Board of Education Agenda Item

Item: O. **Date:** November 18, 2010

Topic: Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure

Telephone Number: (804) 371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- ____ State or federal law or regulation
- _X_ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ____ Action requested at future meeting: _____

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date: October 28, 2010
action: The Board of Education accepted this item for first review.

Background Information:

Thirty-seven institutions of higher education in Virginia have approved programs for the preparation of instructional personnel. Nineteen of the 37 institutions also have approved programs for the preparation of administrative and supervision preK-12 personnel.

Section 8VAC20-542-40--Standards for biennial approval of education programs of the *Regulations Governing the Review and Approval of Education Programs in Virginia* require that 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. Indicators of the achievement of this standard shall include the following:

    a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community.

    b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.

The biennial data (item 1 above) and certification that items 2-6 have been met will be submitted by institutions of higher education in 2011. The established timeline requires that the seventh measure on "**partnerships and collaborations based on preK-12 school needs**" is to be reviewed and approved by December 2010.

Summary of Major Elements:

Each institution offering approved education preparation programs in Virginia submitted to the Department of Education a report documenting partnerships and collaborations based on preK-12 school needs for each program (endorsement) area offered. The institutions reported that they are engaged in multiple partnerships and collaborations with educational, governmental, professional, and community entities as well as with school divisions, private schools, parents, and preK-12 students. Attached is a summary of the partnerships and collaborations.

Approved Programs (Excluding Administration and Supervision)

Each of the 37 institutions of higher education offering approved programs submitted evidence that they had established partnerships and collaborations in the following categories:

1. **Field experience**: The partnerships and collaborations address experiences, such as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring preK-12 students.

2. **Professional development**: The partnerships and collaborations include staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.

3. **Community outreach activities**: The partnerships and collaborations include after-school and summer programs and camps, field trips, mentors for preK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

Administration and Supervision Programs

The 19 institutions of higher education offering administration and supervision programs submitted evidence that they had established partnerships and collaborations in the following areas:

1. Identifying, screening, and recruiting potential school leaders;

2. Preparing, training, and mentoring school leaders;

3. Providing professional development for school leaders; and

4. Offering internships, practica, and field experiences in school leadership.

On October 4, 2010, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for each of the 37 institutions of higher education offering approved programs.

Superintendent's Recommendations:

1. The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for The College of William and Mary.

2. The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for The University of Virginia and The University of Virginia's College at Wise.

3. The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for all other colleges and universities with approved programs.

Impact on Resources:

There is minimal impact on resources.

Timetable for Further Review/Action:

Not applicable.

Commonwealth of Virginia
Department of Education

Report on the Accountability Measurement of Partnerships and Collaborations for Approved Teacher Education Programs

Presented to the Board of Education on
October 28, 2010, and November 18, 2010

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PARTNERSHIPS AND COLLABORATIONS FOR VIRGINIA COLLEGES AND UNIVERSITIES

Executive Summary

Introduction

There are 37 institutions of higher education in Virginia with approved programs for the preparation of preK-12 instructional personnel. Nineteen of the 37 institutions also have approved programs for the preparation of administrative and supervision preK-12 personnel. (Reference Table 1.)

The review and approval of programs for the preparation of professional school personnel are a cooperative responsibility of institutions of higher education, school divisions, and the Department of Education. Programs are reviewed biennially and must demonstrate achievement of the accountability measures set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia,* 8VAC20-542-40.

This report specifically addresses the progress of the institutions of higher education in achieving accountability measures regarding ***partnerships and collaborations based on preK-12 school needs***, i.e., measures 7.a and 7.b., as part of the biennial review administered during the 2009-2011 time period.

Part 1 – Education Programs - Accountability Measure 7.a

Approved education programs in Virginia shall demonstrate achievement of partnerships and collaborations by providing documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the preK-12 community (8VAC20-542-40.7.a).

Summary Review of Results:

In July 2010, each of the 37 institutions of higher education electronically submitted evidence to the Virginia Department of Education that they had established partnerships and collaborations. The following information was provided for each of the partnerships and collaborations: name, description, prek-12 school needs addressed, partners and collaborators, agreement type, and participating content area approved program(s). (Refer to the survey instrument in the appendices, "*Part 1: Education Programs*" and "*Part 2: Education Programs Matrix.*")

Based on the documents submitted by the institutions, each of the institutions are engaged in multiple partnerships and collaborations with educational, governmental, professional, and social entities as well as with school divisions, private schools, parents, and prek-12 students.

The type of partnerships and collaborations fall into following three general categories:

1) Field experience – The partnerships and collaborations (PCs) address the identified needs of the preK-12 community via such activities as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring preK-12 students.

2) Professional development – The PCs address the identified needs of the preK-12 community via staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.

3) Community outreach activities – The PCs address the identified needs of the preK-12 community via after school and summer programs and camps, field trips, mentors for preK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

There were a total of 962 partnerships and collaborations identified by the institutions. Approximately, 45 percent were in the field experience category; 41 percent were in the professional development category; and 14 percent were in the outreach activities category.

All of the institutions had at least one partnership and collaboration per each of their content area approved teaching program. In addition, 92 percent of all of the content area approved programs are engaged in two or more partnerships and collaborations. (Reference Table 1.)

Part 2 – Administration and Supervision Programs - Accountability Measure 7.b

Approved education programs in Virginia shall demonstrate achievement of partnerships and collaborations by providing documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs (8VAC20-542-40.7.b).

Summary Review of Results:

In July 2010, each of the 19 institutions of higher education that offer an administration and supervision program electronically submitted evidence to the Virginia Department of Education that they had established partnerships and collaborations. The following information was provided for each of the partnerships and collaborations: name, description, school leadership needs addressed, partners and collaborators, and agreement

type. (Refer to the survey instrument in the appendices, "*Part 3: Administration and Supervision Programs.*")

The types of partnerships and collaborations identified by the institutions were inclusive of:

- identifying, screening, and recruiting potential school leaders;
- preparing, training, and mentoring school leaders;
- providing professional development for school leaders; and
- offering internships, practica, and field experiences in school leadership.

Overall, based on the documents submitted by the institutions:

- 102 partnerships and collaborations are identified.
- Each of the institutions is engaged in at least one partnership and collaboration.
- 15 out of 19 of the institutions are engaged in more than one partnership and collaboration.

Table 1

Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs for Approved Teacher Education Programs (excluding Administration and Supervision Programs)

Institutions of Higher Education (IHE) that have Approved Teacher Education Programs	Number of "Partnerships and Collaborations" Reported (July 2010)	Number of Approved Programs* (as of July 2010)	Percentage of IHE Approved Programs that took part in at least one "Partnership and Collaboration"	Percentage of IHE Approved Programs that took part in two or more "Partnerships and Collaborations"
Averett University	10	13	100%	100%
Bluefield College	5	14	100%	100%
Bridgewater College	19	19	100%	100%
Christopher Newport University	10	15	100%	100%
The College of William and Mary	17	21	100%	100%
Eastern Mennonite University	22	19	100%	95%
Emory & Henry College	8	22	100%	100%
Ferrum College	5	16	100%	100%
George Mason University	144	32	100%	69%
Hampton University	10	11	100%	91%
Hollins University	4	12	100%	100%
James Madison University	112	30	100%	97%
Liberty University	20	26	100%	100%
Longwood University	53	27	100%	81%
Lynchburg College	37	21	100%	100%
Mary Baldwin College	17	17	100%	100%
Marymount University	19	13	100%	100%
Norfolk State University	17	23	100%	78%
Old Dominion University	131	33	100%	100%
Radford University	23	25	100%	100%
Randolph College	16	19	100%	100%
Randolph-Macon College	8	13	100%	62%
Regent University	36	6	100%	50%
Roanoke College	10	19	100%	100%
Saint Paul's College	10	7	100%	100%
Shenandoah University	5	18	100%	100%
Sweet Briar College	22	17	100%	100%
University of Mary Washington	20	27	100%	100%
University of Richmond	6	18	100%	94%
University of Virginia	27	24	100%	92%
University of Virginia's College at Wise	20	17	100%	100%
Virginia Commonwealth University	22	23	100%	61%
Virginia Intermont University	17	8	100%	100%
Virginia Polytechnic Institute and State University	15	23	100%	48%
Virginia State University	27	16	100%	94%
Virginia Union University	7	8	100%	100%
Virginia Wesleyan College	11	13	100%	100%
Total - All IHE	**962**	**685**	**100%**	**92%**

**** Notes:***

a) Content area "Visual Impairment PreK-12" reflects program activities as members of the Visual Impairment Consortium and are not included in this count. George Mason University, James Madison University, Norfolk State University, Old Dominion University, and Radford University are consortium members.

Table 2

Accountability Measurement of Partnerships and Collaborations for Approved Administration and Supervision Programs

Institutions of Higher Education (IHE) that have an Approved Administration and Supervision Program	Number of Partnerships and Collaborations Reported (July 2010)
The College of William and Mary	5
George Mason University	7
Hampton University	3
James Madison University	1
Liberty University	7
Longwood University	1
Lynchburg College	2
Marymount University	14
Norfolk State University	1
Old Dominion University	3
Radford University	7
Regent University	5
Shenandoah University	1
University of Mary Washington	3
University of Richmond	5
University of Virginia	3
Virginia Commonwealth University	9
Virginia Polytechnic Institute and State University	7
Virginia State University	18
Total - All IHE	**102**

APPENDICES

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: _____
Contact Person: _____
Phone No.: _____
Reporting Date: _____

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: _____

Contact Person: _____

Phone No.: _____

Reporting Date: _____

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*School Social Worker*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Other Foreign Language PreK-12*	*Agricultural Education*	*Business and Information Technology*	*Marketing Education*	*Technology Education*	*Family and Consumer Sciences*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Library Media PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Hearing Impairments PreK-12*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Early Childhood 3-4 Yr Olds (add-on endorseme*	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*	*Speech Communication (add-on endorsement)*
No.	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																													
1.																																															
2.																																															
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Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: _____
Contact Person: _____
Phone No.: _____
Date: _____

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.					
2.					
3.					
4.					
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10.					

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Averett University
Contact Person: Lynn Wolf
Phone No.: (434) 773-3995
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Caswell County, NC Public Schools, and Averett University Education Department Partnership	Averett provides: licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides: field placements for observations, teacher aiding, teacher assisting, tutoring, student teacher workshops, tuition and recruitment assistance, and grant partnering.	Licensed teachers, grant partners, SOL improvement, licensure renewal courses, points, stipends, add-on endorsements, master's degrees, in-service workshops, use of Averett facilities, college visits and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics MED, reading specialist MED, autism spectrum disorders training, and board membership.	Dr. Douglas Barker Division Superintendent Caswell County Public Schools	Yes
2.	Danville City, VA Public Schools, and Averett University Education Department Partnership	Averett provides: licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides: field placements for observations, teacher aiding, teacher assisting, tutoring, student teacher workshops, tuition and recruitment assistance, and grant partnering.	Licensed teachers, grant partners, SOL improvement, licensure renewal courses, points, stipends, add-on endorsements, master's degrees, in-service workshops, use of Averett facilities, college visits and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics MED, reading specialist MED, autism spectrum disorders training, and board membership.	Dr. Sue Davis Division Superintendent Danville City Public School	Yes
3.	Halifax County, VA Public Schools, and Averett University Education Department Partnership	Averett provides: licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides: field placements for observations, teacher aiding, teacher assisting, tutoring, student teacher workshops, tuition and recruitment assistance, and grant partnering.	Licensed teachers, grant partners, SOL improvement, licensure renewal courses, points, stipends, add-on endorsements, master's degrees, in-service workshops, use of Averett facilities, college visits and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics MED, reading specialist MED, autism spectrum disorders training, and board membership.	Mr. Paul Stapleton Division Superintendent Halifax County Public Schools	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Averett University
Contact Person: Lynn Wolf
Phone No.: (434) 773-3995
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
4.	Henry County, VA Public Schools, and Averett University Education Department Partnership	Averett provides: licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides: field placements for observations, teacher aiding, teacher assisting, tutoring, student teacher workshops, tuition and recruitment assistance, and grant partnering.	Licensed teachers, grant partners, SOL improvement, licensure renewal courses, points, stipends, add-on endorsements, master's degrees, in-service workshops, use of Averett facilities, college visits and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics MED, reading specialist MED, autism spectrum disorders training, and board membership.	Dr. Sharon Dodson Division Superintendent Henry County Public Schools	Yes
5.	Martinsville City, VA Public Schools, and Averett University Education Department Partnership	Averett provides: licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides: field placements for observations, teacher aiding, teacher assisting, tutoring, student teacher workshops, tuition and recruitment assistance, and grant partnering.	Licensed teachers, grant partners, SOL improvement, licensure renewal courses, points, stipends, add-on endorsements, master's degrees, in-service workshops, use of Averett facilities, college visits and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics MED, reading specialist MED, autism spectrum disorders training, and board membership.	Dr. Scott Kinzer Division Superintendent Martinsville City Public Schools	Yes
6.	Patrick County, VA Public Schools, and Averett University Education Department Partnership	Averett provides: licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides: field placements for observations, teacher aiding, teacher assisting, tutoring, student teacher workshops, tuition and recruitment assistance, and grant partnering.	Licensed teachers, grant partners, SOL improvement, licensure renewal courses, points, stipends, add-on endorsements, master's degrees, in-service workshops, use of Averett facilities, college visits and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics MED, reading specialist MED, autism spectrum disorders training, and board membership.	Mr. Roger Morris Division Superintendent Patrick County Public Schools	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Averett University
Contact Person: Lynn Wolf
Phone No.: (434) 773-3995
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	Pittsylvania County, VA Public Schools, and Averett University Education Department Partnership	Averett provides: licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides: field placements for observations, teacher aiding, teacher assisting, tutoring, student teacher workshops, tuition and recruitment assistance, and grant partnering.	Licensed teachers, grant partners, SOL improvement, licensure renewal courses, points, stipends, add-on endorsements, master's degrees, in-service workshops, use of Averett facilities, college visits and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics MED, reading specialist MED, autism spectrum disorders training, and board membership.	Mr. James McDaniel Division Superintendent Pittsylvania County Public Schools	Yes
8.	Danville Science Center and Averett University	Averett University provides: grant partnering, facilities, faculty for grant courses, educational consultation, assistance with marketing of grant courses, college credits for participants, and processing of participant admission and grades. Danville Science Center provides: facilities, grant writing and implementation assistance, faculty to teach courses, marketing of grant offerings, tuition assistance through grant monies, and additional students for Averett's programs.	Licensure renewal courses, courses to enhance SOL instruction in the sciences, grades K-12; and networking possibilities for regional teachers.	Dr. Jeff Liverman, Director, Danville Science Center	Yes
9.	Institute of Advanced Learning and Research (IALR)	Averett University provides: grant and workshop partnering, facilities, faculty for grant courses and workshops, assistance with marketing of workshops and courses, and college credit for participants, if applicable. Institute of Advanced Learning and Research provides: facilities, grant writing and implementation assistance for offerings, faculty to teach courses and workshops, marketing of offerings, and tuition assistance.	Courses and workshops for licensure renewal and to enhance SOL instruction in the sciences and technology, grades K-12; and networking opportunities for regional teachers.	Julie Brown, Director of Academic Outreach Programs Institute of Advanced Learning and Research	Yes
10.	Danville Museum of Fine Arts and History (DMFAH)	Averett University provides: students to visit the museum, take tours, and experience the guest speakers from Danville Museum of Fine Arts and History. Danville Museum of Fine Arts and History provides: unique experiences and tours associated with history and art, and written information on SOL connections for all grade levels.	Enhancement of SOL instruction in the areas of art and history.	Patsi Compton, Education Coordinator Danville Museum of Fine Arts and History	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Averett University
Contact Person: Lynn Wolf
Phone No.: (434) 773-3995
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Reading Specialist*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Driver Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Speech Communication (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.												
1.	Caswell County, NC Public Schools, and Averett University Education Department Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Danville City, VA Public Schools, and Averett University Education Department Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Halifax County, VA Public Schools, and Averett University Education Department Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Henry County, VA Public Schools, and Averett University Education Department Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	Martinsville City, VA Public Schools, and Averett University Education Department Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	Patrick County, VA Public Schools, and Averett University Education Department Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X
7.	Pittsylvania County, VA Public Schools, and Averett University Education Department Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Danville Science Center and Averett University	X									X			
9.	Institute of Advanced Learning and Research (IALR)	X					X			X	X			
10.	Danville Museum of Fine Arts and History (DMFAH)	X		X					X					

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Averett University
Contact Person: Lynn Wolf
Phone No.: (434) 773-3995
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Bluefield College
Contact Person: Dr. Donna H. Watson
Phone No.: (276) 326-4475
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Tazewell County Public Schools	Undergraduate students seeking teacher licensure in PreK-6, 6-12, and PreK-12 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, SOL assessment, technology, and parent involvement. Students often assist mentor teachers with technology tools.	Tazewell County Public Schools	Yes
2.	Bland County Public Schools	Undergraduate students seeking teacher licensure in PreK-6, 6-12, and PreK-12 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, SOL assessment, technology, and parent involvement. Students often assist mentor teachers with technology tools.	Bland County Public Schools	Yes
3.	Mercer County (West Virginia) Public Schools	Undergraduate students seeking teacher licensure in PreK-6, 6-12, and PreK-12 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, SOL assessment, technology, and parent involvement. Students often assist mentor teachers with technology tools.	Mercer County (West Virginia) Public Schools	Yes
4.	T.A.S.K.--Taking Action for Special Kids through Clinch Valley Community Action--Tazewell, VA	Undergraduate students seeking teacher licensure in PreK-6, 6-12, and PreK-12 may be placed in this summer program for field experience courses or for 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, VA	No
5.	Wade Community Center--Bluefield, WV	Undergraduate students seeking teacher licensure in PreK-6, 6-12, and PreK-12 may be placed here to complete some of their field experience requirements. Students work in this after-school program with students who are struggling in school.	Our 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, WV	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Bluefield College
Contact Person: Dr. Donna H. Watson
Phone No.: (276) 326-4475
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Business and Information Technology*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*	*Speech Communication (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.													
1.	Tazewell County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Bland County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Mercer County (West Virginia) Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	T.A.S.K.--Taking Action for Special Kids through Clinch Valley Community Action--Tazewell, VA	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	Wade Community Center--Bluefield, WV	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Bluefield College
Contact Person: Dr. Donna H. Watson
Phone No.: (276) 326-4475
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Bridgewater College
Contact Person: Dr. David E. Coffman
Phone No.: (540) 828-5352
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	MidValley Consortium for Teacher Education	The MidValley Consortium was formed in 1989 and has trained over 1,000 teachers to be clinical faculty, with approximately 650 active clinical faculty. Two all-day training sessions are held in the fall and spring with about 40 PreK-12 teachers in attendance at each training session.	The MidValley Consortium was formed in 1989 and has trained over 1,000 teachers to be clinical faculty, with approximately 650 active clinical faculty. Two all-day training sessions are held in the fall and spring with about 40 PreK-12 teachers in attendance at each training session.	The following institutinos of higher education (IHEs) are members: Bridgewater College, Eastern Mennonite University, James Madison University, and Mary Baldwin College. The following public school systems are members: Augusta County, Harrisonburg City, Page County, Rockingham County, Shenandoah County, Staunton City, and Waynesboro City.	Yes
2.	Pre-service Clinical Experience - Student Teaching	As the final clinical experience, pre-service teachers are placed in local school systems for the entire semester. They are allowed to assume complete responsibility for the classroom during this time and engage in all activities related to teaching in the school community under the supervision of the supervising classroom teacher and a college supervisor who makes regular observational visits.	This collaboration meets the needs of the PreK-12 community by providing the opportunity for the classroom teacher to interact with the student teacher to discuss current/new instructional methodologies being taught at the college and new research the student teacher has read about/done. The student teacher also provides assistance to the classroom teacher to enhance student learning, working with students in various group configurations to promote further student learning. This partnership is also preparing the student teacher to be a potential employee with knowledge and skills needed in that particular school system.	Augusta County, Harrisonburg City, Rockingham County, Shenandoah County, Page County, Waynesboro City, and Staunton City.	No
3.	Pre-service Clinical Experience - Three-Week Practicum in Current Teaching Techniques	As an all day pre-student teaching experience, pre-service teachers are placed in local school systems for three weeks during the interterm for a total immersion into the school environment. Emphasis is placed on observation skills, modeling of desired teacher behaviors, and the development of two lesson presentations. This experience takes place in a collaborative manner with the classroom teacher and under the supervision of the college professor.	This partnership meets the needs of the PreK-12 community in much the same way as the student teaching experience but for a shorter period. The practicum teacher has the opportunity to discuss and be exposed to current teachings and methodologies. The practicum student is also able to assist the teacher in a variety of ways to enhance student learning while learning valuable skills himself/herself. This experience is valuable in that the practicum student will be a better student teacher and more effectively affect student learning.	Augusta County, Harrisonburg City, and Rockingham County.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Bridgewater College
Contact Person: Dr. David E. Coffman
Phone No.: (540) 828-5352
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
4.	Pre-service Field Experience for Classroom Management - 20 hours	This field experience takes place in PreK-12 classrooms. The student is a participant observer in the classroom to observe and to learn exemplary classroom management strategies from the teacher and to participate in various group configurations to practice the implementation of management strategies. Discussions with the teacher concerning management strategies occur. Related readings and a reflective journal are also requirements of this field experience.	This partnership meets the needs of the PreK-12 community by providing assistance to the classroom teacher in a variety of ways that affect student learning.	Augusta County, Harrisonburg City, Page County, Rockingham County, Shenandoah County, Staunton City, and Waynesboro City.	No
5.	Pre-service Elementary Field Experience for Reading - 40 hours	This field experience takes place in a first grade after-school tutoring program with an emphasis on literacy activities. The elementary licensure-tract student is an active participant in the classroom to observe and to tutor emergent readers, to learn to analyze reading assessments, and to write prescribed lesson plans for the tutoring session. Journals and directed reflections are required for this field experience. The student is also required to provide documentation of student learning.	This partnership meets the need of the PreK-6 community by tutoring emergent readers and below reading grade level students to improve their reading skills. The elementary licensure-tract students are in an after-school reading tutoring program at a school where many of the students have been identified as needing reading assistance. The students go to the school twice a week during the semester. Helping students to improve their reading skills will directly impact their future learning and interest in learning.	Rockingham County.	No
6.	Pre-service Secondary Field Experience for Reading - 20 hours	This field experience takes place in grades 6-12 classrooms with an emphasis on literacy activities. The PreK-12 and secondary licensure-tract students are involved in a variety of literacy activities in the content areas. Journals and directed reflections are required for this field experience.	This partnership meet the needs of the PreK-12 community by tutoring emergent readers and below reading grade level students to improve their reading skills. The students go to the school once a week during the semester. Helping students to improve their reading skills will directly impact their future learning and interest in learning.	Harrisonburg City and Rockingham County.	No
7.	Pre-service Field Experience for Working with Diverse Children with Exceptionalities - 10 hours	This field experience takes place in PreK-12 classrooms with an emphasis on pre-service teachers as participant observers working with public school children identified as having diverse cognitive, affective, behavioral, and social needs based on learning disabilities, giftedness, multicultural issues, and language differences. Journals, directed reflections, and end-of-course classroom presentations on the experience are required.	This partnership meets the needs of the PreK-12 community by providing assistance to the classroom teacher in a variety of ways that affect student learning. The students in these identified classrooms are able to receive additional attention to improve identified special needs. Also, their self-esteem is improved by having a college student willing to work and interact with them.	Harrisonburg City and Rockingham County.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Bridgewater College
Contact Person: Dr. David E. Coffman
Phone No.: (540) 828-5352
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
8.	Brethren Colleges Study Abroad Program (BCA)	This is a cooperative program sponsored by Bridgewater College and five other colleges affiliated with the Church of the Brethren. The BCA program provides an opportunity for first-hand knowledge of a foreign culture and an opportunity to become an active participant in the challenging task of creating a climate of mutual respect and understanding among the nations of the world.	While this partnership is not with the PreK-12 community, it will eventually affect the PreK-12 students who will have BCA students as future teachers. The BCA student will have a total immersion experience where a rich cultural understanding, and will develop and become an integral part of their educational philosophy and instructional methodology. Also, the BCA student will have an increased proficiency in the target language. The BCA pre-service teacher will be well prepared to teach in the multicultural and diverse classrooms present in the PreK-12 community. The BCA pre-service teacher will then meet the identified needs of their students.	BCA schools are located in the following countries: Spain, Mexico, Ecuador, France, Germany, China, Japan, and Greece. For more information please go to: www.bcanet.org.	Yes
9.	Future Educators Leadership Conference	A collaboration with eight (8) area Future Educators Associations (FEAs) to provide a one-day leadership session in the education profession.	This collaboration provides high school students who are interested in the teaching profession with leadership skills development and current pedagogical theory and practice. They return to their high schools to use these skills in their PreK-12 internships during their high school careers.	Strasburg High School, Central (Woodstock) High School, Stonewall Jackson High School, Spotswood High School, Turner Ashby High School, Broadway High School, Harrisonburg High School, Warren County High School, and Skyline Middle School.	No
10.	Bridgewater College Chapter of the Society of Physics Students (Physics Club)	The Physics Club is actively involved in performing science demonstrations in the local PreK-12 schools. They have given group assembly performances and illustrations of science concepts using lab equipment. Other visits have been more hands-on with classroom students directly participating in and/or doing experiments.	This collaboration meets the needs of the PreK-12 community by increasing the interest of the PreK-12 students in the field of science by seeing college students conduct various interesting experiments. The PreK-12 students have learned and developed an understanding of some basic science concepts. This potentially could have an impact on their SOL science scores.	In Rockingham County: Ottobine Elementary School, John Wayland Elementary School, and Peak View Elementary School. In Augusta County: Buffalo Gap High School.	No
11.	Educational Technology Committee - Subcommittee of Committee on Teacher Education	This subcommittee continues to be a technology task force whose purpose is to help re-vision the technology skills with which pre-service teachers should exit Bridgewater College's Teacher Education Program.	It meets the needs of the PreK-12 community by training future teachers to become producers of technologically enhanced learning rather than just users of technology. This will eventually enhance PreK-12 student learning.	Technology directors from Rockingham County and Harrisonburg City Schools, three NETS-T certified teachers, staff from Bridgewater's IT Department, a cross representation of Bridgewater faculty, two current Bridgewater students, and two Bridgewater College alumni who are currently teaching in the PreK-12 schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Bridgewater College
Contact Person: Dr. David E. Coffman
Phone No.: (540) 828-5352
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
12.	Curriculum Development and Best Practices Committee--subcommittee of Committee on Teacher Education	This subcommittee is an elementary best practices task force whose purpose is to discuss current best practices and curriculum being used in the PreK-6 schools. Information gained from this task force will give guidance to those responsible in our Teacher Education Program for ensuring that our pre-service teachers are receiving the proper knowledge and skills that will enable them to be prepared to teach today's curriculum in the PreK-6 schools.	It meets the needs of the PreK-6 community by training our future teachers to be trained in the most current methodology and possess the necessary content knowledge to exceed school divisions' expectations. This will enhance PreK-6 student learning.	Augusta County and Rockingham County Schools.	No
13.	Amigos Unidos (Tutoring Friendship Program)	This program brings together Bridgewater College students and the Hispanic community from a middle school to encourage a rich cultural exchange of ideas, customs, and activities, while also promoting lasting friendships.	This collaboration meets the needs of the PreK-12 community by providing role models for the Hispanic students by encouraging them to stay in school, becoming excited about school and learning, encouraging them to achieve in school, working with bilingual college students, providing them opportunities to practice English speaking and reading skills. This also increases the Hispanic students' self-esteem and enhances their learning.	Wilbur Pence Middle School in Rockingham County.	No
14.	Shenandoah Valley Reading Council Young Authors Celebration	A one-afternoon seminar in which an author reads from his/her works. The author talks to grades 1-5 students about being writers. The students are then grouped to read their own writings and provide peer feedback monitored by Bridgewater College pre-service candidates.	This collaboration helps the grades 1-5 students to see themselves as future writers and broaden their perspective of writing through their interaction with a published author.	Shenandoah Valley Reading Council, Bridgewater College Teacher Education students, and students from three area school divisions.	No
15.	College for a Day	Area Future Educator of America (FEA) students are invited to attend education and liberal arts classes in order for the students to understand the importance of a liberal arts education.	This collaboration allows high school students (grades 9-12) to attend college for a day in order to experience a liberal arts education and to increase their awareness of a college education. An awareness of state certification requirements, education coursework blended with liberal arts education, and course and field experience plans is the focus. From this day, the high school students begin to focus on their post-secondary education and its value.	Harrisonburg High School, Turner Ashby High School, and Broadway High School FEA chapters.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Bridgewater College
Contact Person: Dr. David E. Coffman
Phone No.: (540) 828-5352
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
16.	Pleasant Valley Elementary After-School Tutoring Program	Pre-service teachers (ESL endorsement) tutor fourth and fifth graders at Pleasant Valley Elementary School. The tutors help prepare students for their SOL testing. The special education and general education teachers at John Wayland Elementary School provide the tutors with guidance, consultation, support, and materials. The tutors create tutoring materials and collect data to write case studies of their assigned students.	This collaboration meets the needs of the PreK-12 community by providing those students with identified learning disabilities extra one-on-one instruction to help them develop test taking and study strategies (e.g., mnemonic strategies) for their Science and/or Social Studies SOL tests. This tutoring should help the students to score higher on their science and social studies SOL tests. If they do score higher, then their self-esteem and desire to learn will be higher.	Pleasant Valley Elementary School in Rockingham County.	Yes
17.	Shenandoah Valley Writing Academy at Bridgewater College. (Currently in the planning stage and to be implemented soon.)	The focus of the academy during week one will be to help teachers understand themselves as writers and how to more effectively use a process approach of writing instruction that develops writers (their students), who can not only write with an authentic voice but be communicators of critical thought. Week two of the workshop will involve a summer writing camp for adolescents, where the trained teachers will coach adolescents with the same set of skills that they have been learning in the writing academy.	This future collaboration will meet the needs of the PreK-12 community by working with PreK-12 classroom teachers to develop a process and skills to ultimately enhance the writing skills of their students. This will lead to increases in student learning, better student writing skills, and SOL and SAT writing scores.	Area school personnel.	Yes
18.	Science, Technology, Engineering, and Mathematics (STEM) Institute	The focus of the STEM Institute is to ensure that all eligible students with an interest in a STEM field are given academic support to excel during their pre-college or undergraduate years.	This collaborative institute encourages students to consider a major in one of the STEM areas during their collegiate career. It also helps them to be prepared to meet the demands of college-level courses and ultimately to excel in STEM coursework.	Local public school students and student and faculty staffing from Bridgewater and several other local colleges/universities.	Yes
19.	Field Experience Component for FCS 400: Child Growth and Development	This field experience takes place in a pre-school lab setting in the Family and Consumer Science Department, with an emphasis on working with pre-school children in a structured environment. The PreK-6 licensure-tract students are involved in a variety of activities teaching the children. Lesson plans, journals, and directed reflections are required for this field experience.	This partnership meets the needs of the PreK-6 community by providing learning opportunities for our program completers to be better equipped to work with PreK-6 students. This will allow school systems to consider applicants for a position who have actually worked in the PreK-6 classroom.	Bridgewater Church of the Brethren pre-school students, Augusta County, Harrisonburg City, Page County, Rockingham County, Shenandoah County, Staunton City, and Waynesboro City.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Bridgewater College
Contact Person: Dr. David E. Coffman
Phone No.: (540) 828-5352
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Family and Consumer Sciences*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																		
1.	MidValley Consortium for Teacher Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Pre-service Clinical Experience -Student Teaching	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Pre-service Clinical Experience - Three-Week Practicum in Current Teaching Techniques	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Pre-service Field Experience for Classroom Management - 20 hours	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	Pre-service Elementary Field Experience for Reading - 40 hours	X			X		X						X	X						X
6.	Pre-service Secondary Field Experience for Reading - 20 hours		X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
7.	Pre-service Field Experience for Working with Diverse Children with Exceptionalities - 10 hours	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
8.	Brethren Colleges Study Abroad Program (BCA)	X	X	X			X							X						
9.	Future Educators Leadership Conference	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
10.	Bridgewater College Chapter of the Society of Physics Students (Physics Club)																	X		

