12 and their parents, Focus on the Future exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also informs parents of considerations and guidelines for effective career and academic planning.	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants (not only students but also their families).	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No (N/A)
5.	<b>Saturday and Summer Enrichment Programs</b>	Programs for high ability students are offered through the Center for Gifted Education for students in K through 9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include students' abilities to apply process skills used in individual fields of inquiry, to recognize problems	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops student's abilities, talents, and interests. It also promotes the exploration of academic disciplines. The Saturday and Summer Enrichment Program extends learning	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No

Number	Partnership and Collaboration Name (English as a Second Language PreK-12)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	opportunities and enriches the development of high-ability learners, complementing and extending the educational programs that partnering schools are typically able to provide.		
6.	<b>School-University Research Network SURN</b>	The mission of the School-University Research Network (SURN) is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and services among division partners.	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN secures resources for research and professional development in service of the defined needs of the constituent school divisions.	Charles City, Franklin, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk, Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City County, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	Yes

*Virginia Board of Education - Standards for Biennial Approval of Education Programs  
Accountability Measurement of Partnerships and Collaborations  
Based on PreK-12 School Needs (8VAC20-542-40.7.a)*

*Education Programs (excluding Administration and Supervision Programs)*

Name of Institution: The College of William and Mary Submitted By: Christopher R. Gareis, Ed.D.

Telephone Number: (757) 221-2319 E-mail: [crgare@wm.edu](mailto:crgare@wm.edu) Reporting Date: May 21, 2009

Number	Partnership and Collaboration Name  (Foreign Language PreK-12 – Chinese)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>The William and Mary Clinical Faculty Program</b>	This is a program supported by the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York County).	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes
2.	<b>Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects</b>	The T/TAC Center at The College of William and Mary is part of a statewide network funded by the Virginia Department of Education to provide a variety of request-based support services and assistance to educational professionals serving school-age	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to educational professionals and school divisions in order to service the needs of K-12 students with mild and moderate disabilities. Ultimately,	Region 2 (Accomack, Newport News, Southampton, Chesapeake, Norfolk, Suffolk, Franklin City, Northampton, Virginia Beach, Hampton, Poquoson, WJCC, Isle of Wight, Portsmouth, York); Region	Yes

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		students with mild and moderate disabilities or transition needs in Eastern Virginia. The aim of these services is to improve student education through enhanced professional practice.	the aim is to meet the identified learning and transition needs of individual students by improving student education through enhanced professional practice.	3 (Caroline, King George, Northumberland, Colonial Beach, King William, Richmond County, Essex, Lancaster, Stafford, Fredericksburg, Mathews, Spotsylvania, Gloucester, Middlesex, Westmoreland, King and Queen, Northern Neck, West Point); State Operated Programs (Virginia School for the Deaf and Blind, Children's Hospital of the King's Daughters, Eastern State Hospital); Virginia Department of Education (Drs. Lori Korinek and Sharon deFur, Co-Principal Investigators)	
3.	<b>Project HOPE—Virginia</b>	The Virginia Education Program for Homeless Children and Youth is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-Virginia ensures the enrollment, attendance, and the success of homeless children and youth in school through public awareness efforts across the Commonwealth and subgrants to local school divisions. Project HOPE-Virginia collaborates with other federally-funded programs within Virginia, such as Title I,	Homelessness increases risk for academic failure and identification for special education, and decreases the likelihood of high school graduation. Meeting the needs of children experiencing homelessness requires collaboration among state and local agencies supporting all areas of life, including food, shelter, health care, education, and a variety of social services.	Virginia Department of Education, Office of Student Services; Office of Special Education; all 132 Virginia school divisions in Virginia; Office of Program Administration and Accountability – Title I; Early Childhood Special Education Priority Project; Head Start; Virginia Interagency Coordinating Council; Virginia Department of Housing and Community Development;	Yes