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Bridgewater College
Contact Person: Dr. David E. Coffman
Phone No.: (540) 828-5352
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Family and Consumer Sciences*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																		
11.	Educational Technology Committee - Subcommittee of Committee on Teacher Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12.	Curriculum Development and Best Practices Committee--subcommittee of Committee on Teacher Education	X					X							X						
13.	Amigos Unidos (Tutoring Friendship Program)		X	X																
14.	Shenandoah Valley Reading Council Young Authors Celebration	X																		
15.	College for a Day		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
16.	Pleasant Valley Elementary After-School Tutoring Program	X																		
17.	Shenandoah Valley Writing Academy at Bridgewater College. (Currently in the planning stage and to be implemented soon.)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
18.	Science, Technology, Engineering, and Mathematics (STEM) Institute											X			X	X	X	X		X
19.	Field Experience Component for FCS 400: Child Growth and Development	X			X															

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Bridgewater College
Contact Person: Dr. David E. Coffman
Phone No.: (540) 828-5352
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Christopher Newport University
Contact Person: Marsha M. Sprague
Phone No.: (757) 594-7388
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Newport News Public School Division (NNPS)	Newport News School Division 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, Innovation and Development; Newport News Public Schools.	Yes
2.	NNPS: B.C. Charles Elementary School "Literacy Lab School"	MAT students enrolled in ENGL 521 - Teaching Writing work with elementary students in writing conferences; MAT students enrolled in Psyc 521 tutor students in reading comprehension; and school faculty study dialect issues with Dr. Rebecca Wheeler, CNU.	Focuses on NNPS Achievement Benchmark: Literacy to increase SOL pass rates and SOL achievement for NCLB subgroups.	John Tupponce, Principal; Shirley Bever, Reading Specialist; B.C. Charles Elementary School, NNPS.	No
3.	NNPS: Gildersleeve Middle School: Field Experience for English 522 - Reading and Writing in the Content Areas	MAT students spend 12 hours in tutoring students, utilizing strategies taught in the 522 course. 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.	Focuses on NNPS Achievement Benchmark: Literacy to increase SOL pass rates and SOL achievement for NCLB subgroups.	Jean Winkeler, Reading Specialist; Ben Hogan, Principal; Gilderleeve Middle School, NNPS.	No
4.	NNPS: Hidenwood Elementary School: Field Experience for Soc 314L - Sociology of Education	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 (in 2010 will be Mark Kirk).	No
5.	NNPS: Menchville High School: Field Experience for Soc 314L - Sociology of Education	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.	NNPS: McIntosh Elementary School: Field Experience for Math 570 - Teaching Mathematics	MAT students seeking elementary licensure utilize concepts taught in the 570 course to complete 12 hours of tutoring students who are experiencing difficulty in mathematics.	Focuses on NNPS Achievement Benchmark: Mathematics to increase SOL pass rates and SOL achievement for NCLB subgroups.	Jasmine Haris, Counselor; Steve Geiger, Lead Math Teacher; Barbara Jenkins, Principal; McIntosh Elementary, NNPS.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Christopher Newport University
Contact Person: Marsha M. Sprague
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Reporting Date: July 2010

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7.	NNPS: Sanford Elementary School: Field Experience for Psych 521 - Reading Acquisition	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.	Focuses on NNPS Achievement Benchmark: Literacy to increase SOL pass rates and SOL achievement for NCLB subgroups.	Kittie Morgan, Reading Specialist; Sanford Elementary, NNPS.	No
8.	NNPS: Richneck Elementary School: Field Experience for Math 570 - Teaching Mathematics	MAT students seeking elementary licensure utilize concepts taught in the 570 course to complete 12 hours of tutoring students who are experiencing difficulty in mathematics.	Focuses on NNPS Achievement Benchmark: Mathematics to increase SOL pass rates and SOL achievement for NCLB subgroups.	Cheryl Flemings, Principal; Richneck Elementary School, NNPS.	No
9.	Balboa Academy, Panama (K-12)	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
10.	Holy Cross Anglican School (K-8), Belize, Central America	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 (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Christopher Newport University
Contact Person: Marsha M. Sprague
Phone No.: (757) 594-7388
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.														
1.	Newport News Public School Division (NNPS)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	NNPS: B.C. Charles Elementary School "Literacy Lab School"	X				X					X					
3.	NNPS: Gildersleeve Middle School: Field Experience for English 522 - Reading and Writing in the Content Areas		X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	NNPS: Hidenwood Elementary School: Field Experience for Soc 314L - Sociology of Education	X														
5.	NNPS: Menchville High School: Field Experience for Soc 314L - Sociology of Education		X	X	X	X			X	X	X	X	X	X	X	X
6.	NNPS: McIntosh Elementary School: Field Experience for Math 570 - Teaching Mathematics	X														
7.	NNPS: Sanford Elementary School: Field Experience for Psych 521 - Reading Acquisition	X				X										
8.	NNPS: Richneck Elementary School: Field Experience for Math 570 - Teaching Mathematics	X														
9.	Balboa Academy, Panama (K-12)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.	Holy Cross Anglican School (K-8), Belize, Central America	X		X	X	X	X	X	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Christopher Newport University
Contact Person: Marsha M. Sprague
Phone No.: (757) 594-7388
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	New Horizons Family Counseling Center	A long-standing partnership with public school systems in Williamsburg-James City County, Newport News, Hampton, York, Gloucester, and Poquoson through which supervised master's and doctoral interns provide family counseling to students experiencing serious emotional and behavioral problems that interfere with their academic progress.	This partnership aims to improve the welfare and academic progress of students in K-12 schools by providing free counseling services to students and to their families. The New Horizons Family Counseling Center provides services to students experiencing serious emotional and behavioral problems that school-based counseling services are not able to address.	Williamsburg-James City County, Newport News, Hampton, York, Gloucester, and Poquoson Public Schools (Dr. Johnston Brendel, Clinical Coordinator).	Yes
2.	William and Mary Clinical Faculty Program	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 on going 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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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3.	Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects	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 LEAs 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
4.	Project EMPOWER	A grant-funded project that was established to provide collaborative services to the neighboring communities of The College of William and Mary. The mission of Project EMPOWER is to provide school-based prevention programming through collaboration and community outreach, and promote the social-emotional development of children.	This partnership aims to improve the achievement of K-12 students by providing school-based prevention programs that address students' social-emotional needs. Partnering schools work in collaboration with Project EMPOWER staff to identify students, needs, and programs.	Williamsburg-James City County Public Schools (Dr. Sandy Ward, Director).	Yes

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5.	Project HOPE - Virginia	The Virginia Education Program for Homeless Children and Youth is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-VA 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-VA 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; VDOE, 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
6.	Focus on the Future	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. Tracy Cross, Executive Director).	No
7.	Saturday and Summer Enrichment Programs	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 SSSP extends learning opportunities and enriches the develop 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. Tracy Cross, Executive Director).	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 1: Education Programs (excluding Administration and Supervision Programs)

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8.	The Eastern Virginia Writing Project (EVWP)	The mission of the Eastern Virginia Writing Project (EVWP) is to improve the teaching of writing and to improve learning in Eastern Virginia's schools. The EVWP recognizes the primary importance of teacher knowledge, expertise, and leadership. Through its extensive network of teachers, the EVWP seeks to promote exemplary instruction of writing in every classroom in our region of Virginia.	This partnership aims to improve the academic achievement and learning outcomes of students in K-12 schools by providing targeted professional development to classroom teachers in the teaching of writing. Writing is an essential skill and is highly correlated with academic achievement. Therefore, the improved teaching of writing addresses the need of improving students' writing abilities and their learning across subject areas.	Regions 1, 2, and 3; National Endowment for the Humanities; Virginia Foundation for the Humanities (Dr. James W. Beers, Director).	Yes
9.	School-University Research Network (SURN)	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, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director).	Yes
10.	SURN Lesson Study, Leadership and Literacy in Mathematics (NCLB Grant)	SURN Lesson Study, Leadership and Literacy in Mathematics is a collaborative project through William and Mary School-University Research Network (SURN) with funding from the State Council for Higher Education in Virginia (SCHEV) to provide professional development in content, pedagogy, and leadership to instructional leadership teams of 90 teachers, principals, and central office administrators in 18 middle schools from high-poverty divisions.	School teams participate in collaborative lesson study to increase administrator and teacher leadership capacity and student performance in mathematics.	Petersburg City Schools, Norfolk City Public Schools and Portsmouth City Schools (Dr. Marguerite Mason and Dr. Jan Rozzelle, Directors).	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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11.	Math and Science Partnership	With funds through Virginia's Math and Science Partnership Grant, this program provides a high level of content-specific, inquiry-based and application-rich mathematics instruction that leads to a deep understanding of functions and their behaviors within the context of mathematical modeling and data analysis.	This partnership aims to increase the number of teachers who are highly qualified to teach Algebra, Functions, and Data Analysis, thus meeting the needs of the rising number of students in grades 9-12 who will take Algebra, Functions and Data Analysis. This partnership provides teachers the opportunity to investigate mathematical models and analyze data from real world situations, strengthen conceptual understandings in mathematics, further develop the connections between algebra and statistics, and incorporate current research-based practices.	Twelve divisions of the 24 consortium members having a minority majority at the high school level, including Sussex County, Charles City County, Franklin City, Portsmouth, and eight additional divisions that report half or more minorities at the high school level. (Dr. Marguerite Mason, Principal Investigator).	Yes
12.	Noyce Scholars / Twenty-first Century Teachers (TCT)	With funds from the National Science Foundation, the Noyce Scholars and TCT programs aim to increase the number of K-12 teachers with strong mathematics and science content knowledge and excellent pedagogical preparation, who will teach in high-need middle and secondary schools in the region.	The project aims to have a broad impact on candidates, the K-12 students they serve, teacher education at The College of William and Mary, and national professional communities in science and mathematics education. Intended project outcomes include increased numbers of science and math teachers in Virginia and improved quality of math and science teaching.	Noyce Scholars must commit to serving two years as a mathematics or science teacher in a high need local education agency within four years of graduation. (Dr. Marguerite Mason and Dr. Juanita Matkins, Principal Investigators).	Yes
13.	Achievable Dream	The College of William and Mary - Achievable Dream Partnership is designed to incorporate research-based practices in teacher education. The partnership promotes (1) rigorous and comprehensive training, (2) candidates in cohort groups, (3) on-going, supervised experiences in high-needs schools, (4) support from mentor teachers, (5) induction support when candidates become teachers of record, (6) payment of a living-wage stipend, and (7) three-year service obligation in high needs schools.	The partnership aims to have impact on candidate acquisition of essential knowledge, skills, and dispositions. The partnership also aims to strengthen the effectiveness of teachers for urban schools, where it has been well documented that the students most in need of high powered instruction and nurturing relationships have had the least qualified and effective teachers.	The Achievable Dream Academy, Achievable Dream, Inc., and Newport News Public Schools. (Dr. Virginia McLaughlin, Principal Investigator).	Yes
14.	Science, Technology, Engineering, and Mathematics (STEM) Education Alliance (formerly N-STAR)	The Virginia Demonstration project, sponsored by the Office of Naval Research and the National Defense Education Program, which began in 2004, involves the College of William and Mary, Stafford County Schools, and the Naval Warfare Center Dahlgren Division in an innovative partnership effort to increase the science, math, and technology skills of middle school students and their interest in pursuing future careers in science and engineering.	This partnership aims to improve middle school students' achievement in science, math, and technology and to promote their interest in pursuing future careers in science and engineering. The promotion of careers in STEM disciplines (science, technology, engineering, and mathematics) is a targeted need identified by the federal government.	Stafford County Schools, Office of Naval Research, and the Naval Warfare Center Dahlgren Division (Dr. Gail Hardinge, Principal Investigator).	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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15.	Project Civics - a middle school social studies research demonstration project for underachieving promising learners.	With funds from the U.S. Department of Education, this program will demonstrate how the implementation of advanced, research-based curriculum in social studies, combined with enrichment and talent skills, will enhance civic awareness for underachieving learners in diverse settings.	This project is designed to: (1) implement research-based social studies curriculum units in grades 6-7; (2) pilot test innovative talent development strategies aimed at reversing underachievement for at-risk students; (3) develop curriculum models for teachers; and (4) conduct research on student learning and motivational gains.	School districts to be identified in Virginia and Alabama (Dr. Jeremy Stoddard and Dr. Carol Tieso, Principal Investigators).	Yes
16.	Preparing Inclusive Educators (PIE)	Funded by OSEP through 325T, this grant seeks to improve the recruitment, preparation, and retention of special education and general education teachers, with specific focus on employing evidence-based instructional practices and effectively reaching students from culturally and linguistically diverse backgrounds.	This five-year project seeks to address the need to prepare and retain greater numbers of professional teachers in the critical shortage area of special education and to meet the need to reach increasingly diverse populations of students from culturally and linguistically diverse backgrounds.	Local school divisions in the geographic service area of The College of William and Mary (including Williamsburg-James City County, York County, New Kent County, Gloucester County, Newport News, and Hampton). (Drs. Sharon deFur and Christopher Gareis are the Co-Principal Investigators.)	Yes
17.	Historic Triangle Substance Abuse Coalition (HTSAC)	The mission of the Historic Triangle Substance Abuse Coalition is to strengthen the capacity of the Historic Triangle region to create and maintain a safe, healthy and drug-free community.	HTSAC is a vehicle for bringing together various community sectors to reduce substance abuse. The aim of the project is to make the Historic Area free of substance abuse, thereby creating a healthier and safer community.	Communities of the Historic Triangle, including Williamsburg, James City County, and upper York County.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*Chinese PreK-12*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*English as a Second Language PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																				
1.	New Horizons Family Counseling Center				X	X																
2.	William and Mary Clinical Faculty Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Project EMPOWER					X																
5.	Project HOPE - Virginia				X	X																
6.	Focus on the Future																				X	
7.	Saturday and Summer Enrichment Programs																				X	
8.	The Eastern Virginia Writing Project (EVWP)	X		X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	School-University Research Network (SURN)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.	SURN Lesson Study, Leadership and Literacy in Mathematics (NCLB Grant)	X	X												X							X
11.	Math and Science Partnership		X												X	X	X	X	X			X
12.	Noyce Scholars / Twenty-first Century Teachers (TCT)														X	X	X	X	X			X
13.	Achievable Dream	X								X		X	X	X	X	X	X	X	X	X	X	X
14.	Science, Technology, Engineering, and Mathematics (STEM) Education Alliance (formerly N-STAR)	X	X												X	X	X	X	X			X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*Chinese PreK-12*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*English as a Second Language PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																				
15.	Project Civics - a middle school social studies research demonstration project for underachieving promising learners.	X												X							X	
16.	Preparing Inclusive Educators (PIE)	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17.	Historic Triangle Substance Abuse Coalition (HTSAC)				X	X																

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	The College of William and Mary Clinical Faculty Program	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.	The mission of the The College of William and Mary Clinical Faculty Program is to work through on-going 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. The Clinical Faculty Partnership network engages teachers, principals, and division-level administrators directly in the preparation and supervision of pre-service teachers. A hallmark feature of the program is the provision of teachers who serve as Lead Clinical Faculty members in partnership schools.	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.	School-University Research Network (SURN)	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, York, Chesapeake, and Virginia Department of Education (Dr. Jan Rozzelle, Director).	Yes
3.	Educational Policy, Planning, and Leadership (EPPL) K-12 Preparation Cohort	The purpose of the EPPL K-12 Preparation Cohort is to identify, recruit, prepare, and support highly-qualified teachers to serve as building- and division-level leaders in LEAs.	This partnership aims to increase the number of committed, qualified professionals who will enter and remain in educational leadership roles at the school and division levels in LEAs. The School of Education works in partnership with LEAs to identify, recruit, prepare, and support cohort members, thereby addressing the need for highly-qualified and well-prepared educational leaders.	York, Williamsburg-James City, Hampton, Isle of Wight, Gloucester, New Kent, Poquoson, Charles City, and Middlesex (Dr. Mike DiPaola, Coordinator).	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

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Contact Person: Christopher R. Gareis, Ed.D.
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Date: July 2010

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4.	School Leadership Institute (SLI)	The purpose of the School Leadership Institute is to consistently provide a high-quality professional development venue for educational professionals from partnering school divisions. The SLI meets needs of teacher leaders and professionals in formal positions of educational leadership, including assistant principals, principals, program directors, etc.	The purpose of the School Leadership Institute is to consistently provide a high-quality professional development venue for educational professionals from partnering school divisions. As an arm of the School-University Research Network (SURN), the School Leadership Institute provides high-quality professional development in areas identified by partnering school divisions. For example, themes of the SLI in recent years have included focus on literacy, research-based instruction, data-driven decision-making, and professional learning communities.	School University Research Network; Albemarle, Charles City, Chesterfield, Dinwiddie, Fairfax, Franklin, Gloucester, Hampton, Hanover, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Martin, Mathews, Mecklenburg, Middlesex, Montgomery, New Kent, Newport News, Norfolk, Northumberland, Patrick, Petersburg, Poquoson, Portsmouth, Prince George, Roanoke City, Southampton, Stafford, Suffolk, Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City, York, Chesapeake, and Virginia Department of Education (Dr. Jan Rozzelle, Director).	Yes
5.	Virginia Model for School Improvement: District Leadership Support Teams	Through a grant administered by the Virginia Department of Education, the School of Education is providing extended professional development, support, and direction to District Leadership Support Teams in 37 school divisions in Virginia that are identified as needing to make improvement in meeting NCLB AYP targets.	A number of school divisions in Virginia are in need of support to address challenges associated with meeting NCLB's AYP standards. Promoting a model of district support, teaming, and professional coaching, The College of William and Mary faculty facilitate ongoing professional development for division personnel and external coaches.	Henrico County , Fredericksburg, Richmond, Rockbridge County, Craig County, Shenandoah County, Warren County, King and Queen County, Westmoreland County, Lancaster County, Newport News, Hampton, Fauquier County, Amherst County, Roanoke, Essex County, Arlington County, Franklin, Pulaski County, Pittsylvania County, Bedford County, Fairfax County, Alexandria, King George County, Lunenburg County, Northampton County, Albemarle County, Fluvanna County, Orange County, Culpepper County, Louisa County, Stafford County, Portsmouth, Williamsburg-James City County, Suffolk, Norfolk, and Virginia Department of Education (Drs. Mike Dipaola, Steve Staples, and Lucia Sebastian, Directors).	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Eastern Mennonite University
Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Early Learning Center	The Early Learning Center serves as the laboratory school for the PreK-3 and PreK-6 endorsement programs.	Under the supervision of Early Learning Center faculty, Eastern Mennonite University (EMU) PreK-3 and PreK-6 candidates plan and implement developmentally appropriate curriculum for two - four year olds.	PreK-3 and PreK-6 teacher education candidates, Teacher Education faculty, and the Early Learning Center.	Yes
2.	Early Bird Tutoring	The field experience allows candidates to work with a struggling K-5 student in a one-on-one tutoring setting. Candidates will provide extra support in literacy with the hopes of gaining valuable information about the reading and writing process, and to help advance the literacy skills of the K-5 student.	The Rockingham County School District has requested that our candidates work with their K-5 students who need extra support in reading and writing. This one-on-one setting provides extra support for the K-5 student and provides valuable teaching experiences for our candidates.	Rockingham County School District K-5 teachers and EMU Candidates.	Yes
3.	Literacy Block - Harrisonburg Public City Schools placements	The field experience allows candidates to work with K-6 teachers in the regular classroom setting with the goal to integrate literacy and language arts in the classroom setting. Candidates will provide extra support to the classroom teacher during reading and writing small group and whole group sessions.	Harrisonburg City School District has requested that our candidates work with their K-6 classroom teachers in order to provide extra support during language arts. This provides help for the teacher and valuable classroom experiences for our candidates.	Harrisonburg City School District K-5 teachers and EMU Candidates.	Yes
4.	Assistive Technology Practical Day - EDS 333	Special Education pre-service candidates visit and serve students in the Harrisonburg City school system. Pre-service candidates used assistive technology to assist students with learning, life skills, and communication skills.	Provide students with disabilities one-on-one or small group support on mastering living skills.	Pre-service special education candidates and students with sever disabilities in the elementary setting at Harrisonburg City Schools.	Yes
5.	Assistive Technology Collaboration with Rockingham County Schools	The Assistive Technology Club at EMU (participants include pre-service special education candidates) will collect instructional materials from teachers in Rockingham County schools; augment the material to make it more accessible to all learners; and return the instructional materials back to the teachers for use with PreK-12 students in Special Education.	This allows students with disabilities in the Rockingham County schools access to the general curriculum.	EMU Assistive Technology participants (Special Education pre-service candidates) and all Rockingham County schools.	Yes
6.	LIT 330 Literature for Children and The Early Learning Center	Candidates from LIT 330 present storytelling to the 2-4 year olds at the Early Learning Center (ELC). The director of the Early Learning Center collaborates with the LIT 330 professor to teach the college candidates about storytelling with young children.	At the request of the director of the Early Learning Center, the young children are benefited as they are given the opportunity to hear stories embracing characteristics of effective storytelling from twenty or more college candidates.	LIT 330 Professor; twenty students from LIT 330; director of the Early Learning Center; and 30 young children.	No

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Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Reporting Date: July 2010

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7.	Practicum in eight school divisions and a private school	Curriculum and methods courses require a practicum, supervised by EMU teacher education faculty, ranging from 20-60 hours, to allow students to link classroom theory with practice in schools.	Practicum students assist cooperating teachers with PreK-12 student achievement.	EMU Student Teachers and Faculty, and faculty in the following school divisions: Augusta County, Rockingham County, Shenandoah County, Waynesboro City, Harrisonburg City and Staunton City.	Yes
8.	Student Teaching in eight school divisions and a private school	The culminating teacher education experience is supervised student teaching.	With a cooperating teacher and a student teacher in the classroom, PreK-12 students increase the contact time with a teacher. Student teachers introduce cooperating teachers to new teaching practices. School divisions get an early start on mentoring beginning teachers as many student teachers are later hired by the hosting school division.	EMU Student Teachers, clinical faculty identified by the following school divisions: Augusta County, Rockingham County, Page County, Shenandoah County, Waynesboro City, Harrisonburg City and Staunton City.	Yes
9.	MidValley Consortium	The MidValley Consortium trains and supports a cadre of over 650 clinical faculty who supervise area student teachers. Clinical faculty are nominated by member school divisions and complete two days of intensive training for working with student teachers.	By training public school teachers to effectively supervise area student teachers, the quality of the student teaching experience is enhanced and PreK-12 students benefit from the positive learning experience.	EMU Student Teachers, clinical faculty identified by the following school divisions: Augusta County, Rockingham County, Page County, Shenandoah County, Waynesboro City, Harrisonburg City and Staunton City.	Yes
10.	Waterman Elementary School Family Fun Night	Faculty/teacher candidates in Health/PE and in General Curriculum K-12 partner with the faculty/staff of Waterman ES (Harrisonburg City Schools) to host a Family Fun Night with learning centers and activity centers (hosted on the campus of EMU).	The event provides a venue for family/K-12 school/university partnership, exposure to learning centers regarding the VA SOL curriculum, and communication with parents, including those with cultural/linguistic diversity.	Waterman Elementary School faculty and administration; Health and PE education faculty; and Special Education faculty.	Yes
11.	EMU's Hostetter Natural History Museum	The EMU Natural History Museum provides educational presentations and field trips to area elementary and middle school students.	Hands-on workshops focus on grades K-2 or grades 3-5 and are developed to enhance the Virginia Standards of Learning. Workshops include Exploring the World Around You; Amazing Adaptations; Getting to Know Rocks and Fossils; and Discovering Owls. There is also a Discovery Room open every Sunday afternoon.	Harrisonburg Public Schools, Rockingham County Public Schools, Augusta County Public Schools and other school districts send students to the EMU Natural History Museum, where EMU students and professors present the workshops.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Eastern Mennonite University
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12.	Conversations Between Mathematicians Project: Thomas Harrison Middle School, James Madison University (JMU), and EMU	A collaborative math research project with 6th graders from Thomas Harrison Middle School and an EMU/JMU college student. Groups correspond online and in person to research an assigned mathematical topic. The "math fair" night showcases research findings to parents, educators and other students.	Provides an opportunity for upper level middle school math students to work collaboratively with college students to research and present a complex mathematical problem.	Brian Nussbaum, Thomas Harrison Middle School math teacher, Laurie Cavey, JMU math education professor, and Toni Flanagan, EMU education professor, Harrisonburg, VA.	No
13.	Lacey Spring Business Partnership	EMU is a partner in education with Lacey Spring Elementary School to achieve established goals and objectives.	This partnership provides practicum and student teaching opportunities for EMU candidates; resource speakers for cultural awareness days; career days or other special programs; assistance with staff development; assistance with tutoring at-risk students; computer assistance in the classroom; Spanish translation of written materials; assistance in maintaining a student newspaper; opportunities for pen pals; and transportation for indigent parents to school conferences.	Lacey Spring Elementary School and EMU.	Yes
14.	Eastern Mennonite Elementary School (EMES) Writing Workshop	Writing in-service for K-5 teachers to help develop writing curriculum and assessment for Eastern Mennonite Elementary School.	The principal from EMES invited us to develop an in-service that would address ways to design and implement writing curriculum and assessments.	Teachers K-5 from Eastern Mennonite Elementary School and EMU Professor Tracy Hough.	No
15.	Master of Arts in Education - Rockingham County Public Schools (RCPS), New Century Master's Program	Partnership between Rockingham County Schools and EMU to provide teacher practitioners graduate courses in literacy, curriculum instruction, and diverse needs. RCPS provides full or reduced reimbursement for courses completed.	RCPS encourage teachers to take selected classes from the Master of Arts in Education program for completion of the master's program or for licensure renewal.	Rockingham County School Central Office Administration and the Director of the Master of Arts in Education.	Yes
16.	Master of Arts in Education - Harrisonburg City Schools - TESL Internships	Partnership and collaboration between Harrisonburg City Schools and EMU to provide graduate classes in Teaching English as a Second Language.	HCPS has a 30%+ population of ELL learners. HCPS has required all administrators and teachers to take at least one ESL class to better meet the needs of the K-12 ELL learners.	Harrisonburg City Schools Central Office staff, EMU, and the director of the Master of Arts in Education Program.	Yes
17.	Master of Arts in Education - Waynesboro City Public Schools (WCPS), MA Cohort in Curriculum and Instruction	The Waynesboro City School administration and M.A. in Education administration have partnered to offer the M.A. in Education in a cohort format, on-site in Waynesboro City Public Schools, that is tailored to meet the needs of the WCPS.	The M.A. in Education program allows a cohort of WCPS teacher practitioners to work collaboratively within their schools on graduate programs, while achieving a master's degree.	EMU M.A. Education Department and Waynesboro City Public Schools.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Eastern Mennonite University
Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Reporting Date: July 2010

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18.	Master of Arts in Education - Rockingham County Schools, Reading Specialist Practicum	Partnership between Rockingham County Schools and EMU to provide practicum sites for candidates working toward the reading specialist endorsement.	RCPS encourages their teachers enrolled in EMU's literacy track for the MA program to participate in a summer school reading program designed for elementary pupils who struggle with reading difficulties.	Rockingham County School Central Office Administration and the director of the Master of Arts in Education.	Yes
19.	Master of Arts in Education - Shenandoah County Schools, Technology Courses	Partnership between Shenandoah County Schools and EMU to offer technology courses to teacher practitioners.	Shenandoah County Schools encourages their teachers to enroll in a set of technology classes designed to improve classroom instruction.	Shenandoah County School Central Office Administration and the director of the Master of Arts in Education.	Yes
20.	Master of Arts in Education - Rockingham County Schools, Technology Courses	Partnership between Rockingham County Schools and EMU to offer technology courses to teacher practitioners.	Rockingham County Schools encourages their teachers to enroll in a set of technology classes designed to improve classroom instruction.	Shenandoah County School Central Office Administration, the director of the Master of Arts in Education, and instructor Stephanie Failes.	Yes
21.	Augusta County Reading Course	Developed a three credit course for K-12 teachers and K-12 administrators to teach methods and best teaching practices dealing with literacy assessment.	Director of Augusta County curriculum instruction requested that we develop a course that focuses on methods and best teaching practices dealing with literacy assessment.	Augusta County School District teachers and principals in grades K-12 and EMU Professor Tracy Hough.	Yes
22.	Augusta County Courses	Collaborate teaching selective graduate courses.	Director of Augusta County pupil services in Augusta County and EMU collaborate to offer graduate courses in literacy and mathematics.	Augusta County School district teachers and EMU Master of Arts in Education program.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Eastern Mennonite University
Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Reading Specialist*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Journalism (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																		
1.	Early Learning Center	X	X																	
2.	Early Bird Tutoring	X	X																X	
3.	Literacy Block - Harrisonburg Public City Schools placements	X	X																X	
4.	Assistive Technology Practical Day - EDS 333																		X	
5.	Assistive Technology Collaboration with Rockingham County Schools																		X	
6.	LIT 330 Literature for Children and The Early Learning Center	X	X																	
7.	Practicum in eight school divisions and a private school	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Student Teaching in eight school divisions and a private school	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
9.	MidValley Consortium	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
10.	Waterman Elementary School Family Fun Night							X											X	
11.	EMU's Hostetter Natural History Museum															X	X			
12.	Conversations Between Mathematicians Project: Thomas Harrison Middle School, James Madison University (JMU), and EMU														X					
13.	Lacey Spring Business Partnership	X	X																X	

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Contact Person: Cathy Smeltzer Erb
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Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Reading Specialist*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Journalism (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																		
14.	Eastern Mennonite Elementary School (EMES) Writing Workshop	X	X																	
15.	Master of Arts in Education - Rockingham County Public Schools (RCPS), New Century Master's Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
16.	Master of Arts in Education - Harrisonburg City Schools - TESL Internships						X													
17.	Master of Arts in Education - Waynesboro City Public Schools (WCPS), MA Cohort in Curriculum and Instruction		X	X			X								X					
18.	Master of Arts in Education - Rockingham County Schools, Reading Specialist Practicum			X																
19.	Master of Arts in Education - Shenandoah County Schools, Technology Courses		X									X								
20.	Master of Arts in Education - Rockingham County Schools, Technology Courses		X									X								
21.	Augusta County Reading Course	X	X	X																
22.	Augusta County Courses	X	X	X											X					

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 3: Administration and Supervision Programs

Name of Institution: Eastern Mennonite University
Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Date: July 2010

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1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Emory and Henry College
Contact Person: Herb Thompson/Katherine Hanshew
Phone No.: (276) 944-6215/(276) 944-6218
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Southwest Virginia Science Teachers Academy	A grant-funded initiative to provide science content knowledge, and to address pedagogical and assessment issues with K-5 teachers.	Teacher development in K-5 science instruction as indicated by weaknesses in the Student Performance by Question Reports.	Southwest Virginia Public Education Foundation, Inc., and sixteen participating school systems.	Yes
2.	USDOE and VDOE MSP Mathematics Grant	A grant-funded initiative to provide mathematics professional development to a cohort of 50 grade 4-6 teachers from nineteen school divisions.	Teacher development in grades 4-6 mathematics instruction and preparing students for content changes in Virginia Mathematics Standards of Learning.	USDOE, VDOE, and nineteen school systems in Southwest Virginia.	Yes
3.	Southwest Virginia Public Education Consortium	Umbrella group for several cooperative programs.	Teacher development in math, science, and social studies content areas.	Emory and Henry College (EHC) Education faculty and Bland, Bristol, Carroll, Galax, Grayson, Smyth, Washington, and Wythe school divisions.	Yes
4.	Teacher Program Advisory Committee	School administrators meet with our faculty once each semester to discuss how our program interfaces with the schools, communicate current offerings and opportunities, receive feedback, and identify needs.	Helps us coordinate program development with the needs of our region. For example, our current initiative to implement a Special Education licensure program originated from discussion in this committee.	EHC Education faculty and administrators from Bristol, Russell, Smyth, and Washington schools, divisions that mentor most of our student teachers.	No
5.	Region Seven School Superintendents' Group	Advise and exchange information on student teacher and intern placements and staffing needs in the divisions.	Keeps the school divisions informed about our students who are available as student teachers, interns, and beginning teachers.	School superintendents in Region seven and EHC faculty.	No
6.	Summer Scholars	With supplemental funding from the school districts, middle school students attend one of two summer sessions.	Provides enrichment experience in summer for middle school students.	Attendees are students from public school districts. Staff are drawn from EHC faculty, EHC staff, EHC students, and public school personnel.	Yes
7.	Annual B.G. Raines Education Forum	Annual event (currently in it's 22nd year) for teachers, student teachers, and administrators. (Web page at http://www.forum.ehc.edu.)	Deals with issues in education; provides an opportunity for teachers and administrators to come together to share and learn; and brings in a speaker on a relevant topic in education.	Region seven schools, EHC, award-winning teachers, speakers, and other teacher education programs in the region.	Yes
8.	Mentor Teacher Training	An ongoing program of training in mentoring student teachers with sessions offered at times that teachers can attend, supplemented by a stipend for training and for attendance at mentor seminars each semester.	Involves teachers and schools in the teacher training activity.	EHC faculty and student teachers, along with teachers from regional schools, mostly Washington and Smyth school divisions.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Emory and Henry College
Contact Person: Herb Thompson/Katherine Hanshew
Phone No.: (276) 944-6215/(276) 944-6218
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Reading Specialist*	*French PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																					
1.	Southwest Virginia Science Teachers Academy		X														X		X	X	X		
2.	USDOE and VDOE MSP Mathematics Grant		X													X					X		
3.	Southwest Virginia Public Education Consortium	X	X	X	X			X		X	X			X	X	X	X	X	X	X	X		X
4.	Teacher Program Advisory Committee	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	Region Seven School Superintendents' Group	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
6.	Summer Scholars			X					X	X	X	X	X	X	X	X			X		X	X	X
7.	Annual B.G. Raines Education Forum	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Mentor Teacher Training	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Emory and Henry College
Contact Person: Herb Thompson/Katherine Hanshew
Phone No.: (276) 944-6215/(276) 944-6218
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Ferrum College
Contact Person: Dr. Mary Ann Norman
Phone No.: (540) 365-4605
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Early Field Experiences	In each education course, students are required to complete a 20 to 40 hour internship. The Ferrum College Teacher Education Program Director requests teachers from Franklin, Patrick, and Henry county as volunteers to participate, with approval from their principal and central administration.	Ferrum students provide tutorial assistance as well as clerical assistance for teachers in these counties. As students progress in the teacher education program, they begin to practice teaching lessons under the tutelage of cooperating teachers.	Franklin County Public Schools; Henry County Public Schools; Patrick County Public Schools; and Roanoke City Public Schools.	Yes
2.	Student Teaching Placements	Area school systems provide opportunities for pre-service teachers to complete program requirements for licensure.	Ferrum College graduates apply for and gain employment in nearby rural school divisions, which may often be hard to staff areas.	Franklin County Public Schools; Henry County Public Schools; Patrick County Public Schools; and Roanoke City Public Schools.	Yes
3.	Clinical Faculty Partnership	Public school teachers have a clinical faculty representative from Ferrum College, who coordinates and supervises early field experiences.	Public school teachers provide feedback to Ferrum College, via the clinical faculty, concerning the needs of their classrooms, as well as reporting on the success of student interns in the field.	Franklin County Public Schools; Henry County Public Schools; Patrick County Public Schools; and Roanoke City Public Schools.	Yes
4.	Tutorial Partnerships	Ferrum College provides specified tutorial opportunities for local schools who express a need for additional support, both during school hours and in after school programs.	Ferrum College partnered with Ferrum Elementary School to provide after-school tutorial assistance in reading and math.	Franklin County Public Schools	No
5.	America Reads	Ferrum College receives funds for work study initiatives that assist local schools with additional tutorial assistance during school hours in the area of reading.	Additional assistance in reading is identified by local schools in partnership with Ferrum College. Work study students are matched to needy students at local schools.	Franklin County Public Schools	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Ferrum College
Contact Person: Dr. Mary Ann Norman
Phone No.: (540) 365-4605
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Spanish PreK-12*	*Russian PreK-12*	*Agricultural Education*	*Business and Information Technology*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.															
1.	Early Field Experiences	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Student Teaching Placements	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Clinical Faculty Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Tutorial Partnerships	X											X				X
5.	America Reads	X															

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Ferrum College
Contact Person: Dr. Mary Ann Norman
Phone No.: (540) 365-4605
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: George Mason University
Contact Person: Martin E. Ford/Ellen Rodgers
Phone No.: (703) 993-2004
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Early Childhood Education Program and Fairfax County Public Schools (FCPS)	The Early Childhood Education program and FCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. FCPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school. ECE students teach intersession classes at modified year-round schools.	Fairfax County Public Schools Personnel.	No
2.	Early Childhood Education Program and Alexandria City Public Schools (ACPS)	The Early Childhood Education program and ACPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. ACPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Alexandria City Public Schools Personnel.	No
3.	Early Childhood Education Program and Arlington County Public Schools (APS)	The Early Childhood Education program and APS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. APS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Arlington County Public Schools Personnel.	No
4.	Early Childhood Education Program and Prince William County Public Schools (PWCS)	The Early Childhood Education program and PWCS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. PWCS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Prince William County Public Schools Personnel.	No
5.	Early Childhood Education Program and Loudoun County Public Schools LCPS)	The Early Childhood Education program and LCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Loudoun County Public Schools Personnel.	No
6.	Early Childhood Education Program and District of Columbia (DC) Public Schools	The Early Childhood Education program at George Mason University and DC Public Schools formed a partnership to provide DC teachers with an opportunity to pursue a Master of Education in Early Childhood Special Education.	The Master of Education program provided by ECE enabled teachers to develop the knowledge and skills needed to effectively work with diverse young children with disabilities and their families.	District of Columbia teachers employed by DC Public Schools.	Yes
7.	Early Childhood Education Program and Teach for America (TFA)	The Early Childhood Education program at George Mason University and Teach for America (TFA) have formed a partnership to provide TFA teachers with an opportunity to pursue a Master of Education in Curriculum and Instruction, with a concentration in early childhood education leading to pre-K though 3rd grade licensure.	The TFA teachers are employed teachers who are provisionally licensed. The Master of Education program provided by ECE enables teachers to develop the knowledge and skills needed to teach effectively and enables them to become licensed teachers.	Teach for America teachers employed in the District of Columbia Public Schools, District of Columbia Charter Schools, and Prince George's County Public Schools.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: George Mason University
Contact Person: Martin E. Ford/Ellen Rodgers
Phone No.: (703) 993-2004
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	**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.	**Evidence of Agreement** - Is there written documentation with the partners and collaborators? Yes or No?
8.	Early Childhood Education Program and Infant/Toddler Connection of Fairfax/Falls Church (MCPS)	The Early Childhood Education program and the Infant/Toddler Connection of Fairfax/Falls Church have formed a partnership that enables students to participate in the internships required for licensure and field experiences required for their coursework.	The students engaged in internships and field experiences provide additional support within the classroom and in the school.	The Infant/Toddler Connection of Fairfax/Falls Church.	No
9.	Early Childhood Education Program and Manassas City Public Schools	The Early Childhood Education program and MCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. MCPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school. ECE students teach intersession classes at modified year-round schools.	Manassas City Public Schools Personnel.	No
10.	Professional Development School Network - Fairfax County Public Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Annandale Terrace ES, Kings Park ES, Parklawn ES, Providence ES, Westlawn ES, Lynnebrook ES, Colin Powell ES, and Hunters Woods ES.	Yes
11.	Professional Development School Network - Arlington Public Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Randolph Elementary School.	Yes
12.	Professional Development School Network - Prince William County Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Old Bridge Elementary School and Occoquan Elementary School.	Yes
13.	Professional Development School Network - Loudoun County Public Schools	Students doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns.	Cool Spring ES, Dominion Trail ES, and Sugarland ES.	No
14.	Professional Development School Network - Fairfax County Public Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Annandale Terrace ES, Kings Park ES, Parklawn ES, Providence ES, Westlawn ES, Lynnebrook ES, Colin Powell ES, and Hunters Woods ES.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: George Mason University
Contact Person: Martin E. Ford/Ellen Rodgers
Phone No.: (703) 993-2004
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	**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.	**Evidence of Agreement** - Is there written documentation with the partners and collaborators? Yes or No?
15.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Information	GMU entered into a collaboration with the University of Virginia (UVA) and Virginia Commonwealth University (VCU) to list courses for the Math Specialist Leader program on a common website maintained by UVA. Individuals interested in taking math specialist courses can access this information from the website and select from among the courses offered at one of several institutions.	Provides access to mathematics specialist courses for teachers at various university locations in Virginia.	UVA, VCU, and GMU.	Yes
16.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Revision/Approval	GMU entered into a collaboration with the University of Virginia (UVA) and Virginia Commonwealth University (VCU) to develop common courses across institutions to be offered at our respective Math Specialist Leader master's degree programs. Courses across institutions were developed, revised, and are approved for transfer among these programs.	Allows teachers in Virginia to transfer mathematics specialist courses across institutions when they relocate within the state.	UVA, VCU, and GMU.	Yes
17.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Fairfax County Public Schools Cohort	GMU entered into a collaboration with the Fairfax County Public Schools to offer a cohort of the Math Specialist Leader program at an FCPS school site from 2007-2010. Thirty FCPS teachers entered the program in Fall 2007.	Fairfax County Public Schools needs to strengthen mathematics teaching and learning experiences for K-8 teachers and students. This collaboration trains 30 FCPS teachers as school-based mathematics specialists.	GMU and FCPS.	No
18.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Prince William County Public Schools Cohort	GMU entered into a collaboration with the Prince William County Public Schools to offer a cohort of the Math Specialist Leader program at a PWC school site from 2008-2011. Twenty-five PWC teachers began the program in Fall 2008.	Prince William County Schools needs to strengthen mathematics teaching and learning experiences for K-8 teachers and students. This collaboration trains 25 PWC teachers as school-based mathematics specialists.	GMU and PWCS.	No
19.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a six-credit seminar and practicum in which they tutor a child or adolescent struggling in reading.	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Manassas City Schools.	No
20.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a six-credit seminar and practicum in which they tutor a child or adolescent struggling in reading.	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Manassas Park City Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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Contact Person: Martin E. Ford/Ellen Rodgers
Phone No.: (703) 993-2004
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
21.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a six-credit seminar and practicum in which they tutor a child or adolescent struggling in reading.	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Woodburn Elementary, Fairfax County Public Schools, VA.	No
22.	School Counseling Leadership Team (SCLT)	The SCLT is a collaboration between counselor educators, school district supervisors, and state level professional school counseling leaders. The SCLT identifies best practices and provides professional development and advocates for issues pertaining to school counseling programs in Virginia.	The SCLT supports school counselors in their development of comprehensive school counseling programs that align with the mission of schools and assure that all students are provided with the resources needed to help all students achieve. The SCLT also advocates for school counseling positions and has supported state initiatives.	GMU C&D Faculty , Marymount, Va Tech, GW Counselor Educators, Fairfax, Loudoun, Prince William, Falls Church, and Arlington County Public School Counselor Supervisors, and State-level School Counseling Leadership.	No
23.	The School Reintegration Committee	The School Reintegration Committee developed and delivers training for school counselors, school social workers, and public health nurses in Fairfax County Public Schools. To date more than 500 FCPS staff have been trained.	Twenty percent of school age children have a chronic illness and seven percent have a chronic illness that impacts learning and psychosocial development. This population is absent more often and requires school support. Increasing programs and services and educating school personnel to the needs of this population is the goal of training.	GMU C&D Faculty, Fairfax Public School Counseling Specialist, Public Health School Coordinator, and School Social Work Coordinator, and school counselors.	No
24.	Arlington/Alexandria Coalition for Homeless/Career Counseling Outreach Program (CAACH)	Students provide supervised traditional and non-traditional career counseling services to underserved populations in the community.	Career education is a PreK-12 standard of learning, and providing career counseling services is a component of all school counseling programs. School counseling students receive training by providing career education and counseling to homeless families.	GMU C&D faculty and CAACH Counselors.	No
25.	School Psychology Internship: Fairfax County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Fairfax County Public Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
26.	School Psychology Internship: Arlington County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Arlington Public Schools.	Yes
27.	School Psychology Internship: Loudon County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Loudoun County Public Schools.	No
28.	School Psychology Internship: Prince William County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Prince William County Public Schools.	No
29.	School Psychology Internship: Alexandria County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Alexandria City Public Schools.	No
30.	School Psychology Internship: Falls Church Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Falls Church Public Schools.	No
31.	School Psychology Internship: Manassas City Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Manassas City Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
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Name of Institution: George Mason University
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32.	School Psychology Internship: Frederick County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Frederick County Public Schools.	No
33.	School Psychology Internship: Montgomery County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Montgomery County Public Schools.	No
34.	School Psychology Internship: Anne Arundel County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1,200 clock hours.	Provides for training of school psychologists.	Anne Arundel County Public Schools.	No
35.	Foreign Language: Multiple Intelligences	Working with Fairfax County Public Schools to co-host "Liven Up Teaching Arabic and Chinese through the Theory of Multiple Intelligences (MI)". The two week Summer 2009 institute focused on MI theory and how varied approaches can be applied to language learning. In 2010, the focus is on Transitioning to Teaching in US Schools in order to enhance teacher expertise and student performance.	This institute provides opportunities to help fill the void in the paucity of both Arabic and Chinese teachers in the Metro area. In-service as well as pre-service teachers are given practical applications of theory-to-practice, while working with students attending the FCPS children's summer language camps held at GMU.	Fairfax County Public Schools.	Yes
36.	Elementary Art Methods Practicum	As part of AVT 691, the elementary practicum assignment focuses on observation, participation and evaluation of the practice of art instruction. MAT students are paired with exemplary elementary art teachers and their students to attend essential dimensions of art teaching and learning.	The need for well-prepared art teachers to observe contemporary art education practice resulting in high quality student art work in area elementary schools.	Fairfax County Public Schools.	No
37.	Secondary Art Methods Practicum	As part of AVT 692, the secondary practicum assignment focuses on observation, participation and evaluation of the practice of art instruction. MAT students are paired with exemplary middle and high school art teachers and their students to attend essential dimensions of art teaching and learning.	The need for well-prepared art teachers to observe contemporary art education practice resulting in high quality student art work in area middle and high schools.	Fairfax County Public Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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38.	Student Teaching Internship	In AVT 695, MAT students teach in the elementary and secondary schools under direct supervision of cooperating teachers. Cooperating teachers guide the students' gradual assumption of the full-time responsibilities in their role as art teachers. University supervisors make periodic site visits to observe and critique each student's progress.	Working under the guidance of exemplary art teachers in area elementary and secondary schools, MAT student teachers pilot original, standard-based art units. The resulting high quality student art work is exhibited at the Art of Teaching Art Showcase, celebrating student artists, their families and cooperating art teachers.	Fairfax County and Prince William County Public Schools.	No
39.	AVT 495/595 School Observations	By visiting the art rooms of diverse area schools, pre-service art teachers will become familiar with art teaching while discovering a variety of ways art is taught and evaluated to meet the multiple educational needs of today's students. Students develop observation skills and analytical abilities to interpret and evaluate instructional practices.	The need for potential art teachers to observe contemporary art education practices, resulting in high quality student art work in area elementary, middle and high schools.	Fairfax County Public Schools.	No
40.	Artful Adventures at DC Art Museums	Pre-service students actively explore a selected DC art museum to collaboratively design, implement and evaluate object-specific family tours on the first weekend in March. After which they are engaged in researching an art object in order to create an instructional resource and an object-inspired artwork, that are shared with the institution.	The need for well prepared art teachers to engage area parents and children in meaningful art learning with original art objects in museum settings. (Reference: http://gazette.gmu.edu/articles/8075/ and http://gazette.gmu.edu/articles/11712.)	Kreeger Museum, Phillips Collection, National Museum of Women in the Arts, and National Portrait Gallery.	No
41.	George Mason University Dance Department Partnership with Woodbridge High School Center for the Arts Dance Program	The partnership in intended to prepare both undergraduate dance majors at George Mason for the challenges of teaching in a high school magnet dance program, and high school dancers for the rigors of a selective undergraduate dance degree program. George Mason dance majors and faculty observe and teach master classes at Woodbridge, and Woodbridge dancers (grades 9 - 12) visit George Mason to observe classes, attend workshops and see performances.	The partnership provides grades 9-12 dancers opportunities to investigate and experience dance as an art form in a broader perspective than is available in the secondary school or in popular culture. Woodbridge dancers participate in university production workshops, learn audition skills from university faculty, discuss technique training with dance majors, and investigate career opportunities with George Mason dance alumni. The goal is for Woodbridge dancers to develop individual goals and interests in the dance discipline, and understand pathways to achieving those goals.	George Mason University Dance Department and Woodbridge High School Center for the Arts Dance Program.	No
42.	English as a Second Language: Language Assessment Partnership	School-university partnership with Fairfax County Public Schools in language assessment since 1992. This long-term, annually renewing partnership has as its goal to improve the validity and reliability of assessments used to measure the language growth of over 19,000 students in the English as a Second Language program.	Fairfax County Public Schools needs to improve the reliability and validity of its language assessment procedures and measures in order to provide accurate information on student growth in the English language.	English as a Second Language Program, Fairfax County Public Schools, VA.	Yes

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43.	Health and Physical Education Student Teaching Internships	Purpose is to meet teacher candidate needs for a prolonged and full day experience in schools at the elementary and secondary levels, while learning from a high quality cooperating teacher.	Programs need knowledgeable and energetic pre-service teachers committed to learning to teach students. Internships prepare future teachers to meet needs of the states' youth.	Fairfax, Loudoun, and Prince William County Public Schools.	Yes
44.	Physical Education Field Experiences in Schools	Offers the opportunity for junior and senior level students to shadow a master teacher and teach classes unassisted in elementary, secondary, and adapted PE settings.	Learners experience a visiting teacher who quickly becomes part of the class and communicates positively with students. The focus is on developing management skills, instructional strategies, and increasing academic learning time.	Fairfax County Public Schools.	No
45.	Health Education Field Experience	Pre-service teachers experience for the first time teaching health education in a seated classroom within a middle school setting.	Learners experience well developed and innovative lessons presented by pre-service teachers eager to share their health education knowledge in a positive learning environment.	Fairfax County Public Schools.	No
46.	Collaborative Research	Research project that examined the mentor and mentee relationships and effectiveness of induction programs in two counties.	Learner needs are addressed most effectively when first year teachers have effective mentors who provide leadership in model teaching effectiveness, while providing feedback in helping first year teachers develop.	Prince William and Fairfax County Schools.	No
47.	Collaboration with In-Service Professional Development	PETE Faculty serve as presenters at Fairfax County physical education teacher in-service opportunities.	Assist teachers in emphasizing student knowledge about why they perform and in studying physical fitness activities.	Fairfax County Public Schools.	No
48.	Public school teachers who are employed in the Physical Education program to instruct pre-service teachers	High quality public school teachers collaborate with PETE faculty regarding content of courses and bring their experience and background to our students who become better prepared to teach youth in schools.	Public school teachers are critical links who enable teacher candidates to better understand children and youth through examples, stories, and sound pedagogical applications.	Fairfax County Public Schools.	No
49.	Online course in health education	Online course developed for and offered to health/physical education teachers on provisional license. The course was designed to meet the health methods course requirement for licensure.	The Commonwealth of Virginia requires teacher licensure or endorsement in health and physical education. This graduate-level course requires teachers to assess and analyze their school health program and provides resources for teaching K-12 health.	Fairfax, Loudoun, and Prince William County Public Schools.	No
50.	Student Teaching in Music Education - Instrumental	The Music Education program and Arlington Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. APS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Arlington Public Schools.	No

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51.	Student Teaching in Music Education - Instrumental	The Music Education program and Fairfax County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. FCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Fairfax County Public Schools.	No
52.	Student Teaching in Music Education - Instrumental	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. LCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Loudoun County Public Schools.	No
53.	Student Teaching in Music Education - Instrumental	The Music Education program and Prince William County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. PW teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Prince William County Public Schools.	No
54.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Arlington County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. APS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	ArlingtonCounty Public Schools.	No
55.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Fairfax County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. FCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Fairfax County Public Schools.	No
56.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. LCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Loudoun County Public Schools.	No

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57.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Prince William County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. PW teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Prince William County Public Schools.	No
58.	Honor Band	The College of Visual and Performing Arts Music Education Program annually hosts a band festival for students from throughout the Commonwealth of Virginia and the Metropolitan Washington area.	High school students participate in a three-day festival of rehearsals and a culminating concert in the George Mason University Center for the Arts.	High schools throughout Virginia and the Metropolitan Washington area.	No
59.	Secondary Professional Development Schools Network - Fairfax County Public Schools	Students doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with site-based faculty.	Clinical faculty receive high level training and schools have highly trained interns.	Robinson Secondary School, Holmes Middle School and South Lakes High School.	Yes
60.	Child Find (T-TAC): Alexandria City Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Alexandria City Public Schools.	No
61.	Child Find (T-TAC): Arlington Public Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Arlington County Public Schools.	No
62.	Child Find (T-TAC): Fairfax County Public Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Fairfax County Public Schools	No

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63.	Child Find (T-TAC): Fauquier County Public Schools (Child Find) (T-TAC)	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Fauquier County Public Schools.	No
64.	Early Childhood Priority Project (T-TAC): Higher Horizons Head Start	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Fairfax County Public Schools.	Yes
65.	Early Childhood Priority Project (T-TAC): Gum Springs Head Start	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Fairfax County Public Schools.	Yes
66.	Early Childhood Priority Project (T-TAC): Falls Church City	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Falls Church Public Schools.	Yes
67.	Child Find (T-TAC): Manassas City	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Manassas City Schools.	No

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68.	Child Find (T-TAC): Manassas Park City	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Manassas Park City Public Schools.	No
69.	Child Find (T-TAC): Prince William County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Prince William County Public Schools.	No
70.	Early Childhood Priority Project (T-TAC): Frederick County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Frederick County Public Schools.	Yes
71.	Early Childhood Priority Project (T-TAC): Page County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Page County Public Schools.	Yes
72.	T-TAC: Berryville Elementary	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Berryville Elementary School.	Yes

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73.	Early Childhood Priority Project (T-TAC): Shenandoah County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Shenandoah County Public Schools.	Yes
74.	Early Childhood Priority Project (T-TAC): Winchester City Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Winchester City Public Schools.	Yes
75.	Academic Review (T-TAC): Gunston Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Gunston Middle School.	Yes
76.	Academic Review (T-TAC): Kenmore Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Kenmore Middle School.	Yes

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77.	Academic Review (T-TAC): Culpeper Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Culpeper Middle School.	Yes
78.	Academic Review (T-TAC): W.C Taylor Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	W. C. Taylor Middle School.	Yes
79.	Academic Review (T-TAC): Godwin Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Godwin Middle School.	Yes

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80.	Academic Review (T-TAC): George Washington MS (Alexandria City)	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Alexandria City Public Schools.	Yes
81.	Academic Review (T-TAC): Francis Hammond (Alexandria City)	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for the implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; and implementation of research-based instructional interventions for schools warned in English or Mathematics.	Alexandria City Public Schools.	Yes
82.	Special Education Outreach: Loudoun County (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Loudoun County Public Schools.	No
83.	Special Education Outreach: Frederick County (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Frederick County Public Schools.	No
84.	Special Education Outreach: Piedmont (Orange, Culpeper and Madison County) (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Piedmont (Orange, Culpeper and Madison County).	No

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85.	Special Education Outreach: Virginia Association of Independent Special Education Facilities (VAISEF) (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Virginia Association of Independent Special Education Facilities (VAISEF) (Outreach Cohort).	No
86.	Special Education Outreach: Teach for America (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Special Education Outreach: Teach for America (Outreach Cohort).	No
87.	Special Education Outreach: Fairfax County (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Fairfax County.	No
88.	Special Education Outreach: Prince William County (Outreach Cohort)	Cohort Program to deliver special education - general curriculum licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Prince William County.	No
89.	Instructional Support Team (T-TAC): Halley Elementary School	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; and fewer students found eligible for special education services.	Halley Elementary School.	Yes
90.	Instructional Support Team (T-TAC): Westlawn Elementary School	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; and fewer students found eligible for special education services.	Westlawn Elementary School.	Yes