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		special education, and Head Start.		Virginia Inter-Agency Council on Homelessness; U.S. Department of Education (SASA); National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; National Law Center on Homelessness and Poverty (Dr. Patricia Popp, Director)	
4.	<b>Focus on the Future</b>	A career and academic planning experience for high-ability students, grades 6-12 and their parents, Focus on the Future exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also informs parents of considerations and guidelines for effective career and academic planning.	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants (not only students but also their families).	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No (N/A)
5.	<b>Saturday and Summer Enrichment Programs</b>	Programs for high ability students are offered through the Center for Gifted Education for students in K through 9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops students' abilities, talents, and interests. It also promotes the exploration of	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No

Number	Partnership and Collaboration Name  (Foreign Language PreK-12 – Chinese)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		students' abilities to apply process skills used in individual fields of inquiry, to recognize problems and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	academic disciplines. The Saturday and Summer Enrichment Program extends learning opportunities and enriches the development of high-ability learners, complementing and extending the educational programs that partnering schools are typically able to provide.		
6.	<b>School-University Research Network (SURN)</b>	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and services among division partners.	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN secures resources for research and professional development in service of the defined needs of the constituent school divisions.	Charles City, Franklin, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk, Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City County, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	Yes

**Virginia Board of Education - Standards for Biennial Approval of Education Programs  
Accountability Measurement of Partnerships and Collaborations  
Based on PreK-12 School Needs (8VAC20-542-40.7.a)**

**Education Programs (excluding Administration and Supervision Programs)**

Name of Institution: The College of William and Mary Submitted By: Christopher R. Gareis, Ed.D.

Telephone Number: (757) 221-2319 E-mail: [crzare@wm.edu](mailto:crzare@wm.edu) Reporting Date: May 21, 2009

Number	Partnership and Collaboration Name  (Mathematics Specialist for Elementary and Middle Education)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>NCLB Grant Project: Building Learning Communities to Close the Achievement Gap in Mathematics</b>	This is a collaborative project through The College of William and Mary School-University Research Network (SURN) with funding from the State Council of Higher Education for Virginia (SCHEV) to provide research-based professional development and support to teams of middle school teachers from nine school divisions (Gloucester, Hopewell, Isle of Wight, Newport News, Portsmouth, Suffolk, Surry, Williamsburg-James City County, and York County).	This partnership aims to improve middle school students' achievement in mathematics by developing middle school teachers' knowledge and skills in mathematics and in research-based pedagogy. Mathematics is a core subject and partnering school divisions continue to work toward having all students meet the <i>Standards of Learning</i> in mathematics at the middle school level.	Gloucester, Hopewell, Isle of Wight, Newport News, Portsmouth, Suffolk, Surry, Williamsburg-James City County, and York County Public Schools; School University Research Network (Dr. Jan Rozzelle, Director)	Yes
2.	<b>The College of William and Mary Clinical Faculty Program</b>	This program is supported by the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County,	The mission of The College of William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes

Number	Partnership and Collaboration Name  (Mathematics Specialist for Elementary and Middle Education)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		and York County).	aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.		
3.	<b>Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects</b>	The T/TAC Center at The College of William and Mary is part of a statewide network funded by the Virginia Department of Education to provide a variety of request-based support services and assistance to educational professionals serving school-age students with mild and moderate disabilities or transition needs in Eastern Virginia. The aim of these services is to improve student education through enhanced professional practice.	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to educational professionals and school divisions in order to service the needs of K-12 students with mild and moderate disabilities. Ultimately, the aim is to meet the identified learning and transition needs of individual students by improving student education through enhanced professional practice.	Region 2 (Accomack, Newport News, Southampton, Chesapeake, Norfolk, Suffolk, Franklin City, Northampton, Virginia Beach, Hampton, Poquoson, WJCC, Isle of Wight, Portsmouth, York); Region 3 (Caroline, King George, Northumberland, Colonial Beach, King William, Richmond County, Essex, Lancaster, Stafford, Fredericksburg, Mathews, Spotsylvania, Gloucester, Middlesex, Westmoreland, King and Queen, Northern Neck, West Point); State Operated Programs (Virginia School for the Deaf and Blind, Children's Hospital of the King's Daughters, Eastern State Hospital); Virginia Department of Education (Drs. Lori Korinek and Sharon deFur, Co-Principal Investigators)	Yes