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91.	Instructional Support Team (T-TAC): Canterbury Woods	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; and fewer students found eligible for special education services.	Canterbury Woods.	Yes
92.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Alexandria City Schools.	No
93.	T-TAC: Arlington Archdiocese	Professional development.	Provided two workshops on evidence based best practice instructional and behavioral support strategies for students with ASD, K-12.	St. Leo the Great, St. Ann School, and GMU T-TAC.	Yes
94.	NOVAS (T-TAC): Northern Virginia Autism Support Team	Community of Practice that meets bi-monthly to share resources, training and strategies information regarding Autism Spectrum Disorders.	Review and discuss evidence-based best practice interventions and strategies for the education of students with ASD, PreK-12.	Alexandria, Arlington, Fairfax, Fauquier, Fairfax, and GMU T-TAC.	No
95.	The Secondary Transition Activities Priority Project (T-TAC): Arlington County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program; self determination, secondary data collection; regional projects; transition matrix/college guide; and state transition events.	The goal is to improve self-determination skills (self-advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Arlington County (The Secondary Transition Activities Priority Project) (T-TAC).	Yes

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96.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Arlington County.	No
97.	T-TAC: Clarke County	Professional development.	Provided three workshops on ASOL instruction for students with significant cognitive disabilities: communication, literacy, and teaching thematically.	Clarke County.	Yes
98.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Clark County.	Yes
99.	Effective School-wide Discipline Cohort 1 (T-TAC): Floyd T. Binns Middle	The Effective schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); and submit evaluation which is designed to measure the impact of the model on identified areas of concern. Cohort 1, with 15 participating schools.	Floyd T. Binns Middle.	Yes

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100.	T-TAC: Culpeper	Virginia Department of Education Train-the-Trainer Autism Team.	Build capacity within LEA by implementing staff development training and consultative services for professionals involved in the education of students with ASD.	Culpeper, GMU T-TAC, and Autism Priority Project.	Yes
101.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Fairfax County.	No
102.	T-TAC: Glasgow Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; and design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Glasgow Middle School.	Yes
103.	T-TAC: Homes Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Provides for implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; and design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Homes Middle School.	Yes
104.	T-TAC: Fairfax	Professional development	Provides divisionwide training on social skills instruction for students PreK-12 with ASD.	Fairfax County.	Yes

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105.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share of AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Falls Church City.	No
106.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Fauquier County Public Schools.	No
107.	ESD (T-TAC): Cedar Lee Middle	The Effective schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); and submit evaluation which is designed to measure the impact of the model on identified areas of concern.	Cedar Lee Middle School.	Yes

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108.	The Secondary Transition Activities Priority Project (T-TAC): Fauquier County Public Schools	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program; self-determination, secondary data collection; regional projects; transition matrix/college guide; and state transition events.	The goal is to improve self- determination skills (self-advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Fauquier County Public Schools.	Yes
109.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Frederick County Public Schools.	Yes
110.	Instructional Support Team (T-TAC): Apple Pie Ridge Elementary	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; fewer students found eligible for special education services.	Apple Pie Ridge Elementary.	Yes
111.	The Secondary Transition Priority Project (T-TAC): Frederick County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program, self determination, secondary data collection, regional projects, transition matrix/college guide, state transition events.	The goal is to improve self determination skills (self advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Frederick County Public Schools.	Yes
112.	T-TAC: Frederick County	Professional development	Provided workshop on evidence based best inclusive practices for students with disabilities, K-6.	Frederick County Public Schools.	Yes

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113.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Loudoun County Public Schools.	Yes
114.	T-TAC: North Spring Behavioral Health	North Spring Behavioral Healthcare is a residential and private psychiatric center, which provides therapeutic, behavioral, and educational residential programs for students, ages 9-18. T/TAC has a Long Term Technical Assistance (LTTA) for the 2007-2008 school year, to provide a series of professional development workshops, which have focused on the following:	Provided the following workshops: • Marzano's nine most Effective Instructional Strategies; • Strategies to Increase Literacy and Learning in Content Areas; • The Writing Process; • Mathematics Instruction; and • Effective Assessment Strategies, Formative and Summative.	North Spring Behavioral Health.	Yes
115.	T-TAC: Metz Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; and implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Metz Middle School.	Yes

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116.	T-TAC: Locust Grove Middle	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; and implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Locust Grove Middle.	Yes
117.	T-TAC: Prospect Heights Middle	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; and implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Prospect Heights Middle.	Yes
118.	T-TAC: Orange Elementary	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; and implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Orange Elementary.	Yes

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119.	The Secondary Transition Activates Priority Project (T-TAC): Page County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program, self-determination, secondary data collection, regional projects, transition matrix/college guide, state transition events.	The goal is to improve self-determination skills (self-advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Page County.	Yes
120.	T-TAC: Prince William	Professional development.	Provided four workshops on evidence-based best practice strategies for the education of students with ASD: overview, communication/social, sensory/behavior, and data collection.	Prince William County Schools and GMU T-TAC.	Yes
121.	Effective School-wide Discipline Cohorts 1 and 2 (T-TAC): Prince William Schools	The Effective schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); and submit evaluation which is designed to measure the impact of the model on identified areas of concern. Cohort 1, with 15 participating schools.	ESD project in PW is with Beville Middle, Potomac High, Bull Run Middle, Graham Park Middle, Parkside Middle, Saunders Middle, Woodbridge Middle, Dale City, Penn Elem., Yorkshire Elem., Marstellar Middle, Bel Air, Glenkirk Elem., Lake Ridge, Leesylvannia Elem., King Elem., Mullen Elem., Potomac View Elem., Rosa Parks, and Victory Elem..	Yes
122.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Prince William County Public Schools.	Yes

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123.	VTOP (T-TAC): Rappahannock County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program; self-determination, secondary data collection; regional projects; transition matrix/college guide; and state transition events.	The goal is to improve self-determination skills (self-advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities.	Rappahannock County.	Yes
124.	Effective School-wide Discipline Cohort (T-TAC): Warren County	The Effective schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); submit evaluation which is designed to measure the impact of the model on identified areas of concern. Cohort 1, with 15 participating schools.	ESD project in Warren is at E. Wilson Morrison Elem., Ressie Jefferies Elem., Warren County Middle.	Yes
125.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Shenandoah.	Yes
126.	T-TAC: Warren	Virginia Department of Education Train-the-Trainer Autism Team.	Build capacity within LEA by implementing staff development training and consultative services for professionals involved in the education of students with ASD.	Warren, GMU T-TAC, and Autism Priority Project.	Yes

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127.	Instructional Support Team (T-TAC): Virginia Avenue Charlotte de Hart E.S, Winchester City Schools	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; and fewer students found eligible for special education services.	Virginia Avenue Charlotte de Hart E.S, Winchester City Schools.	Yes
128.	T-TAC: Arlington Department of Human Services	Professional Development.	Provided workshop on evidence based best practices for early intervention and preschool instructional and behavioral support strategies for Pre-K students with ASD.	Arlington Preschool directors/lead teachers.	Yes
129.	T-TAC: Commonwealth Autism Services	Statewide training.	Provides workshop on evidence based Ziggurat framework for parents and professionals supporting students with ASD, PreK-12.	Commonwealth Autism Services, GMU T-TAC.	No
130.	T-TAC: Commonwealth Autism Services	Statewide training.	Provides training by Dr. Scott Bellini on social skills instruction for students with ASD, PreK-12.	Commonwealth Autism Services, GMU T-TAC.	Yes
131.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Winchester.	No
132.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share of AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided three series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Spotsylvania .	No

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133.	Skill Survey for Student Teachers Working with Students with Disabilities (King-Sears)	This is a multi-year research project in which student teachers in general and special education programs are queried about their skills in working with students with disabilities during their student teaching experiences. Student teachers self-rate their skills using a Likert-scale rating system, and their respective school-based supervising/cooperating teachers and college/university supervisors also rate the student teachers. The purpose of this research is to compare participants' responses, and multiple comparisons occur, such as general education student teachers' self-ratings compared to special education student teachers' self-ratings.	Beginning general and special education teachers need to graduate from teacher preparation programs that have prepared them well to teach students with disabilities. Analyzing data from student teaching personnel at the pre-service level enables teacher preparation programs to be responsive to programmatic needs so that if there are areas that need to addressed within the teacher preparation program to better prepare general and special educators to teach students with disabilities, that can occur.	Johns Hopkins University, Marywood University, York College, and University of South Florida.	Yes
134.	DC Public Schools: Coolridge High School (Jackman)	The aim of this partnership is to lead a team of school personnel through the development of comprehensive school wide behavioral management program.	This partnership provides the tools for the school community to build, implement and sustain positive school-wide discipline management system.	DC Public Schools: Coolridge High School.	Yes
135.	KIHD System Project (Graff, Behrmann, Wang, Chung)	Through a USDOE steppingstones grant a collaboration was formed to use a technology data collection tool. The technology tool, the KIHD System, enables the teachers to collect data more efficiently.	The KIHD system graphs the data automatically allowing the teacher to have more time to build new lessons and prepare materials. Additionally, since the students' data is collected and graphed in real time, the teacher has the information needed to make evidence based decisions about the current intervention.	The Helen A. Kellar Institute of Human Disabilities and Ivymount School.	Yes
136.	George Mason University - Burke School (Fairfax County Public Schools) (Margo Mastropieri)	This is a research partnership to teach expressive writing to students with serious emotional disabilities at the middle school. The research project is a subcontract with Penn State University and funded by the US Department of Education, Institute of Education Sciences.	Students in the eighth grade are required to take the writing SOL exam. The GMU research project is designed to teach students with serious emotional disabilities, a persuasive writing strategy designed to facilitate their writing in school and to generalize to performance in other classes and on the high stakes tests.	George Mason University, Burke School, Fairfax County Public Schools, and Penn State University.	No
137.	Driver Education Endorsement for Local School Divisions	GMU's College of Education of Human Services (CEHD) offers two driver education endorsement courses, HEAL 402 Introduction to Driver Education, and HEAL 403 Driver Education Practice and Administration, through CEHD's Office of Educational Services to local school divisions.	The school divisions offer classroom driver education and behind-the-wheel instruction to secondary level students. This requires a sufficient number of available VA DOE certified driver education instructors. Professional preparation is based on the Administrative and Curriculum Guide for Driver Education in Virginia.	Fairfax County Public Schools, Loudoun County Public Schools, and Prince William County Public Schools.	Yes
138.	Fairfax County Public Schools - Gifted Education	Marketing, recruiting, staffing, and grant work.	Opportunity to acquire specialized preparation in gifted education.	Fairfax County Public Schools.	No

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139.	FAST TRAIN ESOL Endorsement Outreach Initiatives	Marketing, recruiting, staffing, and grant work.	Opportunity to acquire preparation in ESOL through FAST TRAIN cohort.	Albemarle, Chesterfield, Frederick, Hanover, Henrico, Loudoun, and Prince William Counties; and Manassas City.	Yes
140.	FAST TRAIN Elementary Program Endorsement Outreach Initiatives	Marketing, recruiting, staffing, and grant work.	Opportunity to acquire preparation in elementary education preK-6 through FAST TRAIN cohort.	Anne Arundel County, Fairfax County, Arlington County Public Schools, Washington International School; and Roberta Schlichter at VDOE.	Yes
141.	FAST TRAIN International Baccalaureate Programs	Advanced IB Studies graduate certificate cohort.	Opportunity to acquire the IB Teacher Award Level I, which is required for school authorization and evaluation from IB through FAST TRAIN cohort.	Islamic Saudi Academy and Alexandria City Public Schools.	Yes
142.	KIHD - The VI Consortium	The VI Consortium is made up of six universities: George Mason University, James Madison University, Norfolk State University, Old Dominion University, Radford University, and Virginia Commonwealth University, to prepare teachers to be highly skilled at working with students with visual impairment and blindness.	The VI Consortium enables teachers to develop the knowledge and skills needed to be highly skilled at working with students with visual impairment and blindness.	James Madison University, Norfolk State University, Old Dominion University, Radford University, and Virginia Commonwealth University.	Yes
143.	Virginia School for the Deaf and Blind	Professional development.	The partnership between KIHD and VSDB provides professional development to teachers in the knowledge and skills needed to be highly skilled at working with students with visual impairment and blindness.	Virginia School for the Deaf and Blind.	Yes
144.	Virginia Department for Blind and Vision Impaired	DBVI and AIM-VA (Accessible Instructional Materials - Virginia) have created a collaborative partnership to offer greater access to instructional materials. The Library and Resource Center is a component of the Department for the Blind and Vision Impaired (DBVI). Resource Center services are provided to local school divisions to support education of visually impaired and blind children.	DBVI and AIM-VA collaborate to support local school divisions in the education of their visually impaired and blind children.	DBVI and AIM-VA.	Yes

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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
1.	Early Childhood Education Program and Fairfax County Public Schools (FCPS)	X																										X						
2.	Early Childhood Education Program and Alexandria City Public Schools (ACPS)	X																										X						
3.	Early Childhood Education Program and Arlington County Public Schools (APS)	X																										X						
4.	Early Childhood Education Program and Prince William County Public Schools (PWCS)	X																										X						
5.	Early Childhood Education Program and Loudoun County Public Schools LCPS)	X																										X						
6.	Early Childhood Education Program and District of Columbia (DC) Public Schools	X																										X						
7.	Early Childhood Education Program and Teach for America (TFA)	X																																
8.	Early Childhood Education Program and Infant/Toddler Connection of Fairfax/Falls Church (MCPS)																											X						
9.	Early Childhood Education Program and Manassas City Public Schools	X																										X						
10.	Professional Development School Network - Fairfax County Public Schools		X																															
11.	Professional Development School Network - Arlington Public Schools		X																															
12.	Professional Development School Network - Prince William County Schools		X																															
13.	Professional Development School Network - Loudoun County Public Schools		X																															
14.	Professional Development School Network - Fairfax County Public Schools		X																															

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15.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Information			X																														
16.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Revision/Approval			X																														
17.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Fairfax County Public Schools Cohort			X																														
18.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Prince William County Public Schools Cohort			X																														
19.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure				X																													
20.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure				X																													
21.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure				X																													
22.	School Counseling Leadership Team (SCLT)					X																												
23.	The School Reintegration Committee					X																												
24.	Arlington/Alexandria Coalition for Homeless/Career Counseling Outreach Program (CAACH)					X																												
25.	School Psychology Internship: Fairfax County Public Schools						X																											
26.	School Psychology Internship: Arlington County Public Schools						X																											
27.	School Psychology Internship: Loudon County Public Schools						X																											
28.	School Psychology Internship: Prince William County Public Schools						X																											
29.	School Psychology Internship: Alexandria County Public Schools						X																											

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30.	School Psychology Internship: Falls Church Public Schools						X																											
31.	School Psychology Internship: Manassas City Public Schools						X																											
32.	School Psychology Internship: Frederick County Public Schools						X																											
33.	School Psychology Internship: Montgomery County Public Schools						X																											
34.	School Psychology Internship: Anne Arundel County Public Schools						X																											
35.	Foreign Language: Multiple Intelligences							X	X	X	X	X	X	X																				
36.	Elementary Art Methods Practicum														X																			
37.	Secondary Art Methods Practicum														X																			
38.	Student Teaching Internship														X																			
39.	AVT 495/595 School Observations														X																			
40.	Artful Adventures at DC Art Museums														X																			
41.	George Mason University Dance Department Partnership with Woodbridge High School Center for the Arts Dance Program															X																		
42.	English as a Second Language: Language Assessment Partnership																X																	
43.	Health and Physical Education Student Teaching Internships																	X																
44.	Physical Education Field Experiences in Schools																	X																
45.	Health Education Field Experience																	X																
46.	Collaborative Research																	X																
47.	Collaboration with In-Service Professional Development																	X																

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48.	Public school teachers who are employed in the Physical Education program to instruct pre-service teachers																	X																
49.	Online course in health education																	X																
50.	Student Teaching in Music Education - Instrumental																		X															
51.	Student Teaching in Music Education - Instrumental																		X															
52.	Student Teaching in Music Education - Instrumental																		X															
53.	Student Teaching in Music Education - Instrumental																		X															
54.	Student Teaching in Music Education - Vocal/Choral																			X														
55.	Student Teaching in Music Education - Vocal/Choral																			X														
56.	Student Teaching in Music Education - Vocal/Choral																			X														
57.	Student Teaching in Music Education - Vocal/Choral																			X														
58.	Honor Band																		X															
59.	Secondary Professional Development Schools Network - Fairfax County Public Schools																				X	X	X	X	X	X	X							X
60.	Child Find (T-TAC): Alexandria City Schools																											X						
61.	Child Find (T-TAC): Arlington Public Schools																											X						
62.	Child Find (T-TAC): Fairfax County Public Schools																											X						
63.	Child Find (T-TAC): Fauquier County Public Schools (Child Find) (T-TAC)																											X						
64.	Early Childhood Priority Project (T-TAC): Higher Horizons Head Start																											X						
65.	Early Childhood Priority Project (T-TAC): Gum Springs Head Start																											X						

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66.	Early Childhood Priority Project (T-TAC): Falls Church City																											X						
67.	Child Find (T-TAC): Manassas City																											X						
68.	Child Find (T-TAC): Manassas Park City																											X						
69.	Child Find (T-TAC): Prince William County																											X						
70.	Early Childhood Priority Project (T-TAC): Frederick County																											X						
71.	Early Childhood Priority Project (T-TAC): Page County																											X						
72.	T-TAC: Berryville Elementary																											X						
73.	Early Childhood Priority Project (T-TAC): Shenandoah County																											X						
74.	Early Childhood Priority Project (T-TAC): Winchester City Schools																											X						
75.	Academic Review (T-TAC): Gunston Middle School																												X	X				
76.	Academic Review (T-TAC): Kenmore Middle School																												X	X				
77.	Academic Review (T-TAC): Culpeper Middle School																												X	X				
78.	Academic Review (T-TAC): W.C Taylor Middle School																												X	X				
79.	Academic Review (T-TAC): Godwin Middle School																												X	X				
80.	Academic Review (T-TAC): George Washington MS (Alexandria City)																												X	X				
81.	Academic Review (T-TAC): Francis Hammond (Alexandria City)																												X	X				
82.	Special Education Outreach: Loudoun County (Outreach Cohort)																												X	X				

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83.	Special Education Outreach: Frederick County (Outreach Cohort)																												X	X				
84.	Special Education Outreach: Piedmont (Orange, Culpeper and Madison County) (Outreach Cohort)																												X	X				
85.	Special Education Outreach: Virginia Association of Independent Special Education Facilities (VAISEF) (Outreach Cohort)																												X	X				
86.	Special Education Outreach: Teach for America (Outreach Cohort)																												X	X				
87.	Special Education Outreach: Fairfax County (Outreach Cohort)																												X	X				
88.	Special Education Outreach: Prince William County (Outreach Cohort)																												X	X				
89.	Instructional Support Team (T-TAC): Halley Elementary School																												X	X				
90.	Instructional Support Team (T-TAC): Westlawn Elementary School																												X	X				
91.	Instructional Support Team (T-TAC): Canterbury Woods																												X	X				
92.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
93.	T-TAC: Arlington Archdiocese																												X	X				
94.	NOVAS (T-TAC): Northern Virginia Autism Support Team																												X	X				
95.	The Secondary Transition Activities Priority Project (T-TAC): Arlington County																												X	X				
96.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
97.	T-TAC: Clarke County																												X	X				
98.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				

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Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*Arabic PreK-12*	*Chinese PreK-12*	*French PreK-12*	*German PreK-12*	*Japanese PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
99.	Effective School-wide Discipline Cohort 1 (T-TAC): Floyd T. Binns Middle																												X	X				
100.	T-TAC: Culpeper																												X	X				
101.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
102.	T-TAC: Glasgow Middle School																												X	X				
103.	T-TAC: Homes Middle School																												X	X				
104.	T-TAC: Fairfax																												X	X				
105.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
106.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
107.	ESD (T-TAC): Cedar Lee Middle																												X	X				
108.	The Secondary Transition Activities Priority Project (T-TAC): Fauquier County Public Schools																												X	X				
109.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
110.	Instructional Support Team (T-TAC): Apple Pie Ridge Elementary																												X	X				
111.	The Secondary Transition Priority Project (T-TAC): Frederick County																												X	X				
112.	T-TAC: Frederick County																												X	X				
113.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
114.	T-TAC: North Spring Behavioral Health																												X	X				
115.	T-TAC: Metz Middle School																												X	X				
116.	T-TAC: Locust Grove Middle																												X	X				

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: George Mason University
Contact Person: Martin E. Ford/Ellen Rodgers
Phone No.: (703) 993-2004
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*Arabic PreK-12*	*Chinese PreK-12*	*French PreK-12*	*German PreK-12*	*Japanese PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
117.	T-TAC: Prospect Heights Middle																												X	X				
118.	T-TAC: Orange Elementary																												X	X				
119.	The Secondary Transition Activates Priority Project (T-TAC): Page County																												X	X				
120.	T-TAC: Prince William																												X	X				
121.	Effective School-wide Discipline Cohorts 1 and 2 (T-TAC): Prince William Schools																												X	X				
122.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
123.	VTOP (T-TAC): Rappahannock County																												X	X				
124.	Effective School-wide Discipline Cohort (T-TAC): Warren County																												X	X				
125.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
126.	T-TAC: Warren																												X	X				
127.	Instructional Support Team (T-TAC): Virginia Avenue Charlotte de Hart E.S, Winchester City Schools																												X	X				
128.	T-TAC: Arlington Department of Human Services																												X	X				
129.	T-TAC: Commonwealth Autism Services																												X	X				
130.	T-TAC: Commonwealth Autism Services																												X	X				
131.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
132.	T-TAC: NOVA Assistive Technology Coordinators																												X	X				
133.	Skill Survey for Student Teachers Working with Students with Disabilities (King-Sears)																												X	X				
134.	DC Public Schools: Coolridge High School (Jackman)																												X	X				

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: George Mason University
Contact Person: Martin E. Ford/Ellen Rodgers
Phone No.: (703) 993-2004
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*Arabic PreK-12*	*Chinese PreK-12*	*French PreK-12*	*German PreK-12*	*Japanese PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
135.	KIHD System Project (Graff, Behrmann, Wang, Chung)																												X	X				
136.	George Mason University - Burke School (Fairfax County Public Schools) (Margo Mastropieri)																												X	X				
137.	Driver Education Endorsement for Local School Divisions																															X		
138.	Fairfax County Public Schools - Gifted Education																																X	
139.	FAST TRAIN ESOL Endorsement Outreach Initiatives																X																	
140.	FAST TRAIN Elementary Program Endorsement Outreach Initiatives		X																															
141.	FAST TRAIN International Baccalaureate Programs		X					X													X	X	X	X	X	X	X							
142.	KIHD - The VI Consortium																														X			
143.	Virginia School for the Deaf and Blind																														X			
144.	Virginia Department for Blind and Vision Impaired																														X			

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: George Mason University
Contact Person: Martin E. Ford/Ellen Rodgers
Phone No.: (703) 933-2004
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Prince William Cohort	Each year we recruit and run a cohort in Prince William County Schools. Cohort members are teachers from the county who are interested in school leadership. These cohorts are often large and range between 25-30 students and follow the regular CEHD/EDLE admission and selection process and meet at a school in PW.	Prince William County Public Schools are experiencing growth and increasing need for qualified administrators. The EDLE/PW cohorts help identify and train potential school leaders and provide a steady stream of candidates for the county.	Prince William County Public Schools, Office of Professional Development, Natalie Bonshire.	No
2.	Frederick Cohort	Every two years we start a cohort in Frederick County Public Schools. The cohort is made up of teachers from Frederick, Winchester and Winchester City, who aspire to be administrators. These cohorts range in size from 20-25 students and meet in a location in Frederick County and follow regular GMU selection and admission process. Frederick County teachers partake in the county's tuition reimbursement program.	Frederick County Public Schools, as well as its neighboring counties, are in a more rural area with limited access to higher education institutions. Having a program that comes to them enables them to have a qualified pool of candidates for leadership positions that become available.	Frederick County Public Schools, Superintendent, Ms. Patricia Taylor and Janet Goodhand, Coordinator of Staff Development and Federal Programs.	No
3.	Loudoun 6 Cohort	This cohort is comprised of teachers from Loudoun County Public Schools and Fairfax County Public Schools who aspire to be school leaders. The 23 member cohort meets in GMU's Loudoun Campus and goes through the regular CEHD/EDLE selection and admission process. Loudoun County pays for 40% of the tuition for Loudoun County employees.	Loudoun is a growing county with an increasing need for administrators. The various EDLE cohort provides a qualified pool of applicants for leadership positions. The participants sign an agreement to stay in the county for a minimum of two years after the completion of their degrees.	Loudoun County Public Schools, Office of Professional Development, John O'Connor, Director.	No
4.	Metropolitan Cohort	This cohort is made up of teachers from Washington, D.C., Arlington , Alexandria, and Fairfax counties. This cohort is now at 16 and meets in Arlington. It has undergone the regular CEHD/EDLE selection and admission process. The diversity of the participants and school districts provides a unique educational opportunity for the participants. Different tuition reimbursement is in place for participants based on each county's plan.	Washington, D.C., requires all administrators to have a master's degree in Education Leadership. This cohort enables many sitting administrators to meet this new requirement. It also provides a desirable location for aspirants from a range of school districts to meet. All school districts help with the advertising and recruitment efforts.	Various principals in D.C.; Arlington, Assistant Superintendent, Meg Tuccillo; Alexandria, Director of Staff Development, Melissa Deak; and Fairfax, Rita Cloutier.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: George Mason University
Contact Person: Martin E. Ford/Ellen Rodgers
Phone No.: (703) 933-2004
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
5.	Fairfax Cohort 9	This cohort is similar to previous EDLE/Fairfax cohorts. The members will all be teachers from FCPS, who go through a rigorous screening process by the Selection Committee made up of FCPS and EDLE representatives in addition to the CEHD admissions process. This 28 member cohort meets in Fairfax and participates in the FCPS tuition reimbursement program.	FCPS is a large school district with many administrators who are close to retirement age. This cohort provides quality candidates for leadership positions.	Fairfax County Public Schools, - Office of Professional Learning and Training, Rita Cloutier, Elma Hinson, and Andy Cole.	No
6.	Regional North 7	This cohort is comprised of teachers from FCPS, Alexandria City Schools, Arlington Public Schools and PW County Public Schools. This 27 member cohort meets in a school in FCPS and has undergone the regular CHED admissions process. Different tuition reimbursement is in place based on each school district's plan. The diversity of school districts provides a unique educational opportunity.	All of these school districts have a need for qualified school leaders and this cohort provides quality candidates for leadership positions in these districts.	FCPS-Rita Cloutier; Arlington-Meg Tucillo; ACPS-Melissa Deak; and PW-Natalie Bonshire.	No
7.	AFA 2	This cohort is scheduled to complete this year and is made up of Alexandria and Arlington teachers who have undergone a rigorous screening process by the AFA Steering Committee, made up of representatives from CEHD/EDLE and the two school districts, in addition to the CEHD admissions process. The cohort has approximately 20 members. They meet in Arlington and receive tuition benefits.	Arlington and Alexandria are both highly diverse school districts with special needs. This cohort enables them to participate actively in development of the next generation of quality candidates to lead their schools.	Arlington-Meg Tucillo; Alexandria- Current contact is not known.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Hampton University
Contact Person: Dr. Cassandra Herring
Phone No.: (757) 727-2072
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Clinical Faculty Mentor/Teacher Program	Candidates complete the student teaching experiences in the classrooms of National Board Certified teachers.	Partnership increases the pool of licensed highly qualified teachers and increases future teachers awareness of the NBPTS. Partnership addresses critical shortage teaching endorsement areas.	Hampton City Schools Division	Yes
2.	Clinical Experiences Partnership	Candidates complete field experiences in the classrooms of cooperating teachers.	Partnership increases the pool of licensed highly qualified teachers. Partnership address critical shortage teaching endorsement areas.	Hampton City Schools, Newport News Public Schools, Chesapeake Public Schools, Suffolk Public Schools, Norfolk Public Schools, and Portsmouth Public Schools.	Yes
3.	NASA Pre-Service Teacher Program	Candidates participate in a two-week summer institute that focuses on mathematics and science instruction at the elementary and middle school levels. Participants develop lessons and teach them to local students.	Partnership increases candidates' pedagogical skills in mathematics and science and better prepares them to meet the needs of learners. Partnership allows students to participate in hands-on problem-based mathematics and science lessons.	National Aeronautics and Space Administration (NASA) and the National Institute of Aerospace (NIA).	No
4.	W.E.B. DuBois Invitational Honors Conference	This conference invites students grades 8-12 to participate in a conference which provides them with tools to be successful in school, increase their academic achievement, and expose them to the possibilities of attending college.	The conference motivates participants to be successful in school and attend college. Students who participate tend to increase their performance in school and see college as a viable possibility, and thus increase the graduation rates in high schools.	Hampton City Schools, Newport News Public Schools, Chesapeake Public Schools, Norfolk Public Schools, Suffolk Public Schools, and Gloucester County Schools.	No
5.	Montessori Education Partnership	Teachers at Parkview Elementary school who complete Montessori certification may transfer nine hours of coursework toward the Master of Arts in Education.	Partnership offers teachers an incentive for earning the Master's degree and increases the number of teachers in the school with an advanced degree.	Parkview Elementary School (Portsmouth) and the VA Montessori Teacher Education Center.	No
6.	Paraprofessional to Teacher Program	Paraprofessionals enroll in the teacher preparation program to receive teacher licensure.	Partnership increases the pool of potential educators for the school division. Partnership addresses critical shortage teaching endorsement areas.	Hampton City Schools	Yes
7.	Tutoring Programs	University students tutor PreK-12 students in various subject areas.	Partnership increases student achievement among PreK-12 students.	Hampton City Schools	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Hampton University
Contact Person: Dr. Cassandra Herring
Phone No.: (757) 727-2072
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
8.	Teacher Education Advisory Board	Representatives from local school divisions meet with the Division of Professional Education to provide input on the development, revision, and implementation of the teacher education programs.	Local school divisions contribute to the quality and enhancement of teacher education programs. This input impacts the quality of teachers who will enter the pool of licensed, highly qualified teachers.	Hampton City Schools, Newport News Public Schools, Chesapeake Public Schools, Norfolk Public Schools, and Suffolk Public Schools.	Yes
9.	Teaching American History Grant	A grant-generated program that includes study trips, reflective collaboration seminars, and summer colloquia. The program consists of 15-20 teachers, who are grouped as elementary or secondary teachers.	PK-12 educators receive professional development that enhances their content, pedagogical, and professional knowledge.	Hampton City Schools	Yes
10.	All-Star Obesity Prevention Grant	A grant program that promotes obesity prevention through instruction, family fitness, and academic enrichment.	Participants in the partnership participate in activities that enhance their knowledge of health related issues to decrease the potential for childhood obesity.	Charles City Elementary School	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Hampton University
Contact Person: Dr. Cassandra Herring
Phone No.: (757) 727-2072
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*School Counselor PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*Mathematics*	*Science - Biology*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.										
1.	Clinical Faculty Mentor/Teacher Program		X	X	X	X	X	X	X	X	X	
2.	Clinical Experiences Partnership		X	X	X	X	X	X	X	X	X	X
3.	NASA Pre-Service Teacher Program		X						X	X		
4.	W.E.B. DuBois Invitational Honors Conference	X	X	X	X	X	X	X	X	X		
5.	Montessori Education Partnership	X	X									
6.	Paraprofessional to Teacher Program	X	X									
7.	Tutoring Programs	X	X	X	X	X	X	X	X	X		
8.	Teacher Education Advisory Board		X	X	X	X	X	X	X	X		
9.	Teaching American History Grant	X	X									
10.	All-Star Obesity Prevention Grant		X		X							

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Hampton University
Contact Person: Dr. Cassandra Herring
Phone No.: (757) 727-2072
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Teacher Education Advisory Board	Representatives from local school divisions meet with the Division of Professional Education to provide input on the development, revision, and implementation of the teacher education programs.	Local school divisions contribute to the quality and enhancement of teacher education programs. This input impacts the quality of teachers who will enter the pool of licensed, highly qualified teachers.	Hampton City Schools, Newport News Public Schools, Chesapeake Public Schools, Norfolk Public Schools, and Suffolk Public Schools.	Yes
2.	Principals' Roundtable Advisory Council	Certified Educational Administrators from local and area school district meet regularly with the Educational Leadership Program to provide input in the development, revision and implementation of the Master of Arts in Educational Leadership Program.	Our educational partners contribute to the quality and enhancement of principal preparation program. Their input impacts the overall quality of aspiring leaders who enter the field of educational administration.	Hampton City Schools, Newport News Public Schools, Chesapeake Public Schools, Norfolk Public Schools, Portsmouth Public Schools and Suffolk Public Schools.	Yes
3.	Clinical Experiences Partnership	Candidates complete field experiences in partner schools and districts.	Partnership increases the pool of licensed and well prepared school leaders. Partnership address critical need for school leaders.	Hampton City Schools, Newport News Public Schools, Chesapeake Public Schools, Suffolk Public Schools, Norfolk Public Schools, and Portsmouth Public Schools.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Hollins University
Contact Person: Dr. Kristi S Fowler
Phone No.: (540) 362-6249
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Southwest Virginia Professional Educators Consortium	The SWVAPEC was developed in 1998 to formalize the collaborations between PK-12 schools in the New River and Roanoke Valleys and regional institutions of higher education. The purpose of the consortium is to enhance teacher preparation and continuing teacher education by identifying and helping meet the needs of the K-12 schools.	To develop a cadre of clinical faculty who are exemplary models of effective teaching and strong mentors for student teachers and new teachers; to develop and nurture exemplary leadership abilities and instructional practice; to facilitate greater cooperation and communication among members of the consortium; to create a community of life-long inquiry into learning; to teach and promote the development of school cultures that promote life-long learning for all members of the communities.	Hollins University, Radford University, Roanoke College, Virginia Tech, Botetourt Co., Carroll Co., Floyd Co., Giles Co., Montgomery Co., Pulaski Co., Radford City, Roanoke City, Roanoke Co., Salem City, and Wythe Co. schools.	Yes
2.	Science Museum - Field Experience	Hollins has worked closely with the Science Museum of Western VA in Roanoke to expose them to diverse teaching opportunities. Hollins faculty member and science educator Professor Rebecca Reiff has set up field experiences for education students to observe outreach programs, to volunteer as docents for various exhibits, to explore exhibit design, and to staff summer science camps.	With increased accountability, the schools need teachers who are highly qualified, particularly in high need areas as the sciences often are.	Hollins University and the Science Museum of Western VA.	No
3.	Internship Experience	The purpose is to acquaint the prospective teacher with the realities of classroom life and prepare him/her for the full semester student teaching experience.	Local schools need highly qualified teachers. The internship is one of the integral steps in preparing our graduates to fill that need.	Roanoke City	No
4.	Student Teaching Experience	This capstone experience takes place in area schools to further develop understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; classroom management; selection and use of resources; evaluation of pupil performance; as well as current and legal issues in education.	Local schools need highly qualified teachers and the student teaching experience is the final step in preparing our graduates to fill that need.	Botetourt County, Roanoke County, and Salem City.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Hollins University
Contact Person: Dr. Kristi S. Fowler
Phone No.: (540) 362-6249
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.											
1.	Southwest Virginia Professional Educators Consortium	X	X	X	X	X	X	X	X	X	X	X	X
2.	Science Museum - Field Experience	X								X	X	X	X
3.	Internship Experience	X	X	X	X	X	X	X	X	X	X	X	X
4.	Student Teaching Experience	X	X	X	X	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Hollins University
Contact Person: Dr. Kristi S Fowler
Phone No.: (540) 362-6249
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-3664
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1-2.	Augusta County School/James Madison University (JMU) Partnership; Waynesboro City Schools/JMU Partnership	Partnership with Augusta County and Waynesboro City School Divisions dedicated to strengthening the supportive relationship of the collaborating partners in enhancing public education and pre-service preparation of future educators.	The partnership provides support for the professional development of classroom teachers, while at the same time providing additional classroom support.	John Chase, Linda Krause, Larry Landes, Bill Roberts, Pam Unger: Augusta County Schools/Sue Wright, Director of Instruction; Sharon Tooley, Principal: Waynesboro City Schools.	Yes
3.	Career Development Academy: Partnership for 21st Century Learning Centers	The ESOL Career Development Academy (CDA) serves students 17-25, in partnership with the Harrisonburg City Schools and James Madison University.	CDA serves as an alternative to high school and as a preparatory for the transition to work or college. Course offering include: English, Workplace English, GET & TOEFL prep and Art.	Mike Loso, Assistant Superintendent, Harrisonburg City Schools.	Yes
4.	Early Engagement: Partnership for 21st Century Learning Centers	The Early Engagement: Partnership for 21st Century Learning Centers serves children and families in elementary schools through a partnership between JMU and the Harrisonburg Public Schools.	Early Engagement activities support the roles of families in providing academic support to their elementary-aged children.	Anne Lintner, Principal; Gary Painter, Principal; Linda McCormick, Principal; Harrisonburg City Schools.	Yes
5-7.	College for Kids	Partnership among JMU and the Harrisonburg City, Rockingham County and Page County school divisions.	Children from 9 to 15 years of age are provided opportunities to expand learning experiences through Saturday enrichment programs.	Fred Babbitt, Rockingham County; Krista Hogan, Harrisonburg; Donna Whitley-Smith, Page County.	Yes
8.	ESL Certificate Program	Partnership with Harrisonburg City Schools to support professional development of teachers and collaboratively develop and implement ESL certificate program.	The program will result in an increase in the number of qualified teachers who will positively impact the instruction of English Language Learners (ELL) in the classroom.	Wanda Hamilton, Inst. Spvr. for L.A., Foreign Lang., Title I.	Yes
9.	Gifted Education Program	Partnership with Harrisonburg City Schools to support professional development of teachers and collaboratively develop and implement a gifted education program.	The program will result in the preparation of highly qualified teachers for gifted education that will positively impact the teaching and learning of children.	Krista Hogan, Inst. Spvr. for Special Education Gifted.	Yes
10.	Learning Leaders	Partnership with Harrisonburg City Schools that connects JMU students with learning disabilities and attention problems to PK-5 students with similar disabilities.	The program provides mentoring of K-5 students with learning problems that results in improved academic progress and self-concept.	Anne Lintner, Principal, Keister Elementary.	Yes
11.	Middle Ground: Partnership for 21st Century Learners	Partnership with Harrisonburg City Schools that provides additional support services to children and their families.	The program provides support for middle level student learning through tutoring, family supports and mentoring.	Betsy Dunnenberger, Principal, THMS; Joe Glick, Principal, Skyline Middle.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-3664
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
12-21.	MidValley Consortium	Partnership among the JMU, EMU, Mary Baldwin, and Bridgewater teacher prep programs and seven regional school divisions (Rockingham County, Augusta County, Shenandoah County, Page County, Harrisonburg City, Staunton City, and Waynesboro City), which host education candidate practicum and student teachers during their field placements.	The program provides support for the classroom teachers and also additional academic support in the classrooms.	Seven school divisions are partnering with JMU and three other IHEs.	Yes
22-24.	Professor in Residence	Partnership between JMU and Richmond City schools, Harrisonburg City Schools, and Roanoke City Schools.	The program provides mentoring, personal support and academic opportunities for minority high school students.	Cynthia Gentry, Richmond Public Schools; Irving Jones, Richmond Public Schools; Beverly Mountain, Irene Reynolds, Harrisonburg City Schools; Susan Morris, William Fleming High School Richmond Public Schools; Rita Richardson, Richmond Public Schools; Zymora Scott, Richmond Public Schools.	Yes
25-37.	Content Teaching Academy	Collaborative initiative between JMU faculty and Alleghany, Bedford, Brunswick, Campbell, Covington, Franklin, Frederick, Manassas, Shenandoah, Spotsylvania, Suffolk, Warren and York School Divisions, and VDOE specialists.	Content/Teaching Academies provide intellectually rigorous and enriching, content-based, Standards of Learning (SOL)-focused professional development opportunities for teachers from across the state.	David Slykhuis, JMU; Pat Abrams, Phyllis Mondak, John Eisenburg, DOE.	Yes
38-39.	Augusta County Schools; Waynesboro City Schools	Teacher In Resident program provides support for shared professional educator position between Augusta County and Waynesboro City Schools and JMU Teacher Education program.	The partnership provides increased academic support utilizing skills and services of additional practicum students and tutoring for children at Clymore Elementary School in Augusta County and Berkley Glenn Elementary School in Waynesboro.	John Chase, Principal, Clymore Elementary School; Sharon Tooey, Principal, Berkely Glenn Elementary School.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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40-71.	Training/Technical Assistance Center (T-TAC)	The VDOE Region Five T/TAC at JMU is part of a statewide network of training/technical assistance centers operated in collaboration with the VDOE. Region 5 T'/TAC serves the following school divisions: Albemarle, Amherst, Augusta, Bath, Bedford, Buena Vista, Campbell, Charlottesville, Fluvanna, Greene, Harrisonburg, Highland, Lexington, Louisa, Lynchburg, Nelson, Rockbridge, Rockingham, Staunton, Waynesboro, five Early Intervention Programs, and five State Operated Programs.	The goal is to increase the capacity of school personnel, service providers and families to meet the needs of children and youth with disabilities by providing high quality professional development.	Cheryl Henderson, Melinda Bright: VDOE Region 5 T/TAC JMU.	Yes
72-78.	VIRSE	Partnership among Richmond, Martinsville, Harrisonburg, Staunton, Waynesboro, Augusta and Page School Divisions.	VIRSE is robotics as professional development for upper elementary - high school teachers.	Page County - BH Snelling, Ron Vickers. Harrisonburg - Anne Loso, Terry Murray, Geoff Estes. Augusta/Waynesboro/Staunton - John Mustachio (SVRGS). Richmond - John Stevens, Sandra Taylor, Martinsville - Mark Toole.	*Yes*
79-86.	VIRSE 2	Partnership with Hopewell Public Schools in addition to Richmond, Martinsville, Harrisonburg, Staunton, Waynesboro, Augusta and Page School Divisions.	VIRSE is robotics as professional development for upper elementary to High school teachers, and increases JMU's presence in that region of high need LEAs. The program includes a pilot STEM literacy program in Richmond's Thompson Middle Schools.	Page County - BH Snelling, Ron Vickers. Harrisonburg - Anne Loso, Terry Murray, Geoff Estes. Augusta/Waynesboro/Staunton - John Mustachio (SVRGS). Richmond - John Stevens, Sandra Taylor. Martinsville - Mark Toole. Hopewell - Cheryl Riggins, Alex Salas.	Yes
87.	X-SEL: Partnership for 21st Century Learning Centers	Partnership between JMU and Spotswood Elementary School, Harrisonburg, VA.	The partnership offers academic enrichment and remediation to elementary-aged children.	Ann Conners, Harrisonburg City Schools.	Yes
88.	Project Bridge	Partnership between JMU and Clarke County Schools.	The Partnership supports the senior year of high school students by offering JMU general education on site at the Clarke County High School.	Kim Wilk, Clarke County High School; Violet Allain, James Madison University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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89.	Blast Homework Program	Partnership between JMU and Thomas Harrison Middle School, Harrisonburg, VA.	The partnership supports tutoring and mentoring after school hours for middle level students by JMU teacher education students seeking licensure in middle school.	Wendell Shank, Home School coordinator; David Lane, James Madison University,	Yes
90-98.	Practica/Internship	Partnership between JMU Communication Sciences and Disorders program and the following public school systems in Virginia: Staunton City Schools, Rockingham County, Harrisonburg City, Fairfax County, Augusta County, Arlington County, Frederick County, Henrico County, and Prince William County.	This partnership ensures JMU Communication Sciences and Disorders students engage in practica and internship activities which are comprehensive, rigorous and real opportunities to experience what it is like to be a speech language pathologist in the public schools and to obtain required clinical training hours required for certification.	Staunton City Schools, Rockingham County, Harrisonburg City, Fairfax County, Augusta County, Arlington County, Frederick County, Henrico County, and Prince William County.	Yes
99.	PHETE	Partnership between Rockbridge County Schools and JMU in a million dollar PEP grant.	This partnership involves JMU faculty to consult in workshops directed at improving instructional methods, content knowledge and curriculum development to support the learning of children in the schools.	Gloria Brown, elementary and middle school PE teachers, Rockbridge County Schools; Susan Nye, Jacqueline Williams, Bobby Likfa and graduate students, JMU.	No
100.	JMU School Psychology-Clymore Elementary Partnership	Partnership between JMU School Psychology and Clymore Elementary, Augusta County School Division.	This partnership provides opportunities for one-on-one support and intervention in the classroom to respond to the educational and mental health needs of the child.	Patricia Warner, JMU; Kristi Peery, Augusta County Teacher in Residence; Tamara Boxler, Lois Ocheltree, and Sherrill Robinson, Clymore Elementary School.	No
101.	JMU EXED Faculty and Warren County Faculty	Partnership between JMU College of Education Department of Exceptional Education and Warren County Schools.	The partnership provides support for the professional development of classroom teachers, initially focusing on RTI implementation in one school.	Christy Bartholomew, Allison Kretlow, JMU; Lisa Rudicille, Antoinette Funk, Warren County Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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102-106.	Practica/Internship	Partnership between JMU and Augusta, Harrisonburg, Rockingham, Staunton, and Waynesboro School Divisions.	This partnership ensures that JMU School Counseling Program students engage in practica and internship activities that are comprehensive, rigorous and real opportunities to experience what it is like to be a school counselor.	Irene Reynold, Principal, Harrisonburg High; Dori Walk, Assistant Superintendent, Staunton; Sue Wright, Director of Instruction, Waynesboro; Mike McCormick, Principal, Central High; and, Barry Arey, CTE Supervisor Shenandoah; and, Christopher Newman Principal, Luray Elementary, Page.	Yes
107-111.	Developing Mathematics Content Knowledge	Partnership with Harrisonburg, Rockingham, Staunton, Waynesboro, Page Counties.	Two VDOE grants support the development of specialized content knowledge for teachers of mathematics in grades K-3 and grades 4-6.	John Matherly - Augusta County, Joe Hill - Rockingham County, Donna Whitley-Smith - Page County, Bobby Wells - Page County, Vermell Grant - Waynesboro City, Sue Wright - Waynesboro City, Pat Lintner - Harrisonburg City , Dori Walk - Staunton City, Ann Wallace - MU, LouAnn Lovin - JMU, and Judy Kidd - JMU.	Yes
112	Student Centered Mathematics Instruction	Partnership with Staunton City Schools.	This is a multi-year project to work with differentiation specialists, math coaches and elementary teachers on effective mathematics instruction.	Dori Walk and Stephanie Haskins - Staunton City Schools, LouAnn Lovin and Maggie Kyger - JMU.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-3664
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Technology Education*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																														
1-2.	Augusta County School/James Madison University (JMU) Partnership; Waynesboro City Schools/JMU Partnership	X	X	X	X														X	X	X	X	X	X	X	X	X					
3.	Career Development Academy: Partnership for 21st Century Learning Centers													X																		
4.	Early Engagement: Partnership for 21st Century Learning Centers	X	X																													
5-7.	College for Kids		X	X																												
8.	ESL Certificate Program	X	X	X										X					X	X	X	X	X	X	X		X					
9.	Gifted Education Program	X	X	X							X								X	X	X	X	X	X	X	X	X			X		
10.	Learning Leaders	X	X																								X					
11.	Middle Ground: Partnership for 21st Century Learners			X																												
12-21.	MidValley Consortium	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
22-24.	Professor in Residence																		X	X	X	X	X	X	X	X						
25-37.	Content Teaching Academy	X	X	X										X					X	X	X	X	X	X	X	X						
38-39.	Augusta County Schools; Waynesboro City Schools	X	X	X							X								X	X	X	X	X	X	X	X	X					
40-71.	Training/Technical Assistance Center (T-TAC)	X	X	X							X								X	X	X	X	X	X	X	X	X					
72-78.	VIRSE		X	X															X	X	X	X	X	X	X	X						
79-86.	VIRSE 2		X	X															X	X	X	X	X	X	X	X						
87.	X-SEL: Partnership for 21st Century Learning Centers	X	X																													
88.	Project Bridge																		X	X	X	X	X	X	X							
89.	Blast Homework Program			X																												
90-98.	Practica/Internship																											X				

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-3664
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Technology Education*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																														
99.	PHETE														X																	
100.	JMU School Psychology-Clymore Elementary Partnership						X																									
101.	JMU EXED Faculty and Warren County Faculty																										X					
102-106.	Practica/Internship					X																										
107-11.	Developing Mathematics Content Knowledge	X	X																													
112.	Student Centered Mathematics Instruction	X	X																													

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-3664
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Practica/Internship	Partnership between JMU and Harrisonburg, Rockingham, Shenandoah, Staunton, Page and Waynesboro School Divisions	This partnership ensures JMU Education Leadership Program students engage in practica and internship activities which are comprehensive, rigorous and real opportunities to experience what it is like to be a school or division administrator.	Irene Reynold, Principal, Harrisonburg High; Dori Walk, Assistant Superintendent, Staunton; Sue Wright, Director of Instructional Services, Waynesboro; Mike McCormick, Principal, Central High; and, Barry Arey, CTE Supervisor Shenandoah; and, Christopher Newman Principal, Luray Elementary, Page.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Liberty University
Contact Person: Dr. Karen L. Parker
Phone No.: (434) 582-2195
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	All Nation Community Church (ANCC)	An after school tutorial program targeted for urban students in downtown Lynchburg, VA (many of which would be considered to be "at risk" by the school division). It is a partnership between Lynchburg City Schools (LCS), ANCC, and the Liberty University (LU) School of Education.	These "at risk" students receive free tutoring and resources provided by ANCC, LCS, and LU education candidates.	LU: Michelle Goodwin; ANCC: Emma Coleman; LCS: Pam Smith-Johnson or Dr. Merle Herndon.	Yes
2.	Bass Elementary School	This is a partnership between Bass and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on the teaching of a language arts unit.	Bass Elementary is an urban school in the Lynchburg City division with much cultural diversity and a high number of students receiving free and reduced lunch services. This partnership helps LU candidates to be prepared for working with diverse P-12 students and, in turn, provides Bass faculty with additional opportunities to have candidates co-teach, assist, and tutor the elementary students.	LU: Annyce Maddox (SOE Faculty Member); Bass Elementary: Leverne Marshall (Principal).	Yes
3.	Linkhorne Elementary	This is an informal partnership between Linkhorne Elementary School and the LU School of Education. LU education candidates assist and co-teach in a Linkhorne classroom and must teach a lesson in a content area that integrates the fine arts.	Linkhorne Elementary School is located in the Lynchburg City division. Students that attend are diverse in both culture and SES status. Linkhorne faculty use the LU candidates to assist, tutor, and co-teach.	LU: Connie McDonald (SOE Faculty Member); Linkhorne: Donna Rinker (Administrative Assistant).	No
4.	Madison Heights Elementary	This is an informal partnership between Madison Heights Elementary School and the LU School of Education. LU education candidates assist and co-teach in a tutorial program and must teach a lesson in a content area that integrates the fine arts.	Madison Heights Elementary School is located in the Amherst County division. Students that attend are diverse in both culture and SES status. Madison Heights faculty use the LU candidates to assist, tutor, and co-teach.	LU: Kathy Pickard & Miranda Arnold; Amherst: Charlotte Gilbar (Principal).	Yes
5.	Liberty Christian Academy (LCA) - General Education	An academic coaching opportunity for LU candidates to come serve in classrooms at LCA.	The academic coaches (LU education candidates) are placed in LCA classrooms to assist the teacher, tutor in one-on-one situations, oversee small groups, and sometimes teach whole-group lessons.	LU: Michelle Goodwin (SOE Faculty Member); LCA: Tamia Colbert (LCA Vice Principal).	Yes
6.	Liberty Chrisitain Academy (LCA) - Special Education	LU sends practicum ISSE students to LCA to assist identified special needs students with math and reading help, tutoring assistance, curriculum modifications, one-on-one attention and other special needs support.	LCA has seen a rise in special needs students wanting to attend its schools. As a result, additional instructional support is necessary for these students to experience success in this learning environment.	LU – Dr. Deanna Keith; CVTC – Cindy Bargabos.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Liberty University
Contact Person: Dr. Karen L. Parker
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Reporting Date: July 2010

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7.	Central Virginia Transition Council/ CEC	CEC supports logistical needs of Central Virginia Transition Council with annual conferences and area meetings focusing on improving transitional services.	Recent pressures form performance indicators highlight needs for improved transition services (especially in area of employment in post-secondary statuses).	LU – Randall Dunn; CVTC – Dottie Narodny.	No
8.	OCTP/ College for Living Plus	ISSE practicum students mentor and act as peers for post-secondary transition experiences in on-campus environments for post-secondary students served in Lynchburg area public schools. The experiences is set at Central Virginia Community College, where participants take courses in academics and life/ vocational/community skills subjects.	Local public schools' post-secondary transition students need mentors to act as peers in a least restrictive environment.	LU – Randall Dunn; Lynchburg City Schools – Dana Koenig.	No
9.	Liberty University Health Fair	The students are put into groups of three to four. The students choose a topic from a predetermined list that goes along with the health fair theme for that year. All groups prepare a 10 minute presentation on their topic. Each group wears the same outfit which relates to their topic. The students teach and present their topics to the K-6 students of the school.	The topics and information that the Liberty University students present are all in accordance with the Virginia Standards of Learning.	LU - Eric Brubaker; Big Island-Dr. Deborah Shelton.	No
10.	Mathematics Teacher-Amherst High School	We have been able to arrange for the LU students in the Secondary Mathematics Methods class to complete their practicum in the Mathematics classes at Amherst High School.	Mathematics Teacher-Amherst High School is for MATH 420, serves as a practicum for future highly qualified teachers in mathematics. Students are required to complete a specified number of hours and teach an SOL/NCTM driven math unit written in MATH 419, which is taken concurrently with MATH 420.	LU - Sandra Rumore; Amherst HS - Donna Ratliff, math teacher.	No
11.	Amherst County Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Amherst - Dr. Maryan Mayhew.	No
12.	Appomattox County Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Appomattox - Bruce McMillian.	No
13.	Bedford County Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Bedford - Dr. Mac Duis.	No
14.	Campbell County Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Campbell - Tracie Dobyns.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Liberty University
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15.	Danville Public Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Danville - Mona Whittle.	No
16.	Lynchburg City Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Lynchburg City - Dr. Merle Herndon.	No
17.	Nelson County Public Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Nelson - Shannon Irvin.	No
18.	Pittsylvania County Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Pittsylvania - Dr. Lillian	No
19.	Roanoke City Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Roanoke City - Cassandra Ervin.	No
20	Roanoke County Schools	Early field experiences, student teaching, and internships.	Instructional assistance and co-teaching provided for classroom teachers.	LU - Kathy Pickard & Miranda Arnold; Roanoke County - Dr. BJ Brewer.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Liberty University
Contact Person: Dr. Karen L. Parker
Phone No.: (434) 582-2195
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Family and Consumer Sciences*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Special Ed. - General Curriculum K-12*	*Early Childhood 3-4 Yr Olds (add-on endorsement)*	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*	*Speech Communication (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																										
1.	All Nation Community Church (ANCC)	X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X			X	X	X
2.	Bass Elementary School	X	X		X	X																X	X	X		X	X
3.	Linkhorne Elementary	X	X		X	X																X		X		X	X
4.	Madison Heights Elementary	X			X	X																X		X		X	
5.	Liberty Christian Academy (LCA) - General Education	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
6.	Liberty Chrisitain Academy (LCA) - Special Education																					X					
7.	Central Virginia Transition Council/ CEC																					X					
8.	OCTP/ College for Living Plus																					X					
9.	Liberty University Health Fair											X															
10.	Mathematics Teacher-Amherst High School																		X							X	
11.	Amherst County Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
12.	Appomattox County Schools	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
13.	Bedford County Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
14.	Campbell County Schools	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
15.	Danville Public Schools	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
16.	Lynchburg City Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
17.	Nelson County Public Schools	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
18.	Pittsylvania County Schools	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
19.	Roanoke City Schools	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
20.	Roanoke County Schools	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Liberty University
Contact Person: Dr. Samuel J. Smith
Phone No.: (434) 582-2445
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Staunton River Middle School, Bedford Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration candidates.	The partnership assists in preparing qualified candidates who will enter the school district prepared to serve as building principals and assistant principals.	David Melton, Assistant Principal at Staunton River Middle School.	No
2.	Sandusky Middle School, Lynchburg City Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration candidates.	The partnership assists in preparing qualified candidates who will enter the school district prepared to serve as building principals and assistant principals.	Jay Sales, Principal at Sandusky Middle School.	No
3.	Liberty Christian Academy (LCA)	The school provides an on-site supervisor and arranges internship experiences for School Administration candidates.	The partnership assists in preparing qualified candidates who will enter the school district prepared to serve as building principals and assistant principals.	Winnie Taber, High School Principal at LCA.	No
4.	Liberty High School, Bedford County Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration candidates.	The partnership assists in preparing qualified candidates who will enter the school district prepared to serve as building principals and assistant principals.	Mr. Overstreet, Assistant Principal at Liberty High School.	No
5.	Dunbar Middle School, Lynchburg City Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration candidates.	The partnership assists in preparing qualified candidates who will enter the school district prepared to serve as building principals and assistant principals.	Wray, Brian, Principal.	No
6.	Woodrow Wilson Elementary School, Danville, VA	The school provides an on-site supervisor and arranges internship experiences for School Administration candidates.	The partnership assists in preparing qualified candidates who will enter the school district prepared to serve as building principals and assistant principals.	Jocelyn Fitzgerald, Principal.	No
7.	GLH Johnson Elementary School, Danville, VA	The school provides an on-site supervisor and arranges internship experiences for School Administration candidates.	The partnership assists in preparing qualified candidates who will enter the school district prepared to serve as building principals and assistant principals.	George Macklyn, Principal.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2481
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field Placements for Albemarle County Public Schools	Practicum I and Practicum II choices, and student teaching in K-2 and non SOL subjects.	Albemarle County Public Schools is interested in sponsoring field experiences for the College of Education and Human Services graduates to obtain selected student in specific subject areas.	The Superintendent or the superintendent's representative and Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
2.	Field Placements for Amelia County Public Schools Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Amelia County Public Schools is interested in sponsoring field experiences for the CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
3.	Field Placements for Amherst County Public Schools Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Amherst County Public Schools is interested in sponsoring field experiences for the CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
4.	Field Placements for Appomattox County Public Schools Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Appomattox County Public Schools is interested in sponsoring field experiences for the CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
5.	Field Placements for Augusta County Public Schools Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Augusta County Public Schools is interested in sponsoring field experiences for the CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
6.	Field Placements for Bedford County Public Schools Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Bedford County Public Schools is interested in sponsoring field experiences for the CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2481
Reporting Date: July 2010