Number	Partnership and Collaboration Name  (Mathematics Specialist for Elementary and Middle Education)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
4.	<b>Project HOPE—Virginia</b>	The Virginia Education Program for Homeless Children and Youth is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-Virginia ensures the enrollment, attendance, and the success of homeless children and youth in school through public awareness efforts across the Commonwealth and subgrants to local school divisions. Project HOPE-Virginia collaborates with other federally-funded programs within Virginia, such as Title I, special education, and Head Start.	Homelessness increases risk for academic failure and identification for special education, and decreases the likelihood of high school graduation. Meeting the needs of children experiencing homelessness requires collaboration among state and local agencies supporting all areas of life, including food, shelter, health care, education, and a variety of social services.	Virginia Department of Education, Office of Student Services; Office of Special Education; all 132 Virginia school divisions in Virginia; Office of Program Administration and Accountability – Title I; Early Childhood Special Education Priority Project; Head Start; Virginia Interagency Coordinating Council; Virginia Department of Housing and Community Development; Virginia Inter-Agency Council on Homelessness; U.S. Department of Education (SASA); National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; National Law Center on Homelessness and Poverty (Dr. Patricia Popp, Director)	Yes
5.	<b>Focus on the Future</b>	A career and academic planning experience for high-ability students, grades 6-12 and their parents, Focus on the Future exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska,	No (N/A)

Number	Partnership and Collaboration Name  (Mathematics Specialist for Elementary and Middle Education)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		informs parents of considerations and guidelines for effective career and academic planning.	extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants (not only students but also their families).	Executive Director)	
6.	<b>Saturday and Summer Enrichment Programs</b>	Programs for high ability students are offered through the Center for Gifted Education for students in K through 9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include students' abilities to apply process skills used in individual fields of inquiry, to recognize problems and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops students' abilities, talents, and interests. It also promotes the exploration of academic disciplines. The Saturday and Summer Enrichment Program extends learning opportunities and enriches the development of high-ability learners, complementing and extending the educational programs that partnering schools are typically able to provide.	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No
7.	<b>School-University Research Network SURN</b>	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN secures resources for research and professional development in service of the defined needs of the	Charles City, Franklin, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk,	Yes

Number	Partnership and Collaboration Name  (Mathematics Specialist for Elementary and Middle Education)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		services among division partners.	constituent school divisions.	Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City County, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	

*Virginia Board of Education - Standards for Biennial Approval of Education Programs  
Accountability Measurement of Partnerships and Collaborations  
Based on PreK-12 School Needs (8VAC20-542-40.7.a)*

*Education Programs (excluding Administration and Supervision Programs)*

Name of Institution: The College of William and Mary Submitted By: Christopher R. Gareis, Ed.D.

Telephone Number: (757) 221-2319 E-mail: [cr gareis@wm.edu](mailto:cr gareis@wm.edu) Reporting Date: May 21, 2009

Number	Partnership and Collaboration Name  (Algebra I – Add-on Endorsement)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	<b>NCLB Grant Project: Building Learning Communities to Close the Achievement Gap in Mathematics</b>	This is a collaborative project through The College of William and Mary School-University Research Network (SURN) with funding from the State Council on Higher Education of Virginia (SCHEV) to provide research-based professional development and support to teams of middle school teachers from nine school divisions (Gloucester, Hopewell, Isle of Wight, Newport News, Portsmouth, Suffolk, Surry, Williamsburg-James City County, and York County).	This partnership aims to improve middle school students' achievement in mathematics by developing middle school teachers' knowledge and skills in mathematics and in research-based pedagogy. Mathematics is a core subject and partnering school divisions continue to work toward having all students meet the Standards of Learning in mathematics at the middle school level.	Gloucester, Hopewell, Isle of Wight, Newport News, Portsmouth, Suffolk, Surry, Williamsburg-James City County, and York County Public Schools; School University Research Network (Dr. Jan Rozzelle, Director)	Yes
2.	<b>The College of William and Mary Clinical Faculty Program</b>	A program supported by the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County,	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of aspiring	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County (WJCC), and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes