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7.	Field Placements for Buckingham County Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Buckingham County Public School is interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
8.	Field Placements for Campbell County Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
9.	Field Placements for Charlotte County Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
10.	Field Placements for Chesapeake Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
11.	Field Placements for Chesterfield Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
12.	Field Placements for Charlottesville City Public Schools	Field placement for student teaching.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2481
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13.	Field Placements for Colonial Heights Public Schools	Field placement for student teaching.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
14.	Field Placements for Culpepper Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
15.	Field Placements for Cumberland County Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
16.	Field Placements for Danville Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
17.	Field Placements for Dinwiddie Public Schools	Practicum I students, Practicum II students, and Student Teachers.	Interested in sponsoring field experiences for CEHS graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
18.	Field Placements for Fairfax Public Schools	Practicum I and Practicum II placements only.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2481
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19.	Field Placements for Fluvanna Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
20.	Field Placements for Greensville County Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
21.	Field Placements for Halifax Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
22.	Field Placements for Hampton Public Schools	Field placement for student teaching.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
23.	Field Placements for Hanover Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
24.	Field Placements for Henrico Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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25.	Field Placements for Henry County Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
26.	Field Placements for Hopewell Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
27.	Field Placements for Isle of Wight Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
28.	Field Placement for Loudon Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
29.	Field Placements for Louisa Public Schools	Student teaching field placements.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
30.	Filed Placements for Lunenburg Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2481
Reporting Date: July 2010

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31.	Filed Placements for Lynchburg Public Schools	Practicum I students, Practicum II students, (residents only) and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
32.	Field Placement for Martinsville City Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
33.	Field Placements for Mecklenburg Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
34.	Field Placements for Newport News Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
35.	Field Placements for Norfolk City Public Schools	Student teaching field placements.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
36.	Field Placements for Nottoway Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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Contact Person: Wayne White
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37.	Field Placements for Orange County Public Schools	Student teaching field placements.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
38.	Field Placements for Patrick County Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
39.	Field Placements for Pittsylvania County Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
40.	Field Placements for Powhatan Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
41.	Field Placements for Prince Edward Public Schools	Student teaching field placements.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
42.	Field Placements for Prince George Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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43.	Filed Placements for Prince William Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
44.	Field Placements for Richmond City Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
45.	Field Placements for Roanoke County Public Schools	Practicum I and Practicum II Students (non SOL subjects only); and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
46.	Field Placements for Salem City Public Schools	Student teaching field placements.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
47.	Field Placements for Southampton County Public Schools	Practicum I and Practicum II Students (non SOL subjects only); and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
48.	Field Placements for Spotsylvania County Public Schools	Student teaching field placements.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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49.	Field Placements for Stafford County Public Schools	Practicum I students only and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
50.	Field Placements for Sussex County Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
51.	Field Placements for Suffolk City Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
52.	Field Placements for Virginia Beach City Public Schools	Practicum I students, Practicum II students, and Student Teachers.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes
53.	Field Placements for York County Public Schools	Student teaching field placements.	The school division is interested in sponsoring field experiences for CEHS candidates for graduates to obtain selected graduates for teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, the Director of the Office of Professional Services for Longwood University.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2481
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Marketing Education*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Library Media PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																										
1.	Field Placements for Albemarle County Public Schools	X	X											X				X							X			
2.	Field Placements for Amelia County Public Schools Public Schools	X	X							X										X					X	X	X	
3.	Field Placements for Amherst County Public Schools Public Schools	X	X												X													
4.	Field Placements for Appomattox County Public Schools Public Schools	X	X											X						X					X			
5.	Field Placements for Augusta County Public Schools Public Schools	X	X																									
6.	Field Placements for Bedford County Public Schools Public Schools	X																										
7.	Field Placements for Buckingham County Public Schools	X	X	X		X													X						X		X	X
8.	Field Placements for Campbell County Public Schools	X	X																									
9.	Field Placements for Charlotte County Public Schools	X	X			X		X			X								X	X			X	X		X	X	X
10.	Field Placements for Chesapeake Public Schools	X	X									X							X									
11.	Field Placements for Chesterfield Public Schools	X	X		X		X		X	X		X	X	X	X	X			X	X					X		X	
12.	Field Placements for Charlottesville City Public Schools	X																										
13.	Field Placements for Colonial Heights Public Schools	X	X																									
14.	Field Placements for Culpepper Public Schools	X																										
15.	Field Placements for Cumberland County Public Schools	X	X					X			X								X		X		X	X	X		X	
16.	Field Placements for Danville Public Schools	X	X															X			X							
17.	Field Placements for Dinwiddie Public Schools	X	X																									
18.	Field Placements for Fairfax Public Schools	X																										

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																										
19.	Field Placements for Fluvanna Public Schools	X																										
20.	Field Placements for Greensville County Public Schools	X																										
21.	Field Placements for Halifax Public Schools	X		X	X	X								X							X						X	X
22.	Field Placements for Hampton Public Schools	X													X													
23.	Field Placements for Hanover Public Schools	X	X												X				X	X		X						
24.	Field Placements for Henrico Public Schools	X	X											X	X				X						X			
25.	Field Placements for Henry County Public Schools	X																										
26.	Field Placements for Hopewell Public Schools	X													X													
27.	Field Placements for Isle of Wight Public Schools	X																										
28.	Field Placement for Loudon Public Schools	X	X												X					X					X			
29.	Field Placements for Louisa Public Schools	X	X									X													X			
30.	Filed Placements for Lunenburg Public Schools	X																X		X					X			
31.	Filed Placements for Lynchburg Public Schools	X	X											X	X					X	X							
32.	Field Placement for Martinsville City Public Schools	X																										
33.	Field Placements for Mecklenburg Public Schools	X	X	X	X														X									
34.	Field Placements for Newport News Public Schools	X	X																						X			
35.	Field Placements for Norfolk City Public Schools	X	X																						X			
36.	Field Placements for Nottoway Public Schools	X																		X					X	X		
37.	Field Placements for Orange County Public Schools	X													X													
38.	Field Placements for Patrick County Public Schools	X																										

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																										
39.	Field Placements for Pittsylvania County Public Schools	X																										
40.	Field Placements for Powhatan Public Schools	X			X							X				X	X											
41.	Field Placements for Prince Edward Public Schools	X																							X	X		
42.	Field Placements for Prince George Public Schools	X																										
43.	Filed Placements for Prince William Public Schools	X										X		X		X		X	X									
44.	Field Placements for Richmond City Public Schools	X																										
45.	Field Placements for Roanoke County Public Schools	X																										
46.	Field Placements for Salem City Public Schools	X																										
47.	Field Placements for Southampton County Public Schools	X																										
48.	Field Placements for Spotsylvania County Public Schools	X	X												X													
49.	Field Placements for Stafford County Public Schools	X	X												X										X			
50.	Field Placements for Sussex County Public Schools	X																										
51.	Field Placements for Suffolk City Public Schools	X																										
52.	Field Placements for Virginia Beach City Public Schools	X																							X			
53.	Field Placements for York County Public Schools	X										X													X			

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2481
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Educational Leadership Master's Degree Program and Licensure only Program	The educational leadership degree program is for teachers who hold at least a Collegiate Professional license or equivalent from another state, have taught successfully for at least two years, and wish to pursue a career in school administration. Students are provided preparation for administrative and/or supervisory roles in public and private schools.	Region 8 experiences a constant demand for school building leadership. According to superintendents, the turnover rate for building leaders, especially at the secondary level, is significant and has an impact on their school programs. CEHS's program has been revamped to meet the needs of the region.	Amelia, Appomattox, Buckingham, Brunswick, Charlotte, Cumberland, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward superintendents or their representatives have all dialogued with Dr. Gerry Sokol, program coordinator for CEHS.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Lynchburg College
Contact Person: Jan S. Stennette
Phone No.: (434) 544-8662 or (434) 544-8382
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Math and Literature Connection 4th/5th Grade - EDCI 661	Instructor worked with Lynchburg City 4th/5th grade teachers to promote teaching strategies in math concepts and literature.	Student SOL scores in some Lynchburg City Schools (LCS) were not at the level they should have been. More differentiated instruction is needed.	Dr. Patty West-Math Superintendent in LCS , Payne Elementary Resource Center, LCS.	Yes
2.	"Book Buddies" Field Experience II	Pre-service elementary and SPED students work one-on-one with identified 2nd graders to improve reading and composition skills. Master teachers provide support.	2nd graders identified as reading below grade level need one-on-one with pre-service students twice per week.	Lynchburg College (LC) coordinator K. Husted, master teachers in Amelon, Bedford Hills, and TC Miller.	No
3.	Field Experience I Elementary, SPED, and Secondary Pre-service Teachers	Pre-service teachers observe K-12 classes weekly and help teachers with a variety of tasks; sort, return, and record papers; and monitor small group testing. Pre-service teachers work in the schools twice weekly.	Students help teachers by performing tasks and monitoring small groups to free up teachers to work with other students.	LC faculty: Husted, Kelly. Teachers in Lynchburg City Schools and one school each in Bedford, Campbell, and Amherst.	Yes
4.	Field Experience II Secondary Pre-service Teachers	Pre-service teachers work with co-operating teachers to plan lessons for small group instruction and then whole group instruction. They also work to prepare students for SOLS in schools twice weekly for whole semester.	Pre-service teachers work closely with co-op teachers to hone teaching skills. They also act as paraprofessionals instructing small and whole groups.	LC faculty: Kelly, Booth, Cash, Watts. Teachers in Amherst, Bedford, Campbell, Appomattox, and Lynchburg City middle and high schools.	No
5.	Field Experience III Elementary SPED	Pre-service teachers work with various grade levels and co-operating teachers to teach small and whole groups. SPED pre-service teachers also work one-on-one.	Pre-service teachers act as paraprofessionals in instructing small and whole groups. One-on-one instruction is also included.	LC faculty: Booth, Kelly, Tolbert; teachers in Amherst, Bedford, Campbell, Appomattox, and Lynchburg City schools.	Yes
6.	Counseling: Parent Education	Counseling faculty members present workshops and information sessions on a variety of topics related to family. Free parenting sessions are offered at area school systems as well as on Lynchburg College campus.	Sessions are on a variety of current topics, including talking to teens, sex education, drug abuse, and bullying.	Schools in Central Virginia area.	No
7.	Counseling Practicum and Internships	Graduate counseling students conduct sessions on campus and in schools with individuals and very small groups. They provide individual counseling services and small group sessions for school students and parents under the supervision of Counseling faculty members.	Counseling sessions are very helpful for students who have social, emotional, and academic problems. These counseling students also work with licensed counselors as paraprofessionals.	Central Virginia area schools. LC faculty: Nielsen, Booth, and Perryman.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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8.	Teachers for Tomorrow	LC partners with three local school systems to offer dual enrollment courses (Field Experience I and EDUC 101) for four credit hours. Most instruction is done by master teachers in home-based schools. LC faculty teach seminars on LC campus.	Students get a head start on their education programs. LC's fee is affordable at $100. School systems pay the fee and get students to return as teachers, which helps alleviate shortages.	Anne Jennings, Campbell Co.; Marge Johnson, Bedford; Merle Herndon Lynchburg City Schools; LC faculty: Deanna Cash, coordinator, and Roger Jones.	Yes
9.	Graduate Science Course for Bedford County Teachers	Request from Bedford county school system to offer a graduate science course to cover major topics and competencies to enhance science teachers' knowledge. LC will offer a special tuition rate.	Teachers want a course to improve their own knowledge and skills in order to offer more to their own students. The course will be taught at a location in Bedford and at Claytor Nature Study Center.	Greg Eaton, Director of Claytor Nature Study Center, will teach the course.	Yes
10.	Claytor Nature Study Center (CNSC)	Area school systems send K-12 students to visit the Center for interdisciplinary studies appropriate to grade level and subjects. Visits are coordinated and implemented by LC science faculty and teachers. Saturday programs are conducted with LC faculty and CNSC director.	Visits and programs help students understand various aspects of science and interdisciplinary topics and subjects.	LC faculty: McKenzie; Claytor Nature Study Center Dir. Eaton.	No
11.	Tri-College Consortium Grant Team	Tri-College Consortium Grant Team (i.e., Lynchburg, Randolph, and Sweet Briar) meet every year regarding grant proposals for partnership school systems and collaboration with the three colleges.	The Tri-College Consortium Grant Team has been successful in securing Clinical Faculty mentoring grants for 2008-2009 and 2009-2010. Includes workshop sessions, working with pre-service teachers, and improving mentoring skills using the Santa Cruz model. Some teachers have moved to Model IV.	Grant Team: Alouf, Brown, Gould, Schimmeler, Stennette , and Mayhew from Amherst Co.	Yes
12.	Tri-College Consortium Colloquia	In conjunction with Randolph and Sweet Briar Colleges, Lynchburg College hosts an annual colloquia for pre-service teachers from the three colleges and all partnership teachers in Clinical Faculty training sessions. All teachers participate in intensive sessions, focusing on a current topic.	Master teachers present workshop and information sessions on specific topics each year (differentiation of instruction 2009 topic . Master teachers have completed at least three modules of Santa Cruz training and share knowledge and skills for best practices.	Amherst, Appomattox, Bedford, Campbell, and Lynchburg City Schools; Tri-College Consortium Education faculty.	No
13.	Workshop in Literacy K-6	LC faculty led instruction for three sessions of workshops.	Teachers benefited from additional instruction in developing techniques to increase literacy for K-6 students.	Amherst, Bedford, Campbell, and Lynchburg City Schools; LC faculty: Jeri Watts and two graduate students in Reading Specialist degree program.	No

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14.	Third Annual History Symposium	The School of Education and History department collaborated to present fall symposium for area teachers. Presentations were made by history faculty, including handouts and teaching materials matching with SOLS.	Area teachers responded well to previous symposiums and asked for specific topics. 2009 topic was on 20th century topics.	Amherst, Bedford, Campbell, and Lynchburg City Schools; LC History Department faculty.	No
15.	SPED Distance Learning: Radford and Lynchburg College	Faculty at Radford and LC share offering distance learning courses so that more teachers receive the necessary courses for SPED licensure.	By offering these courses, more teachers can become licensed with the necessary expertise to work with special needs students.	Radford University and Lynchburg College SPED faculty, Dr. Glenn Buck, and teachers across the state who need the course.	Yes
16.	Daura Gallery	Offers special tours and programs scheduled per teacher requests for students to view exhibits and participate in special programs designed for their grade level and content area.	Special tours and programs are designed for K-12 students in area school systems and SOLs are incorporated for appropriate grade levels.	Tours and program offered for region and beyond. Barbara Rothermel, Director, is contact person.	No
17.	Schewel Lecture Series	This lecture series brings nationally known experts in the field of education and/or human diversity. The speaker is frequently co-sponsored by a related community agency. Area teachers attend as well as pre-service teachers from Tri-College institutions.	Teachers and pre-service teachers use the presenter's information in working with their own classes.	LC School of Education, SBC and RC faculty and students, area teachers, and area community agency representatives.	No
18.	EDHD Advisory Board	Teachers, LC faculty members, and appropriate community leaders serve on this board. They provide input to the School of Education and Human Development regarding needs in the schools. They also provide suggestions for the School to consider.	It is a very positive situation to hold meetings with open discussions from the individuals representing the different groups. Suggestions are made regarding revisions in current program practices and alternative timing for on-site experiences.	Dean, School of Education; representatives for each of the six school systems; and appropriate community leaders (local youth agencies, CVCC).	Yes
19.	Spanish Classes for Students in Grades 6-12	LC Spanish faculty members provide free Spanish classes to area middle and secondary students who come to LC campus.	Free classes help students become more proficient in Spanish and provides individual help where needed. Students are screened and recommended by their individual schools.	LC Spanish faculty and area school systems.	No
20.	Spanish Faculty Presentations on Culture	Faculty members make annual presentations to secondary Spanish classes related to Spanish culture.	Presentations motivate students in their classes to learn more about Spanish culture as well as the language.	LC faculty member: Dr. Kern; Lunsford, EC Glass HS, (Lynchburg City Schools); Brookville High School (Campbell Co.); and Liberty HS (Bedford Co.).	No

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21.	Family Fitness Night	Students from Health and Physical Education (HPE) volunteer with the Family Fitness Night held annually at R.S. Payne Elementary School.	HPE students help parents understand the need for physical fitness as related to themselves and their families.	RS Payne Elementary School in Lynchburg City School system and LC HPE students.	No
22.	National Women's Sport Day	HPE students work with elementary students on a variety of sports-related and physical education skills for this annual sports day.	Celebration of National Women's Sports Day helps over fifty elementary students develop their motor skills. Workshops also help students get into the habit of movement as a good habit to develop.	Tomahawk (Campbell Co.), RS Payne (Lynchburg city), Amelon (Amherst Co.), Boonsboro (Bedford Co.), and LC Faculty and HPE students.	No
23.	Produce School Musicals	Students in music and theatre arts collaborate with local school drama and music departments to produce school musicals.	High school students get opportunities to perform in drama and musical presentations, thereby improving their own skills.	Heritage HS (Lynchburg City), LC faculty Dr. Oeida Hatcher, and LC faculty and students.	No
24.	Improve Marching Band Field and Competition Shows	LC music faculty members collaborate with area high schools during multiple visits at each school to help students improve. A variety of activities are offered including band camp instruction, marching and maneuvering critiques, music rehearsals, color guard instruction, general effect, and movement.	Students benefit from this collaboration as they fine turn their own skills and have the opportunity of working with more than one instructor.	Amherst Co. HS, Chilhowie HS, Altavista HS, Liberty HS, and LC faculty: Dr. Hatcher and Dr. Cynthia Ramsey.	No
25.	Improve Concert Band Festival Performances	LC music faculty members collaborate with area high schools to improve concert band festival performances. Multiple visits to the school sites include activities such as conducting, music instruction, and performance critiques.	Students benefit from this collaboration as they fine tune their own skills and have the opportunity to work with more than one instructor.	Campbell Co. - 4 schools; Amherst Co. HS; Lynchburg City - 2 schools; Bedford Co. - 3 schools; Frederick Co. - 1 school; and LC faculty Dr. Hatcher and Dr. Ramsey.	No
26.	AIMS Math Workshops for 4th and 5th Grade Teachers	Workshops for 5th- and 6th-grade teachers to enhance their teaching strategies for instruction of math students. This will help build students skills for better performance on those grade level tests as well as prepare them for higher math level tests.	LC faculty will conduct workshops to help teachers learn new strategies to enhance math students performance on tests.	Five partnership schools: Amherst, Appomattox, Bedford, and Campbell counties, and Lynchburg City schools.	Yes
27.	Math Solutions Workshop--October 2009	Workshops for 6th- and 7th-grade math teachers to learn new strategies to enhance students' performance in math.	These two grade level math scores are the most problematic. Workshops designed to help teachers develop new strategies to enhance students' skills and performance in math.	Five partnership schools as listed above, LC Faculty.	Yes
28.	Astronomy Instruction: SCIE 610 and SCIE 680	Available to any area teacher for licensure renewal, personal interest, or new license.	Courses are taught in evenings and weekends at the Claytor Nature Study Center, which is the location of a new high-powered telescope.	Open to any area teachers, and taught by LC faculty .	No

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29.	Special Adapted Curriculum Endorsement	Studies indicated that there was a need for endorsement in Special Adapted Curriculum endorsement in this area.	Program is open to licensed teachers who also want to be endorsed in Adapted Curriculum. Program was approved and began this summer.	Open to area teachers, with courses being taught by qualified LC faculty.	Yes
30.	Literacy Courses: RDNG 643 and 672	Courses are offered in our Reading Specialist master's program, but are also offered to teachers who want to add to their own knowledge of literacy.	Teachers have asked for courses that will help them improve their own teaching of reading and literacy.	Area teachers and LC faculty.	No
31.	Reading Courses - Nelson County (Spring 2010)	Incentive grant from Nelson County was awarded to provide identified teachers instruction in elementary and secondary reading courses.	Nelson County teachers indicated a need to help students in all grade levels improve their reading performances.	Nelson County Administration and LC Faculty: Drs. Cash, Thompson, and Watts.	Yes
32.	Special Topics Reading Courses for Lynchburg City Schools.	Lynchburg College provides special tuition rates and oversight of special topics taught in LCS by master teachers in LCS. Teachers enrolled in the special program receive graduate credit and expert instructors.	LCS indicated a need for the special topic reading courses to be offered on-site for their identified teachers.	LCS and LC.	Yes
33.	ECON 600 (Summer 2009)	Area school systems indicated a need for an Economics course for their middle and secondary teachers due to an upcoming requirement from VDOE that all secondary social studies teachers be able to teach economics.	Over 40 area teachers benefitted for the instruction in ECON 600 which include economics professors and the director of the Center for Economic Education.	Area teachers; LC faculty Dr. Joe Turek and Dir. CEE Cheryl Ayers.	No
34.	EDHD 669C/EDUC 398C Teaching with Today's Technology - Verizon/VFIC (Summer 2010)	Course open to students at both graduate and undergraduate levels for instruction in using up-to-date technology. Grant received from Verizon/VFIC.	All students enrolled benefitted from the instruction provided by LC's IT department members.	LC IT department members.	Yes
35.	Reading Courses: Special Topics (offered by Lynchburg City Schools in conjunction with Lynchburg College)	Special topics courses taught by master teachers on-site in Lynchburg City Schools. One section each for elementary teachers and one for middle and secondary teachers to enhance their reading skills in instructing students.	Teachers will hone their skills in teaching reading at the various grade levels.	Lynchburg City Schools and Lynchburg College.	Yes
36.	Content Courses for Secondary Teachers	Content courses for secondary teachers consists of a regional program to provide coursework in mathematics, biology, English, earth science, and history at the graduate level for either new endorsements and/or eligibility to teach dual enrollment courses.	Consortium meets bi-monthly to discuss current projects and identify future needs. The focus is dual enrollment and added endorsements.	Five partnership schools and Lynchburg College faculty.	Yes
37.	Highly Qualified Institutes: Central Virginia Regional Consortium	Highly qualified institutes supported by VDOE. The institutes afford an on-line option for special education teachers to become highly qualified in middle and secondary schools.	The consortium meets bi-monthly to discuss current projects and identify future needs. The focus is to enable special educators to become highly qualified.	Five partnership schools and LC faculty.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Lynchburg College
Contact Person: Jan S. Stennette
Phone No.: (434) 544-8662 or (434) 544-8382
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																				
1.	Math and Literature Connection 4th/5th Grade - EDCI 661	X												X								X
2.	"Book Buddies" Field Experience II	X																	X		X	
3.	Field Experience I Elementary, SPED, and Secondary Pre-service Teachers	X			X	X	X					X	X	X	X	X	X	X	X			
4.	Field Experience II Secondary Pre-service Teachers				X	X	X					X	X	X	X	X	X	X				X
5.	Field Experience III Elementary SPED																				X	
6.	Counseling: Parent Education			X																		
7.	Counseling Practicum and Internships			X																		
8.	Teachers for Tomorrow	X			X	X	X					X	X	X	X	X	X	X			X	
9.	Graduate Science Course for Bedford County Teachers														X	X	X	X				
10.	Claytor Nature Study Center (CNSC)														X	X	X	X				
11.	Tri-College Consortium Grant Team	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	
12.	Tri-College Consortium Colloquia	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
13.	Workshop in Literacy K-6	X	X																			
14.	Third Annual History Symposium	X											X									
15.	SPED Distance Learning: Radford and Lynchburg College	X																	X	X	X	
16.	Daura Gallery	X					X				X											
17.	Schewel Lecture Series	X	X	X	X	X	X	X					X						X		X	
18.	EDHD Advisory Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
19.	Spanish Classes for Students in Grades 6-12					X																

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Lynchburg College
Contact Person: Jan S. Stennette
Phone No.: (434) 544-8662 or (434) 544-8382
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																				
20.	Spanish Faculty Presentations on Culture					X																
21.	Family Fitness Night							X														
22.	National Women's Sport Day							X														
23.	Produce School Musicals								X	X	X											
24.	Improve Marching Band Field and Competition Shows								X	X												
25.	Improve Concert Band Festival Performances								X	X												
26.	AIMS Math Workshops for 4th and 5th Grade Teachers	X																				
27.	Math Solutions Workshop--October 2009	X																				
28.	Astronomy Instruction: SCIE 610 and SCIE 680	X													X	X	X	X				
29.	Special Adapted Curriculum Endorsement																			X		
30.	Literacy Courses: RDNG 643 and 672	X	X									X										
31.	Reading Courses - Nelson County (Spring 2010)	X	X									X										
32.	Special Topics Reading Courses for Lynchburg City Schools.	X	X									X										
33.	ECON 600 (Summer 2009)												X									
34.	EDHD 669C/EDUC 398C Teaching with Today's Technology - Verizon/VFIC (Summer 2010)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
35.	Reading Courses: Special Topics (offered by Lynchburg City Schools in conjunction with Lynchburg College)		X																			
36.	Content Courses for Secondary Teachers											X	X	X	X	X						
37.	Highly Qualified Institutes: Central Virginia Regional Consortium																	X		X		

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Lynchburg College
Contact Person: Jan S. Stennette
Phone No.: (434) 544-8662 or (434) 544-8382
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	EDHD Cohort (to complete program in August 2010)	Individuals were selected by area school systems to participate in the Educational Leadership master's program.	New administrators will be needed to fill the near-future vacancies due to retirement.	Five partnership schools: Amherst, Appomattox, Bedford, Campbell, and Lynchburg City Schools, and Lynchburg College.	Yes
2.	EDLS 700 Course	EDLS 700 course was designed for administrators who want to keep up with current issues in leadership.	It is offered on an individual basis for those administrators who want to do an independent type of study on an issue of their concern and interest.	Special tuition rate is offered by Lynchburg College.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Mary Baldwin College
Contact Person: James C. McCrory
Phone No.: (540) 887-7298
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Practica with Methods courses	Each of the "methods" courses includes a 30 clock-hour practicum in the local public schools.	The extra set of "helping hands" provides opportunity for the classroom teacher to work more one-on-one and with small groups of students.	All cities and counties in proximity to MBC regional areas in Virginia: Staunton, Weyers Cave, Charlottesville, Richmond, Roanoke, Hampton, and southside Virginia.	No
2.	Practicum ED 110	Prior to the senior year, with its supervised student teaching, students in the teacher education program will have a 90 clock-hour practicum experience that includes observation and involvement activities in the local public schools.	Prior to the senior year, with its supervised student teaching, students in the teacher education program will have a 90 clock-hour practicum experience that includes observation and involvement activities in the local public schools.	All cities and counties in proximity to MBC regional areas in Virginia: Staunton, Weyers Cave, Charlottesville, Richmond, Roanoke, Hampton, and southside Virginia.	No
3.	Student Teaching	One semester working directly with students in a classroom on a full-time basis under the direction of a classroom teacher and college supervisor.	Student teaching meets the identified need of preparing experienced beginning teachers, and provides extra support for the PreK-12 students with two teaching adults.	All cities and counties in proximity to MBC regional areas in Virginia: Staunton, Weyers Cave, Charlottesville, Richmond, Roanoke, Hampton, and southside Virginia.	No
4.	Clinical Faculty	The Mid Valley Clinical Faculty Consortium connects four institutions of higher education (Mary Baldwin College, James Madison University, Eastern Mennonite University, and Bridgewater College) with teachers in the public schools, and provides training and high quality selection	The training provided by the consortium paves a pathway for smooth working relations with the teacher, and prepares the students for a better understanding of the role of the student teacher.	Staunton, Waynesboro, Harrisonburg, Augusta County, and Rockingham County.	Yes
5.	Mentoring for the First-Year Teacher	The first-year teacher is helped by an experienced teacher trained to mentor the novice teacher.	This program addresses the need for a seamless transition from student teaching to first year teaching.	Staunton, Waynesboro, Harrisonburg, Augusta County, and Rockingham County.	Yes
6.	One Child at a Time (OCAT)	Content Area Reading students tutor PK-12 students in the local public schools.	SOL scores show need for improvement in reading by students in the public schools.	Staunton, Waynesboro, Harrisonburg, Augusta County, and Rockingham County.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Mary Baldwin College
Contact Person: James C. McCrory
Phone No.: (540) 887-7298
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	Career Fair Waynesboro	Students are given the opportunity to meet and talk with representatives of business and higher education institutions about employment and educational opportunities. This experience helps students understand requirements for employment, career options, and potential for career advancement.	High school students often have difficulty connecting their school experiences to job opportunities or higher education options. Students become more motivated when they have the chance to talk about "real world" situations with individuals who are outside the public school setting.	Waynesboro.	Yes
8.	Black History Month Oratorical Contest	Sponsored every year by the MBC Office of African American and Multicultural Affairs, MBC students work as interns to help local public school students prepare speeches.	The extra help is direly needed since this is an extracurricular program for which the practicing school teacher would have little or no time.	Staunton, Waynesboro, Augusta County, and Roanoke.	Yes
9.	PEARL Program	The program connects minority public school students with minority women of color at MBC. The program is named "pearl" because the college students believed the children and youth in the public schools to be as precious as pearls.	MBC students make every effort to increase the public school students' cultural awareness, while enhancing their academic capabilities through regular tutoring sessions.	Staunton and Augusta County.	Yes
10.	Black Baby Doll Day	The Ida B. Wells Living Learning Community gives dolls to African American and Latino girls in the local public schools each year.	This program helps the public schools to meet the need of enhancing the cultural pride of female students of color by providing baby dolls that appear to share their ethnic backgrounds.	Staunton and Augusta County.	Yes
11.	NETS*T Certification	Local Teachers, initiated by an MBC Adjunct Professor of Mathematics, use examples from MBC such as blackboard, testing online, and communicating with MBC students to achieve this certification.	The SOL score results show a need for improvement in mathematics, which will improve with more teachers incorporating technology into their teaching.	Staunton and Augusta County.	No
12.	Preparing Students to Excel in Mathematics	Grant funding through the No Child Left Behind Act.	The SOL score results show a need for improvement in mathematics, which will improve with more teachers incorporating technology into their teaching.	Staunton and Augusta County.	Yes
13.	Program for the Exceptionally Gifted (PEG)	This program provides an alternative to high school for academically gifted and talented students.	This alternative to high school helps the public schools to serve a need not otherwise accomplished.	Secondary Schools throughout Virginia and all states in the U.S.A.	No
14.	Math Tutors	MBC provides funding for at least one math major to tutor at Stuart Hall School in Staunton.	Extra individual help from an excellent college student is always helpful as a resource beyond the norm.	Stuart Hall School in Staunton.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Mary Baldwin College
Contact Person: James C. McCrory
Phone No.: (540) 887-7298
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
15.	MBC Environment-Based Learning (EBL) Program	Hundreds of thousands of dollars have been secured by MBC Education Professor of Education, Tamra Willis, to support workshops for MBC Education students and local school teachers to explore how their surroundings can help them develop lesson plans for all subjects.	The MBC Environment-Based Learning Program meets an urgent need for citizens to learn about the environment to improve conditions now and to work toward a greener future.	Staunton and Augusta County.	Yes
16.	Expansion of Mary Baldwin College Historic Commitment to Community Service	MBC employees and students contribute more than 13,000 hours annually in community service, much of which is in the public schools.	The public schools need the help and connection with adults in the community for students to learn from the experience of adults and to benefit from the extra help.	Staunton and Augusta County.	No
17.	Practicum ED 510	This course, Graduate Field Experience, is a MAT course taken prior to supervised student teaching. It is a minimum of 140 clock hours in the classroom over the course of the MAT degree, including observation and involvement activities in the local public schools.	This course is taken prior to supervised student teaching. It is a minimum of 140 clock hours in the classroom over the course of the MAT degree, including observation and involvement activities in the local public schools.	All cities and counties in proximity to MBC regional areas in Virginia: Staunton, Weyers Cave, Charlottesville, Richmond, Roanoke, Hampton, and southside Virginia.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Mary Baldwin College
Contact Person: James C. McCrory
Phone No.: (504) 887-7298
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*French PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Visual Arts PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																
1.	Practica with Methods courses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Practicum ED 110	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Student Teaching	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Clinical Faculty	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	Mentoring for the First-Year Teacher	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	One Child at a Time (OCAT)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.	Career Fair Waynesboro	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Black History Month Oratorical Contest	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	PEARL Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.	Black Baby Doll Day	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11.	NETS*T Certification	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12.	Preparing Students to Excel in Mathematics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.	Program for the Exceptionally Gifted (PEG)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14.	Math Tutors	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15.	MBC Environment-Based Learning (EBL) Program	X	X								X					X		
16.	Expansion of Mary Baldwin College Historic Commitment to Community Service	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
17.	Practicum ED 510	X	X								X					X		

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Mary Baldwin College
Contact Person: James C. McCrory
Phone No.: (540) 887-7298
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Marymount University
Contact Person: Shelly Haser
Phone No.: (703) 526-6855
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Marymount University and Arlington County Public Schools Professional Development School Partnership - Internships (PDS)	This partnership places up to eight PK-6 or special education - general curriculum M.Ed. student interns studying PK-6 or special education - general curriculum in Ashlawn, Jamestown, Taylor, and Patrick Henry Elementary Schools, from the beginning of school through the second week of May. Interns serve at two placements through the	This partnership yields highly effective teachers in a county that has vacancies each year. Arlington County has a priority to hire the PDS interns if the county chooses to do so. Also, interns assist, co-teach, and collaborate with trained mentor teachers.	Shelly Haser and Pam Klobukowski, Marymount University; Susan Saber and Vicki Taylor, Arlington County Public Schools.	Yes
2.	Marymount University and Arlington Public Schools Professional Development School Partnership - Mentor Teacher and Clinical Faculty Development	PDS mentor teachers are provided clinical faculty training in PK-6 and special education - general curriculum supervision through a joint collaboration with Fairfax County Public schools (Buzz Aldrin, Dogwood, Herndon HS, Hutchison, Sunrise Valley, and Marymount Faculty).	This partnership yields highly effective teachers who are trained to provide support and mentoring to PK-6 and special education - general curriculum interns.	Shelly Haser and Pam Klobukowski, Marymount University; Shawn Finnerty Fairfax County Public School.	Yes
3.	Marymount University and Fairfax County Public Schools Professional Development School Partnership - Mentor Teacher Clinical Faculty Development	PDS mentor teachers are provided clinical faculty training in PK-6 and special education - general curriculum supervision through a joint collaboration with Fairfax County Public schools (Buzz Aldrin, Dogwood, Herndon HS, Hutchison, Sunrise Valley, and Marymount Faculty).	This partnership yields highly effective teachers who are trained to provide support and mentoring to PK-6 and special education - general curriculum interns.	Shelly Haser and Pam Klobukowski, Marymount University; Shawn Finnerty Fairfax County Public School.	Yes
4.	Marymount University and Fairfax County Public Schools Professional Development School Partnership (PDS) - Internships	Fourteen to 20 interns in PK-6, special education - general curriculum, or special education - general curriculum/PK-6 are placed in high-needs and non-high needs schools from the end of August to mid-May. PDS Fairfax County public schools are: Buzz Aldrin, Dogwood, Glen Forest, Hayfield Secondary, Herndon HS, Hutchison, Newington Forest, Silverbrook, Sunrise Valley, Woodlawn.	This partnership yields highly effective teachers in a county that has many vacancies each year. Fairfax County has priority to hire the PDS interns if the county chooses to do so. Interns assist, co-teach, and collaborate with trained mentor teachers.	Shelly Haser and Pam Klobukowski.	Yes
5.	PK-6 Marymount University and The Potomac School Internship Partner Program	Up to eight PK-6 or secondary student interns are placed at the private independent Potomac schools for the entire school year. Internships may be 1 or 2 years.	This partnership allows the student/teacher ratio to be much lower as interns are mentored and treated as co-teachers.	Usha Rajdev, Marymount University; Nancy Powell, Potomac School.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Marymount University
Contact Person: Shelly Haser
Phone No.: (703) 526-6855
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
6.	Fairfax County Public Schools - Experience and Student Teaching ESL, Secondary History and Social Science, Mathematics, Biology, Chemistry, Earth Science, Physics, Visual Arts, PK-6, Special Education - General Curriculum, ESL and Field Experience - Armstrong ES, Belvedere ES, Fairhill ES, Cameron ES, Chesterbrook ES, Freedom Hill ES, Fort Hunt ES, Woodlawn ES, Kent Gardens ES, Bonnie Brae ES, Haycock ES, Floris ES, Groveton ES, Forestville ES, Sangster ES, Annadate ES, Cunningham Park ES, Woodley Hills ES, Springfield Estates ES, Oakview ES, Cedarview ES, Wolftrap ES, White Oaks ES, Cardinal Forest ES, Dranesville ES, Waples Mill Es, Haycock ES, Centre Ridge ES, Spring Hill ES, Kings Park ES, Lane ES	Students participate in field experience and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to teachers.	Shelly Haser and Laura Carlson, Marymount University; Susan Brann Fairfax County Public Schools.	No
7.	Arlington Public Schools - Pk-6, Special Education - General Curriculum, ESL Student Teaching and Field Experience, Arlington Traditional Day, Drew Model School ES, Campbell ES, Patrick Henry ES, Abingdon ES, Nottingham ES, Francis Scott Key ES, Glebe ES, Taylor ES, Yorktown HS, Williamsburg Middle School, Wakefield HS, Kenmore Middle School, Arlington Science Focus, Woodlawn Secondary	Students participate in field experience and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers.	Shelly Haser and Laura Carlson, Marymount University, Erin Wales-Smith, APS.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Marymount University
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8.	Alexandria City Schools - PK-6, Special Education - General Curriculum, ESL - Student Teaching and Field Experience - Rose Hill ES, George Mason ES, William Ramsay ES	Students participate in field experience and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers.	Shelly Haser and Laura Carlson, Marymount University, Audora Aldana Alexandria City Schools.	No
9.	Loudoun County Public Schools - Student Teaching and Field Experience for PK6, ESL, andSpecial Education - General Curriculum - Arcola ES, Mill Run ES, Snaders Corner ES, Horizon ES, Hillside ES, Potomac ES, Forest Grove ES, Chantilly HS, Brookfield ES	Students participate in field experience and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers.	Shelly Haser and Laura Carlson, Marymount University, Delores Creech LCPS.	No
10.	Prince William County Public School - Student Teaching PK-6 - Buckland Mills ES; Ashland ES, Kerrydale ES, Yorkshire ES, Springwood ES	Students participate in field experience and student teaching.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Dr. Shelly Haser, Ms. Laura Carlson, Marymount University; Elaine Standifer, Prince William County.	No
11.	Student Teaching PK-6 - St. Charles - Arlington Diocese	The site for student teachers.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Dr. Shelly Haser, Ms. Laura Carlson, Marymount University; Principal, St. Charles.	No
12.	Student Teaching Secondary English- Our Lady of Good Counsel - Diocese	The site for student teachers.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Dr. Shelly Haser, Ms. Laura Carlson, Marymount University; Principal, Our Lady of Good Counsel.	No
13.	Student Teaching PK-6 Holy Spirit School - Arlington Diocese	The site for student teachers.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Dr. Shelly Haser, Ms. Laura Carlson, Marymount University; Principal, Holy Spirit School.	No
14.	Student Teaching and Field Experience PK-6 - Browne Academy, Alexandria, VA	The site for student teacher and field experiences.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Dr. Shelly Haser, Ms. Laura Carlson, Marymount University; Principal, Browne Academy.	No
15.	School Counseling Practicum - Arlington County Public Schools Jamestown ES, KEY ES, Nottingham ES, Jefferson Middles School, Yorktown HS, Washington and Lee HS	The site for school counseling practicum students. Provided clinical experience, training, and supervision for student.	Practicum student provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Dr. Garofalo, Marymount University; Erin Wales-Smith, APS.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Marymount University
Contact Person: Shelly Haser
Phone No.: (703) 526-6855
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
16.	School Counseling Practicum - Fairfax County Public Schools: Franconia ES, Keene Mill ES, Louise Archer ES, Lake Anne ES, Lemon Road ES, Oakton ES, Spring Hill ES, Vienna ES, Waples Mill ES, Cooper Middle School, Potomac Middle School, Sandburg Middle School, Fairfax HS, Hayfield Secondary, Madison HS, Marshall HS, and West Springfield HS	The site for the school counseling practicum student. Provided clinical experience, training, and supervision for student.	Practicum students provide counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Dr. Garofalo, Marymount University; Susan Brann, FCPS.	No
17.	School Counseling Practicum - Loudoun County Public Schools Broad Run HS, Loudoun County HS	The site for the school counseling practicum student. Provided clinical experience, training, and supervision for student.	Practicum student provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Dr. Garofalo, Marymount University; Pat Allenson, LCPS.	No
18.	School Counseling Practicum - Stafford County Public Schools Stafford High School	The site for the school counseling practicum student. Provided clinical experience, training, and supervision for student.	Practicum student provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Dr. Garofalo, Marymount University; Susan Briggs, Stafford CPS.	No
19.	School Counseling Practicum - Prince William County Public Schools Garfield High School	The site for the school counseling practicum student. Provided clinical experience, training, and supervision for student.	Practicum student provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Dr. Garofalo, Marymount University; Harriet Rowe, PWPS.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Marymount University
Contact Person: Shelly Haser
Phone No.: (703) 526-6855
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*School Counselor PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.												
1.	Marymount University and Arlington County Public Schools Professional Development School Partnership - Internships	X												X
2.	Marymount University and Arlington Public Schools Professional Development School Partnership - Mentor Teacher and Clinical Faculty Development	X												X
3.	Marymount University and Fairfax County Public Schools Professional Development School Partnership - Mentor Teacher Clinical Faculty Development	X												X
4.	Marymount University and Fairfax County Public Schools Professional Development School Partnership (PDS) - Internships	X												X
5.	PK-6 Marymount University and The Potomac School Internship Partner Program	X												
6.	Fairfax County Public Schools - Experience and Student Teaching ESL, Secondary History and Social Science, Mathematics, Biology, Chemistry, Earth Science, Physics, Visual Arts, PK-6, Special Education - General Curriculum, ESL and Field Experience - Armstrong ES, Belvedere ES, Fairhill ES, Cameron ES, Chesterbrook ES, Freedom Hill ES, Fort Hunt ES, Woodlawn ES, Kent Gardens ES, Bonnie Brae ES, Haycock ES, Floris ES, Groveton ES, Forestville ES, Sangster ES, Annadate ES, Cunningham Park ES, Woodley Hills ES, Springfield Estates ES, Oakview ES, Cedarview ES, Wolftrap ES, White Oaks ES, Cardinal Forest ES, Dranesville ES, Waples Mill Es, Haycock ES, Centre Ridge ES, Spring Hill ES, Kings Park ES, Lane ES	X		X	X	X	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Marymount University
Contact Person: Shelly Haser
Phone No.: (703) 526-6855
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*School Counselor PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.												
7.	Arlington Public Schools - Pk-6, Special Education - General Curriculum, ESL Student Teaching and Field Experience, Arlington Traditional Day, Drew Model School ES, Campbell ES, Patrick Henry ES, Abingdon ES, Nottingham ES, Francis Scott Key ES, Glebe ES, Taylor ES, Yorktown HS, Williamsburg Middle School, Wakefield HS, Kenmore Middle School, Arlington Science Focus, Woodlawn Secondary	X		X	X	X	X	X	X	X	X	X	X	X
8.	Alexandria City Schools - PK-6, Special Education - General Curriculum, ESL - Student Teaching and Field Experience - Rose Hill ES, George Mason ES, William Ramsay ES	X			X									
9.	Loudoun County Public Schools - Student Teaching and Field Experience for PK6, ESL, andSpecial Education - General Curriculum - Arcola ES, Mill Run ES, Snaders Corner ES, Horizon ES, Hillside ES, Potomac ES, Forest Grove ES, Chantilly HS, Brookfield ES	X			X									X
10.	Prince William County Public School - Student Teaching PK-6 - Buckland Mills ES; Ashland ES, Kerrydale ES, Yorkshire ES, Springwood ES	X												
11.	Student Teaching PK-6 - St. Charles - Arlington Diocese	X												
12.	Student Teaching Secondary English- Our Lady of Good Counsel - Diocese						X							
13.	Student Teaching PK-6 Holy Spirit School - Arlington Diocese	X												
14.	Student Teaching and Field Experience PK-6 - Browne Academy, Alexandria, VA	X												

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Marymount University
Contact Person: Shelly Haser
Phone No.: (703) 526-6855
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*School Counselor PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.												
15.	School Counseling Practicum - Arlington County Public Schools Jamestown ES, KEY ES, Nottingham ES, Jefferson Middles School, Yorktown HS, Washington and Lee HS		X											
16.	School Counseling Practicum -Fairfax County Public Schools: Franconia ES, Keene Mill ES, Louise Archer ES, Lake Anne ES, Lemon Road ES, Oakton ES, Spring Hill ES, Vienna ES, Waples Mill ES, Cooper Middle School, Potomac Middle School, Sandburg Middle School, Fairfax HS, Hayfield Secondary, Madison HS, Marshall HS, and West Springfield HS		X											
17.	School Counseling Practicum - Loudoun County Public Schools Broad Run HS, Loudoun County HS		X											
18.	School Counseling Practicum - Stafford County Public Schools Stafford High School		X											
19.	School Counseling Practicum - Prince William County Public Schools Garfield High School		X											

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Marymount University
Contact Person: Shelly Haser
Phone No.: (703) 526-6855
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Association of Superintendents	An association of superintendents from dioceses in Virginia, Maryland, Delaware, West Virginia, and Washington D.C., and of administrators and university level professors involved in school leadership, that share in a variety of staff development and resource management needs of the schools in these jurisdictions.	The association was created so that the school communities in each of these areas could benefit from shared instructional opportunities, as well as pursue some financial assistance in the acquisition of various instructional resources for the schools, teachers, and students.	Superintendents from the (arch)dioceses of Arlington, Richmond, Washington, Baltimore, Wheeling-Charleston, Wilmington, and University representatives from Marymount and other universities in these areas.	No
2.	Leadership Program - Speakers	Marymount's leadership program works with this national association to provide speakers and expertise especially for their annual national convention.	The contributions of Marymount provide a variety of presentations to assist in leadership as well as in teacher development.	Members of the Chief Administrators of Catholic Education (CACE), and professors and students from Marymount's Leadership Program .	Yes
3.	Open House for Prospective Teachers	The Director of the Catholic School Leadership Program, assisted by students or graduates, provides a series of open house programs to invite prospective teachers for the Arlington diocese to learn more about teaching and the application process and requirements.	Drawing on the expertise of the Marymount faculty, the program assists the school divisions in obtaining qualified teachers for their schools.	Director of the Marymount Catholic School Leadership Program, the Assistant Superintendent of Schools from Arlington, and graduates.	No
4.	Teaching Workshops/Seminars	Members of the Marymount Education faculty regularly present workshops and seminars to administrators and teachers in the neighboring school divisions.	These opportunities allow the Marymount community to share its expertise and assist in the on-going preparation and development of leadership and faculty.	Marymount faculty, principals, and teachers.	No
5.	Local School Accreditation Visiting Teams	Members of the Marymount Education faculty serve by invitation on some of the local school accreditation visiting teams.	These opportunities allow the local school community to benefit from best practices and development in the administration of elementary and secondary schools in the area, as well as from some state universities.	Marymount faculty, school visiting team members, administrators of these schools, and faculty.	No
6.	School Administrator Internship Bishop Denis O'Connell HS	Marymount school leadership interns spend up to 14 weeks in an internship.	Support the principal, faculty, staff, and students in leadership and curriculum under an on-site advisor.	Mr. Richard Martin, Principal; and Sister Patricia Earl, Marymount University.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Marymount University
Contact Person: Shelly Haser
Phone No.: (703) 526-6855
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	School Administrator Internship - Sacred Heart Academy	Marymount school leadership interns spend up to 14 weeks in an internship.	Supports the principal, faculty, staff, and students in leadership and curriculum under an on-site advisor.	Dan Farris, Asst. Superintendent of Schools; and Sister Patricia Earl, Marymount University.	No
8.	School Administrator Internship Roanoke Catholic School	Marymount school leadership interns spend up to 14 weeks in an internship.	Supports the principal, faculty, staff, and students in leadership and curriculum under an on-site advisor.	Susan Thompson, Principal; and Sister Patricia Earl, Marymount University.	No
9.	School Administrator Internship St. Mary School	Marymount school leadership interns spend up to 14 weeks in an internship.	Supports the principal, faculty, staff, and students in leadership and curriculum under an on-site advisor.	Janet Cantwell, Principal; Sister Patricia Earl, Marymount University.	No
10.	School Administrator Internship St. Michael School	Marymount school leadership interns spend up to 14 weeks in an internship.	Supports the principal, faculty, staff, and students in leadership and curriculum under an on-site advisor.	Sr. Karl Ann Homburg, Asst. Superintendent; and Sister Patricia Earl, Marymount University.	No
11.	School Administrator Internship, St. Ambrose School	Marymount school leadership interns spend up to 14 weeks in an internship.	Supports the principal, faculty, staff, and students in leadership and curriculum under an on-site advisor.	Ms. Elizabeth Roach, Asst. Superintendent; and Sister Patricia Earl, Marymount University.	No
12.	School Administrator Internship Our Lady of Victory	Marymount school leadership interns spend up to 14 weeks in an internship.	Supports the principal, faculty, staff, and students in leadership and curriculum under an on-site advisor.	Kelly Branaman, Asst. Superintendent; and Sister Patricia Earl, Marymount University.	No
13.	School Administrator Internship, Holy Spirit School	Marymount school leadership interns spend up to 14 weeks in an internship.	Supports the principal, faculty, staff, and students in leadership and curriculum under an on-site advisor.	Ms. Sarah Schmitt; and Sister Patricia Earl, Marymount University.	No
14.	School Administrator Internship., St. Charles School	Marymount school leadership interns spend up to 14 weeks in an internship.	Supports the principal, faculty, staff, and students in leadership and curriculum under an on-site advisor.	Sr. Karl Ann Homburg, Asst. Superintendent, Diocese of Arlington or his designee; and Sister Patricia Earl, Marymount University.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Norfolk State University
Contact Person: Dr. Jean Braxton
Phone No.: (757) 823-8701
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Norfolk State University and Booker T. Washington (BTW) High School - Norfolk	Partners engage in a variety of collaborative activities, including development of a speaker's bureau with teachers at the high school who address teacher education candidates on specific issues and preparing high school students for postsecondary life. Partners participate in Mobility Training. NSU candidates observe job coaching experiences of BTW students.	High school is a place where young people experiment with growing up, find support, and attempt to accomplish a variety of goals ranging from finding social acceptance to preparing for intellectual challenges.	Mr. Kevin Moore-Principal; Ms. Margie Stallings, Asst. Principal; Ms. Stella Clark-Dept. Chair BTW; Dr. June Harris-NSU; Dr. Judith Connell-NSU; Dr. Sandra Mathis-NSU.	Yes
2.	Field Experiences and Clinical Practices	Teacher candidates and school personnel candidates complete hours in schools with assigned cooperating personnel to meet course requirements for observation, participation, student teaching, or an internship. Teachers and school personnel serve as mentors to the candidates and allow them to practice and improve their skills.	The partnership and collaboration allow the PK-12 community to interact and assist beginning teachers in a way that strengthens their skills and improve teaching dispositions. Knowledge and teaching strategies are shared and new teachers are prepared.	Norfolk, Chesapeake, Virginia Beach, Suffolk, Portsmouth, Hampton, and Newport News Public Schools; All NSU education departments-Dr. Margaret Knight.	Yes
3.	Virginia Beach Public School's Adult Learning Center	The school counseling graduate interns provide academic, career, and personal/social education to the students enrolled in the Adult Basic Education program, GED, and English as a Second Language programs.	The Adult Learning Center does not have a school counselor. School counseling interns are assigned to ensure that students receive assistance with their personal/social concerns and information about educational career opportunities.	Bonie Mizenko, Director and Dr. Norma Brumage/NSU Coordinator.	No
4.	Southside Boys and Girls Club	The partnership provides urban youth programs in character and leadership, education and career, health and life skills, the arts, sports, fitness, recreation, and specialized initiatives.	This partnership involves school counseling interns who provide curricula in all domains recognized in the national programs for the organization. All curricula are aligned with the SOLs for the State of Virginia and Counseling Standards of Virginia.	Greg Shivers/Coordinator, Norma Brumage/NSU Coordinator.	No
5.	Field Mentorships	NSU provides student volunteers to assist the physical educators in the field in Norfolk, Newport News, Hampton, and Chesapeake with instruction and special events in order to improve teaching methods of candidates and to expand their knowledge of exceptional programming and meeting diverse needs.	Assist with class instruction, equipment, skill acquisition, special programs, newsletters, and planning.	Bowling Park, Tidewater Park, Norview Middle, Maury High, Washington High, Chesterfield Academy, Willoughby, Armstrong, Butts Road, Deep Creek Middle- Dr. Delano Tucker.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Norfolk State University
Contact Person: Dr. Jean Braxton
Phone No.: (757) 823-8701
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
6.	Virginia Consortium for Teacher Preparation in Severe Disabilities	Partners engage in integrating the use of distance education technologies, including video-conferencing and other supporting technologies in the delivery of instruction.	The consortium meets the identified need of the PK-12 community by preparing candidates to become highly qualified teachers of children with severe disabilities, enabling them to develop to their fullest academic potential.	George Mason, Virginia Commonwealth, University of Virginia, Lynchburg College, Norfolk State University-June Harris.	Yes
7.	Visual Impairment Consortium	The consortium utilizes video-conferencing among partners to establish real-time, interactive, multipoint conference instruction among the 5 universities for each class taught.	The consortium meets the identified need of the PK-12 community by preparing candidates to become highly qualified teachers of children with visual impairments.	Norfolk State-June Harris, George Mason, Radford, Virginia Commonwealth, James Madison, Old Dominion.	Yes
8.	Clinical Faculty Program	NSU Center for Professional Development collaborates with area school divisions to seek grant funding to provide training for PreK-12 teachers in the areas of mentoring teacher candidates and beginning teachers in their schools. The focus has been on curriculum, instruction, and classroom management.	Training, such as the use of the Eduational Testing Service (ETS) Pathwise Teacher Mentor program, has helped to give more structure to the mentoring process as well as to improve teaching skills of the mentor.	Norfolk, Portsmouth, Virginia Beach, Chesapeake, Suffolk, Surry, and Isle of Wight Public Schools, Norfolk State- Dr. Margaret Knight.	Yes
9.	HPE Activities	NSU health and physical education students will assist in teaching activities to regular as well as adapted physical education students	The collaboration will assists students with preparation an improvement of teaching skills in a real classroom setting.	Norfolk Public Schools, NSU-Dr. Delano Tucker.	No
10.	The Hampton Roads School Counselor Leadership Team (HRSCLT)	The HRSCLT is a collaborative team of School Counseling Professionals whose mission is to promote the school counseling profession and to advocate for the academic, career, and personal/social growth of all students in the Hampton Roads area.	The HRSCLT will provide professional development opportunities to aid counselors in their responsibilities and roles as advocates for the students' total development. This is a collaborative team that integrates university and division planning in order to create a developmental approach to meet federal and state academic standards, while supporting the social and emotional growth of all students.	Hampton, Newport News , Portsmouth City , Norfolk , Chesapeake , Virginia Beach , and Suffolk Public School Systems. NSU-Dr. Melendez Byrd.	No
11.	Region II Staff Development Council (SDC)	The Region II SDC is a professional association committed to ensuring high levels of learning and performance by all students and pre-service and in-service school staff members.	The goal is to connect PreK-12 and university educators with information, strategies, and best practices that demonstrate high expectations and produce positive results for students and staff.	The public school divisions in the Hampton Roads, Western Tidewater, and Eastern Shore, and Universities in the areas collaborate. NSU-Dr. Margaret Knight.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Norfolk State University
Contact Person: Dr. Jean Braxton
Phone No.: (757) 823-8701
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
12.	Chesterfield Academy, Dreamkeepers Academy, and Poplar Halls Elementary Schools	NSU provides student health and physical education majors to assist with health and wellness activities supported by Health and Physical Education Department.	Educating the community is an integral part of the Norfolk Health and Physical Education Department as well as NSU physical education department. Numerous resources are supplied and activities are promoted during the project.	Norfolk Public Schools' Health and Physical Education Department-Dr. Cynthia Burwell.	Yes
13.	Book Buddies: Tanner's Creek Elementary School	To serve as tutors and aides in the first grade Reading Recovery Program.	It is critical to assist and uplift first graders who are having reading problems to improve and recover before entering grade two.	Dr. Matilda Martin and Mrs. Brown (Tanner's Creek contact person).	Yes
14.	YMCA Hampton Roads	Serve on board for YMCA Greenbrier North and place students for volunteer efforts.	Serve as YMCA advocate for children (especially after-school and daycare programs) and also community programs through YMCA HR.	Jennifer Cass (Executive Director, Greenbrier North); Merv Pitchford (VP, YMCA Community Service) Dr. Mona Bryant-Shanklin (NSU).	No
15.	Campostella Elementary School	Placing students for observation/participation and volunteer efforts.	Placing students for observation/ participation and volunteer efforts.	Mrs. Lenthia Willie-Clark Dr. Mona Bryant-Shanklin.	No
16.	NASA Pre-Service Teacher Institute NASA Langley, Hampton, VA	Pre-service students developed and taught a NASA designed Problem Based Learning Space lesson for fifth grade students at Campostella Elementary students around the Bernoulli Principle and its relationship to outer space. They used Distance Learning, the internet, materials and videos. Science Lead Teachers attend a two workshop with NSU college instructors and pre-service teachers prior to the delivery of the lesson.	Campostella is seeking as much STEM support as possible. NSU pre-service teachers who have strong mathematics backgrounds are very helpful to some classroom teachers. They support the teachers in the use of manipulatives in the classroom and story problems.	NASA Langley, Norfolk State University Elementary Pre-Service teachers, and Campostella Elementary School PK-5 Norfolk, VA, Ms. Carrol Rhodes-Nelson.	No
17.	Friday Science Program	STEM presenters from NSU provide special demonstrations, workshops, lessons , and activities for all grades.	Presentations provide informal science experiences and enrichment that is designed to impart excitement for STEM subjects.	Dr. Arthur Bowman (CSET), Ms. Carrol Rhodes-Nelson (SOE), Dr. Laguna Foster (Principal), and NSU students.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Norfolk State University
Contact Person: Dr. Jean Braxton
Phone No.: (757) 823-8701
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*School Counselor PreK-12*	*School Social Worker*	*French PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Early Childhood 3-4 Yr Olds (add-on endors.)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																							
1.	Norfolk State University and Booker T. Washington (BTW) High School - Norfolk																			X	X	X			
2.	Field Experiences and Clinical Practices	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Virginia Beach Public School's Adult Learning Center				X																				
4.	Southside Boys and Girls Club				X																				
5.	Field Mentorships										X													X	
6.	Virginia Consortium for Teacher Preparation in Severe Disabilities																				X				
7.	Visual Impairment Consortium																						X		
8.	Clinical Faculty Program		X				X	X	X					X	X	X	X	X	X		X	X			
9.	HPE Activities										X														
10	The Hampton Roads School Counselor Leadership Team (HRSCLT)				X																				
11.	Region II Staff Development Council (SDC)		X						X					X	X	X	X	X	X		X	X			
12.	Chesterfield Academy, Dreamkeepers Academy, and Poplar Halls Elementary Schools										X														
13.	Book Buddies: Tanner's Creek Elementary School	X	X																						
14.	YMCA Hampton Roads	X	X																						X
15.	Campostella Elementary School	X	X																						
16.	NASA Pre-Service Teacher Institute NASA Langley, Hampton, VA	X	X																						
17.	Friday Science Program	X	X																						