Number	Partnership and Collaboration Name  (Algebra I – Add-on Endorsement)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
		and York County).	teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.		
3.	<b>Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects</b>	The T/TAC Center at The College of William and Mary is part of a statewide network funded by the Virginia Department of Education to provide a variety of request-based support services and assistance to educational professionals serving school-age students with mild and moderate disabilities or transition needs in Eastern Virginia. The aim of these services is to improve student education through enhanced professional practice.	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to educational professionals and school divisions in order to service the needs of K-12 students with mild and moderate disabilities. Ultimately, the aim is to meet the identified learning and transition needs of individual students by improving student education through enhanced professional practice.	Region 2 (Accomack, Newport News, Southampton, Chesapeake, Norfolk, Suffolk, Franklin City, Northampton, Virginia Beach, Hampton, Poquoson, WJCC, Isle of Wight, Portsmouth, York); Region 3 (Caroline, King George, Northumberland, Colonial Beach, King William, Richmond County, Essex, Lancaster, Stafford, Fredericksburg, Mathews, Spotsylvania, Gloucester, Middlesex, Westmoreland, King and Queen, Northern Neck, West Point); State Operated Programs (Virginia School for the Deaf and Blind, Children's Hospital of the King's Daughters, Eastern State Hospital); and the Virginia Department of Education (Drs. Lori Korinek and Sharon deFur, Co-Principal Investigators)	Yes

Number	Partnership and Collaboration Name  (Algebra I – Add-on Endorsement)	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
4.	<b>Project HOPE—Virginia</b>	The Virginia Education Program for Homeless Children and Youth is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-Virginia ensures the enrollment, attendance, and the success of homeless children and youth in school through public awareness efforts across the Commonwealth and subgrants to local school divisions. Project HOPE-Virginia collaborates with other federally-funded programs within Virginia, such as Title I, special education, and Head Start.	Homelessness increases risk for academic failure and identification for special education, and decreases the likelihood of high school graduation. Meeting the needs of children experiencing homelessness requires collaboration among state and local agencies supporting all areas of life, including food, shelter, health care, education, and a variety of social services.	Virginia Department of Education, Office of Student Services; Office of Special Education; all 132 Virginia school divisions in Virginia; Office of Program Administration and Accountability – Title I; Early Childhood Special Education Priority Project; Head Start; Virginia Interagency Coordinating Council; Virginia Department of Housing and Community Development; Virginia Inter-Agency Council on Homelessness; U.S. Department of Education (SASA); National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; National Law Center on Homelessness and Poverty (Dr. Patricia Popp, Director)	Yes
5.	<b>Focus on the Future</b>	A career and academic planning experience for high-ability students, grades 6-12 and their parents, Focus on the Future exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. Van Tassel Baska,	No (N/A)

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		informs parents of considerations and guidelines for effective career and academic planning.	extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants (not only students but also their families).	Executive Director)	
6.	<b>Saturday and Summer Enrichment Programs</b>	Programs for high ability students are offered through the Center for Gifted Education for students in grades K-9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include students' abilities to apply process skills used in individual fields of inquiry, to recognize problems and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops students' abilities, talents, and interests. It also promotes the exploration of academic disciplines. The Saturday and Summer Enrichment Program extends learning opportunities and enriches the development of high-ability learners, complementing and extending the educational programs that partnering schools are typically able to provide.	Statewide, with majority of participants from Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. VanTassel Baska, Executive Director)	No
7.	<b>School-University Research Network (SURN)</b>	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN secures resources for research and professional development in service of the defined needs of the	Charles City, Franklin, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk,	Yes

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		services among division partners.	constituent school divisions.	Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City County, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	