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Norfolk State University
Contact Person: Dr. Jean Braxton
Phone No.: (757) 823-8701
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Administration and Supervision Field Experiences and Clinical Practices in Urban Educational Areas	Administration and Supervision school personnel candidates will complete hours in urban schools with assigned cooperating personnel administrators to meet course requirements for observation, participation, or an internship. Administrators, assistant principals and school personnel serve as mentors to the candidates and allow them to participate, practice, and improve their administrative skills.	The partnership and collaboration allow the PK-12 community to interact and assist future administrators and school personnel candidates in a way that also strengthens their skills. Knowledge and administrative strategies are shared.	Norfolk, Chesapeake, Virginia Beach, Suffolk, Portsmouth, Hampton, and Newport News Public Schools; NSU secondary education and school leadership department-Dr. Melendez Byrd.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Old Dominion University
Contact Person: Leigh L. Butler
Phone No.: (757) 683-6448
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field Experiences - Poquoson City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Marilyn Barr and Leigh L. Butler	No
2.	Field Experiences - Virginia Beach City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Tammy Bowyer and Leigh L. Butler	No
3.	Field Experiences - Northampton County Public School	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Susan Bradford and Leigh L. Butler	No
4.	Field Experiences - Fairfax Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Susan Brann and Leigh L. Butler	No
5.	Field Experiences - Suffolk City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Karen Brickey and Leigh L. Butler	No

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6.	Field Experiences - Hampton City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Carrie Byrd and Leigh L. Butler	No
7.	Field Experiences - Chesapeake City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Michael Clayman and Leigh L. Butler	No
8.	Field Experiences - Franklin City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Walter Clemons and Leigh L. Butler	No
9.	Field Experiences - Loudoun County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Delores Creech and Leigh L. Butler	No
10.	Field Experiences - Prince William County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Darlene Faltz and Leigh L. Butler	No

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11.	Field Experiences - Fauquier County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Vincent Indelicato and Leigh L. Butler	No
12.	Field Experiences - Stafford County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Trish Jacobs and Leigh L. Butler	No
13.	Field Experiences - Southampton County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Timothy Kelly and Leigh L. Butler	No
14.	Field Experiences - Norfolk City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lynne Meeks and Leigh L. Butler	No
15.	Field Experiences - York County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Ida Ostrowski and Leigh L. Butler	No

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16.	Field Experiences - Portsmouth City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Talitha Parker and Leigh L. Butler	No
17.	Field Experiences - Newport News Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	LaTanja Riley-Hedgepeth and Leigh L. Butler	No
18.	Field Experiences - Williamsburg-James City County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Marie St. Claire and Leigh L. Butler	No
19.	Field Experiences - Isle of Wight County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Simone Terry and Leigh L. Butler	No
20.	Field Experiences - Gloucester County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Kara Tyler and Leigh L. Butler	No

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21.	Field Experiences - Henrico County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Seza Aldridge and Leigh L. Butler	No
22.	Field Experiences - Hopewell City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Melody Bage and Leigh L. Butler	No
23.	Field Experiences - Augusta County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Eric Bond and Leigh L. Butler	No
24.	Field Experiences - Prince George County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Bobby Browder and Leigh L. Butler	No
25.	Field Experiences - Lee County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	James Browder and Leigh L. Butler	No

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26.	Field Experiences - Colonial Heights Public School	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Jo Bunce and Leigh L. Butler	No
27.	Field Experiences - Tazewell County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Julia Butler and Leigh L. Butler	No
28.	Field Experiences - Alleghany County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Robert Carpenter and Leigh L. Butler	No
29.	Field Experiences - Fredericksburg City Public School	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Marceline Catlett and Leigh L. Butler	No
30.	Field Experiences - Harrisonburg City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Loretta Clark and Leigh L. Butler	No

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31.	Field Experiences - Dickenson County Public School	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Debbie Colley and Leigh L. Butler	No
32.	Field Experiences - Radford City Public School	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lorraine Crawford and Leigh L. Butler	No
33.	Field Experiences - Spotsylvania County Public School	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Eric Cunningham and Leigh L. Butler	No
34.	Field Experiences - Rockingham County Public School	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Dixie Davis and Leigh L. Butler	No
35.	Field Experiences - Clarke County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Matthew Eberhardt and Leigh L. Butler	No

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36.	Field Experiences - Campbell County Public School	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	John Erb and Leigh L. Butler	No
37.	Field Experiences - Botetourt County Public School	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Jill Green and Leigh L. Butler	No
38.	Field Experiences - Rappahannock County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Becky Greer and Leigh L. Butler	No
39.	Field Experiences - Charlotte County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Sharon Hall and Leigh L. Butler	No
40.	Field Experiences - Winchester City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lynda Hickey and Leigh L. Butler	No

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41.	Field Experiences - Culpeper County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lucia Onufrey and Leigh L. Butler	No
42.	Field Experiences - Richmond City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Bernie Johnson and Leigh L. Butler	No
43.	Field Experiences - Scott County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Darryl Johnson and Leigh L. Butler	No
44.	Field Experiences - Frederick County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lynette Johnson and Leigh L. Butler	No
45.	Field Experiences - Pittsylvania County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Mark Jones and Leigh L. Butler	No

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46.	Field Experiences - Washington County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Janet Lester and Leigh L. Butler	No
47.	Field Experiences - Shenandoah County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Evelyn Linaburg and Leigh L. Butler	No
48.	Field Experiences - Buckingham County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Thelma Llewellyn and Leigh L. Butler	No
49.	Field Experiences - Warren County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Mel Medved and Leigh L. Butler	No
50.	Field Experiences - Grayson County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Chad Newsom and Leigh L. Butler	No

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51.	Field Experiences - Covington City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Ellen Nipper and Leigh L. Butler	No
52.	Field Experiences - Middlesex County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Cynthia Pitts and Leigh L. Butler	No
53.	Field Experiences - Falls Church City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lisa Richardson and Leigh L. Butler	No
54.	Field Experiences - Montgomery County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Virginia Richardson and Leigh L. Butler	No
55.	Field Experiences - Smyth County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Michael Robinson and Leigh L. Butler	No

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56.	Field Experiences - Chesterfield County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Phillip Sword and Leigh L. Butler	No
57.	Field Experiences - Arlington County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Patrick Tien and Leigh L. Butler	No
58.	Field Experiences - Russell County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Lorraine Turner and Leigh L. Butler	No
59.	Field Experiences - Wise County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	James Wardell and Leigh L. Butler	No
60.	Field Experiences - Department of Defense Dependent Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Sylvia Velez and William H. Graves	Yes

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61.	Field Experiences - Washington State Department of Public Instruction	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	WSPI and ODU	No
62.	Field Experiences - Mecklenburg County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Carol Nelson and Leigh L. Butler	No
63.	Field Experiences - Worchester County Public Schools, Maryland	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Jon Andres and William H. Graves	No
Mathematics					
1.	J.F. Kennedy Middle School, Suffolk Public Schools	Assisting first year mathematics teachers.	Susanne McKinney works with the first year mathematics teacher to assist them with instruction as to improve their SOL scores in mathematics.	Susanne McKinney	No
Marketing Education					
1.	Old Dominion University Marketing Education Program and Virginia Beach City Public Schools Marketing Education Teachers	Included six teachers in ODU's fashion merchandising trip to the Las Vegas MAGIC Fashion Market for industry update.	The school system gains access for its high school fashion teachers to attend this major merchandise show that otherwise they could not attend without sponsorship by a collegiate fashion program.	Davis Netherton, Michael Kosloski, Sharon Davis, and Tiffany Machado of ODU and Sarah Martin of Virginia Beach City Public Schools (VBCPS)	No
2.	Old Dominion University MS Program for Virginia Beach Career and Technical Education Teachers	Provided a school system based MS program for Career and Technical Education teachers. Courses for certification are also delivered.	School system wanted to enable more of their teachers to become master teachers and to provide licensure courses for teachers entering teaching from other fields.	Graduate faculty from Old Dominion University (Ritz, Reed, Deal, Kosloski, Ndahi) and Linda Spruill, Specialist, VBCPS	No

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3.	Say Yes To College	Provide information and experience on transition planning for students with disabilities and their parents for all school systems in Superintendent's Region II.	Allows high schools students with disabilities and their families to experience what it would be like to attend university or colleges.	Special Project Staff Joann Ervin and faculty David Netherton and Sharon Davis and Superintendents' Region II	No
4.	Your Power, Your Choice Community Conference	Provide information updates to students with disabilities on disability services available in the community.	Provides timely information so communities and school divisions can best serve the needs of children and adults	Special Project Staff, Joann Ervin and Norfolk City Public Schools	No
5.	Virginia Beach Career and Technical Education High School Credit Transfer	Articulation agreement between Old Dominion University and Virginia Beach City Public Schools.	Provides for college credit through experiential learning for Virginia Beach Marketing Education students.	Faculty Dave Netherton, John Ritz and Virginia Beach City Public Schools	Yes
6.	Old Dominion University and Fairfax County Public Schools	Provided technical support for the Marketing Education Career and Technical Education student organization competitive events.	Needed assistance in setting up the system to determine event winners.	Faculty Michael Kosloski and the supervisor for Marketing Education Program, Fairfax County Public Schools	No
7.	Promotion Planning	Provided a series of 12 workshops on program planning that spanned a four month period.	School system wanted to enable more of their teacher to develop program plans.	Michael Kosloski and Walter Deal from ODU and Chesapeake Public Schools	No
			Counseling		
1.	Newport News Public Schools Counseling Leadership Development	Empower school counselors to alter their perceptions of school counseling, enhance their leadership development, and become change agents and advocates for students.	Training is conducted with school counseling teams from each Newport News high school and ODU faculty. Experiences from each school site are discussed in sessions.	Vanessa Whittaker	No
2.	CARE NOW	CARE NOW (Character and Resilience Education, Norfolk Public Schools, and Old Dominion University Working together) is a collaborative prevention program at Blair Middle School aimed at promoting the personal/social and academic achievement of 6th graders. The program has adopted a seamless approach to in and after school support services.	The collaboration among ODU, Norfolk Public Schools, and the City of Norfolk's Office of Youth Development is particularly relevant because of Norfolk's high rate of poverty (28 percent based on the 2000 Census) and alarming crime statistics (7.63 percent of crime in Virginia is committed by Norfolk juveniles). The superintendent of Norfolk Public Schools (NPS) selected Blair Middle School (BMS) for the program.	ODU - Dr. Tammi Milliken, Norfolk Public Schools Assistant Principal Ms. Nicole Grefory, Office of Your Development, Mr. Clifton Russell	Yes
			Health and Physical Education		
1.	Fitness Testing	Students from Old Dominion University's Physical Education class HPE 406 (Test and Measurement) assisted the school's physical education staff with fitness testing.	All schools require students to participate in fitness testing usually twice a year. This program gave the schools additional help in fitness testing.	Larchmont Elementary School Norfolk, Virginia	No

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2.	Fitness Testing	Students from Old Dominion University's Physical Education class HPE 406 (Test and Measurement) assisted the school's physical education staff with fitness testing.	All schools require students to participate in fitness testing usually twice a year. This program gave the schools additional help in fitness testing.	Kempsville High School Virginia Beach, Virginia	No
3.	Career Day	Students from Old Dominion University's Health and Physical Education teacher preparation program discussed careers in Physical Education and the importance of staying healthy and fit.	Introduce students in elementary schools the various careers in the physical education & fitness fields.	Tanner's Creek Elementary School Norfolk, Virginia	No
4	Larchmont Rat Race	Students from Old Dominion University's Health and Physical Education teacher preparation program assisted in the organization of a one mile run and 5K race.	Local school organized a race to promote fitness and needed volunteers to help in the race.	Larchmont Elementary School Norfolk, Virginia	No
5	Staff Development	Teach staff development classes for the health and physical education teachers.	Teachers are required by the school division to attend staff development activities.	Virginia Beach City Public Schools	Yes
6	Driver Education Training	Students from Old Dominion University used driver education cars and driving range for training purposes.	Need for qualified teachers.	Newport News City Public Schools	No
7	Adapted Physical Education	Norfolk Public Schools transports approximately 50 special needs students to the Old Dominion University's Student Recreation Center. These students are taught physical education in weekly one hour classes by students in PE 404 (Adapted Physical Education).	Teacher candidates participate in a partnership with day time clinic or evening adult programming for disabled adults through the Norfolk Public Schools.	Norfolk Public Schools Office of Adapted Physical Education, Steve Errante, Director	No
8	PEP application Grant	Norfolk Public Schools and ODU - Tim Forebs, the Norfolk PE Senior Coordinator Health/Safety/Physical Education and ODU Assistant Professor are writing a grant proposal for PEP for physical education curriculum.	Test and create evidence based physical education curriculum.	Norfolk Public Schools	No
9	Fitness Performance	Virginia Beach City Public School students from HPE 406 (Tests and Measurement in Physical Education) travel to various middle & high schools in Virginia and assist in fitness testing. In addition, Dr. Xihe Zhue is doing research with fitness testing at Kempsville HS, Larkspur MS, Plaza MS and Kemps Landing Magnet School in Virginia Beach.	Research on cognitive demands and fitness performance.	Virginia Beach Public Schools	Yes

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Special Education					
1.	Training and Technical Assistance Consortium (T/TAC)--ODU	T/TAC at Old Dominion University is designed to improve educational services for children with disabilities in Virginia.	The consortium is responsible for training and technical assistance in the areas of Early Childhood Special Education/Primary DD and individuals with moderate to severe disabilities.	The Virginia Department of Education supports eight regional T/TACs that comprise a statewide system emphasizing collaboration in the planning and provision of services to meet state and local staff development needs. TTAC ODU serves 15 school divisions.	Yes
2.	Effective School-wide Discipline	Effective School-wide Discipline is an initiative designed to support positive academic and behavioral outcomes for all students.	The program is based on extensive research and utilizes a preventative and proactive approach to discipline that reduces the amount of time spent dealing with office referrals, increasing teaching and learning.	Effective School-wide Discipline works in a collaborative partnership with Virginia Department of Education Training and Technical Assistance Centers. Currently, 30 school divisions participate in ESD.	Yes
3.	The Commonwealth Special Education Endorsement Program	The Commonwealth Special Education Endorsement Program: A Distance Learning Approach provides high-quality, site-based course work that effectively addresses the barriers of both distance and expense that confront provisionally licensed special education teachers.	This program addresses the critical teaching shortage area of special education.	CSEEP is a collaboration of school divisions (101 have participated), the Virginia Department of Education, and Old Dominion University.	Yes
4.	The Paraprofessional Preparation for Extraordinary Teaching	The goal of the PPET program is to prepare a diverse group of teacher candidates for the challenges of the special education classroom. The prospective candidates are selected from a pool of paraprofessionals and other non-licensed school personnel who will meet all professional teaching requirements for the special education licensure.	This program addresses the critical teaching shortage area of special education.	PPET is a collaboration of school divisions (28 have participated), the Virginia Department of Education, and Old Dominion University.	Yes
5.	The Virginia Consortium for Teacher Preparation in Vision Impairment	The Virginia Consortium for Teacher Preparation in Visual Impairments program's primary goal is to prepare teachers to be highly skilled at working with students with visual impairment and blindness.	This program addresses the critical teaching shortage area of special education: visual impairments.	The VI consortium is made up of six universities: George Mason University, James Madison University, Norfolk State University, Old Dominion University, Radford University and Virginia Commonwealth University.	Yes

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6.	The Virginia Beach Teacher Training Project	The Virginia Beach Teacher Training Project's primary goal is to provide general education teachers the opportunity to earn special education endorsements.	This project is designed to better prepare teachers to meet the ever changing diversity within their classrooms.	The Virginia Beach Teacher Training Project is a collaborative arrangement between Old Dominion University and Virginia Beach City Public Schools.	Yes
7.	A survey of Programs and Services for Students with Emotional Disabilities in Virginia	Teachers of students with emotional disabilities, general educations who instruct students with emotional disabilities, and parents of children and adolescents with emotional disabilities are being surveyed regarding the use of evidence-based practices and satisfaction with programs for students with emotional disabilities in Virginia.	Under the auspices of the Virginia Department of Education, the goal is to gain a better understanding of programs and services for students with emotional disabilities to make informed decisions regarding policies and practices. The study is designed to yield information that is useful to school personnel in general education, special education and supervision and administration.	The emotional disabilities study is a collaborative effort between VDOE, Old Dominion University, and the Social Science Research Center at Old Dominion University.	Yes
Music					
1.	Music Education in the Schools: Elementary and Secondary Performance Study	Full time music professors provide performance practices workshops and clinics in elementary and secondary band, chorus, orchestra, marching band, jazz choir and jazz band for public school students in local and state districts.	Area public school district teachers consistently invite Old Dominion University professor to give clinics and workshops at their schools. They rely on and benefit from the expertise of ODU's nationally recognized performers, conductors, and music educators.	Music departments of: City of Norfolk Public Schools, Chesapeake Public Schools, Virginia Beach Public Schools and music departments from Leesburg, VA; Sterling, VA; Midlothian, VA.	No
2.	Internships and Side By Side Rehearsals and Performances	Old Dominion University performing groups (Band, Brass Choir, Orchestra, Chorus, Jazz Choir) partner with public school performing ensembles across the Tidewater area to study and perform a wide range of literature.	Area public school district teachers consistently invite Old Dominion University professor to give clinics and workshops at their schools. They rely on and benefit from the expertise of ODU's nationally recognized performers, conductors, and music educators.	Old Dominion University performing groups and conductors side by side together with Virginia Beach, Suffolk, Norfolk, and Chesapeake schools.	No
3.	National Association of Teachers of Singing Festival at Old Dominion University	Public school vocal soloists come to ODU for adjudication and competition in this school/university/national organization collaboration.	Individual public school vocalists welcome opportunities to compete and be adjudicated at the local, regional, and national levels through this collaboration.	High school students from the Tidewater region.	No

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4.	F. Ludwig Diehn Concert Series	This concert series brings artists of international standing to Old Dominion University. Local school districts benefit from the master classes that are open to the public and free of charge.	Students at all levels benefit from observation and interaction with artists of international standing. These interactions involve artists and music from around the world and help satisfy national and state standards for learning about diverse cultures and indigenous music.	Students from Norfolk and Virginia Beach public schools.	No
5.	Graduate Courses for recertification	Graduate courses are created that satisfy recertification requirements for the Commonwealth. Courses are offered at times convenient for the in-service teacher. Teletech courses are also offered to accommodate the needs of these teachers.	Teachers at all levels must periodically become recertified in their area of expertise. Teachers must keep up to date in their field.	Teachers from all of the surrounding public and private schools have taken advantage of our graduate courses that lead to a masters degree in music education or can simply be applied toward recertification.	No
6.	Old Dominion University String Festival	Students from across the Tidewater area come to the ODU campus to participated as soloists and perform in ensembles under the direction and tutelage of expert performers and educators in the field.	Area public schools rely on the resources provided by ODU for intensive study in string literature for solo, ensemble and major organizations.	Public schools from southeastern Virginia, across the state, and from outside the Commonwealth.	No
7.	Governor's School for the Arts	The Governor's School is housed in the music department of ODU. Students from this school receive instruction from ODU professors and selected GSA students participate in ODU performing ensembles.	The needs of advanced high school musicians can be met through high level study provided by university professors and by participation in university performing groups.	All public high schools in the Tidewater area send students to the Governor's School for the Arts at Old Dominion University.	Yes
8.	Tidewater Choral Invitational	ODU professors and choral students provide workshops for area high school choral students. Performances by ODU vocal ensembles are also featured. A massed choir performance featuring all participants ends the two day extravaganza.	Enrichment of skills and concept study in vocal music. Career opportunities are explored and supported by individual presentations and ample literature.	Ten area high schools plus ODU choral students.	No
9.	On-site Clinics	School performing groups from as far away as the New York City area come to the Old Dominion University campus to receive instruction and adjudication in performance practices.	School students seek growth through adjudicated performances and workshops led by university experts in the field.	Madison High School, Madison New Jersey: Band, Chorus, Orchestra.	No
10.	Virginia Music Educators Association Presentations and Workshops	ODU professors and students present workshops that benefit students and teachers from around the state. For example: "Starting a Jazz Choir in Your School" "Educational Leadership in the 21st Century" and " The Job Quest: Painful Pathway or Productive Process."	These workshops satisfy the needs of students and educators attending the annual VMEA conference by providing research-based workshops.	Open to all Virginia music educators and visiting students.	No

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11.	Practica and Student Teaching	Hands on teaching in the field experiences occur through a formal program of methods coursework and the clinical internship (student teaching).	Local schools need the interaction with pre-service teachers to aid in their growth and to provide their students with the latest in teaching strategies and approaches.	Placement for all practica and student teaching involve elementary and secondary schools from Norfolk, Virginia Beach, Suffolk, and Chesapeake.	Yes
Speech Language Pathology					
1.	Norfolk Public School Practicum in Speech-Language Pathology	School district provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Norfolk Public Schools and ODU Speech-Language Pathology program	No
2.	Virginia Beach Public Schools Practicum in Speech-Language Pathology	School district provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Virginia Beach Public Schools and ODU Speech-Language Pathology program	No
3.	Chesapeake Public Schools Practicum in Speech-Language Pathology	School district provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Chesapeake Public Schools and ODU Speech-Language Pathology program	No
4.	Hampton Public Schools Practicum in Speech-Language Pathology	School district provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Hampton Public Schools and ODU Speech-Language Pathology program	No
Primary Education PreK-3					
1.	Norfolk Public Schools Early Childhood Strategic Planning Committee	The current purpose of the committee is to provide both much needed professional development in early literacy to PreK teachers as well as to childcare providers and enriched literacy experiences for young children. It is composed of members from the university, the community and Norfolk Public Schools.	To align school district and state literacy building blocks with training programs for pre-kindergarten teachers.	Dr. Gloria Hagans, NPS; Dr. Andreas DeBruin Parecki, ODU, Dr. Katharine Kersey, ODU	Yes
2.	Norfolk Public Schools Early Childhood Professional Development Research	Dr. Katharine Kersey, professor of early childhood education, with Marie Masterson, doctoral candidate, conducts professional training research with 110 NPS Pre-Kindergarten teachers, evaluating a training model for positive teacher interaction techniques that promotes the growth of prosocial skills in 3 and 4-year old at risk preschoolers in NPS classrooms.	To investigate research based training to align school practices with state projected Quality Rating Improvement System using the CLASS evaluation assessment method.	Dr. Gloria Hagans, NPS. Dr. Katharine Kersey, ODU, Marie Masterson, MS.Ed.Ph.D. Candidate	Yes

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Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
3.	Early Reading First Collaborative Grant Writing and Planning	Andrea DeBruin-Parecki, associate professor of early childhood at Old Dominion University, has teamed with Norfolk Public Schools to write pre-application for an Early Reading First grant.	To enhance the literacy environment, enrich literacy experiences for young children, and to provide professional development and coaching for pre-k teachers and teaching assistants.	Dr. Gail Flanigan, NPS, Myrna Simmons, NPS., Dr. Andrea DeBruin Parecki, ODU	Yes
Technology Education					
1.	Promotion Planning	Provided a series of 12 workshops on program planning that spanned over a four month period.	School system wanted to enable more of their teachers to develop program plans.	Michael Kosloski and Walter Deal from ODU and Chesapeake Public Schools	No
2.	Modeling and Simulation Curriculum Development	Developed a model high school curriculum for modeling and simulation.	Developed and pilot tested modeling and simulation curriculum materials. Participated in the development of a modeling and simulation curriculum framework for the VA DOE.	Phillip Reed, Ginger Watson, Opportunity Inc. of Hampton Roads, The Pruden Center for Career and Technical Education, The VDOE CTE Resource Center, and Virginia Beach City Public Schools	No
3.	M.S. and Ph.D. Internships	Provide student graduate internships in Chesapeake, Virginia Beach, Halifax, Fairfax, Cumberland, Suffolk, and Accomack.	Provided real-world experiences for students to develop administrative skills.	Graduate Faculty: Petros Katsioloudis, Phillip Reed, and John Ritz from ODU with agreements from school administrative personnel.	Yes
4.	Fairfax County STEM Program Planning	Discussed and reviewed plans for Fairfax County to develop pre-engineering courses that would integrate mathematics and science skills into instruction.	To better prepare students for career choices in engineering pathways careers.	John Ritz and Philip Reed, Old Dominion University, and Anthony Casipit, Technology Education Specialist, Fairfax County Schools	No
5.	Old Dominion University MS Program for Arlington City Schools Technology Education Teachers	Provided a school system based MS program for Technology Education teachers. Courses for certification are also delivered.	School system wanted to enable more of their teachers to become master teachers and to provide licensure courses for teachers entering teaching from other fields.	Graduate Faculty from Old Dominion University (Ritz, Reed, Deal, Ndahi) and Kris Martini, Specialist, Arlington City Public Schools	Yes
6.	Say Yes To College	Provide information and experience on transition planning for students with disabilities and their parents for all school systems in Superintendent's Region II.	Allows high schools students with disabilities and their families to experience what it would be like to attend university or colleges.	Special Project Staff, Joann Ervin and faculty David Netherton and Sharon Davis and Region II School Systems	No
7.	Your Power, Your Choice Community Conference	Provide information updates to all school systems in Superintendent's Region II on disability services available to handicapped students.	Provides timely information so communities and school systems can serve the needs of children and adults.	Special Project Staff, Joann Ervin and Region II School Systems	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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8.	Virginia Beach Career and Technical Education High School Credit Transfer	Formal agreement between Old Dominion University and Virginia Beach City Public Schools.	Allows university credit through experiential learning for Virginia Beach Career and Technical Education students.	Faculty Philip Reed, Dave Netherton, and John Ritz and Virginia Beach City Public Schools	Yes
9.	Virginia Beach Career and Technical Education Advisory Board	Provided university expertise in planning secondary career and technical education programs.	Align high school and university career and technical education career pathways.	Philip Reed and Virginia Beach City Public Schools	Yes
Elementary Curriculum					
1.	ECI 290: Education for the 21st Century	Teachers for Tomorrow is a program developed at the VDOE and implemented in high schools across the state. The essence of the TfT program is equivalent to our ECI 301 course. We have developed ECI 290 as an equivalent course to be used specifically for Dual Enrollment credit.	NPS approached the college requesting Dual Enrollment status for students participating in the TfT program, hoping to encourage more of their students to enroll in teacher education programs and return to teach for NPS.	Norfolk Public Schools and Old Dominion University	Yes
2.	ECI, Graduate Reading Program	ODU has partnerships/cohorts with Suffolk, Chesapeake, Portsmouth, and Norfolk City Schools to prepare Reading Specialists with expertise in elementary and secondary literacy.	The public school divisions in Hampton Roads face a shortage of highly qualified teachers, particularly in the area of reading. ODU/Hampton Roads Schools cohort graduate reading programs work with teachers in local schools to provide advanced reading instruction.	Old Dominion University, Hampton, Portsmouth, Virginia Beach, Norfolk, Suffolk, Chesapeake	Yes
3.	Evaluation of the U.S. Department of Education's Smaller Learning Communities Special Competition: Enhanced Reading Opportunities	ODU delivers evaluation services for four high schools in Norfolk, Virginia. Evaluation activities include weekly high school observations, attending meetings, implementing surveys and conducting school-level focus groups. We prepare monthly progress reports and are responsible for an annual evaluation report submitted to U.S. Department of Education.	ODU is working with NPS to develop a self-assessment plan for SLC. When the grant ends but the SLCs are still in place, NPS will be able to continue to assess their progress towards improving student performance using this evaluation plan.	Old Dominion University and Norfolk Public Schools	YES (on file at ODURF)
4.	Social Studies, ID&T, Northampton County Public Schools - Beyond History	Partnership funded by a Teaching American History grant that was designed to improve the teaching practices of history teachers in the district.	The district did not meet AYP the year prior to the start of the grant. A need for improved teaching practices was identified and funding was obtained to implement the plan.	Old Dominion University and Northampton County Public Schools	Yes (on file at ODURF)
5.	Tidewater Writing Project	The Tidewater Writing Project helps teachers in Chesapeake, Virginia Beach, Norfolk, Suffolk, Portsmouth, Franklin, Southampton County and Isle of Wight County improve student writing in all school subjects.	ODU works with local teachers to provide training to help improve student writing in all school subjects.	Chesapeake, Virginia Beach, Norfolk, Suffolk, Portsmouth, Franklin, Southampton County, Isle of Wight County and ODU	No

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6.	School Library Media - Norfolk GROW Our Own Program for School Librarians	The Norfolk Grow Our Own Program is a partnership between the school library program at Old Dominion University and Norfolk Public Schools to educate licensed Norfolk teachers to become school library media specialists.	The Norfolk Public School Division is facing a shortage of licensed school library media specialists. Since the late 1990s, this program has provided between 5 and 8 fully licensed school librarians for Norfolk Public Schools each year.	Old Dominion University Norfolk Public Schools.	Yes
7	School Library Media - Chesapeake Public Schools	A program between Chesapeake Public Schools and ODU has been established to education classroom teacher to become certified school library media specialists.	Chesapeake Public Schools is anticipating a need for certified school media specialists over the next several years due to retirement eligibility. This program will provide a pool of qualified licensed media specialists.	ODU'S Darden College of Education and Chesapeake Public Schools	Yes
8.	First Steps: A collaborative partnership among Hampton City Schools, Thomas Nelson Community College and Old Dominion University	Twenty seven HCS employees were accepted into the TNCC/ODU teacher education program in the spring of 2008 and began taking courses at TNCC in August 2008 The students will complete their first two years at TNCC in the fall semester of 2010 and will seamlessly transfer to ODU.	This in effect is a grow your own program that benefits both the students in the K-12 schools and the current employees of the school system to provide well trained teachers for the students within these schools.	Old Dominion University, Thomas Nelson Community College and Hampton City Schools	No
9.	ODU/Virginia Beach Schools Practicum Partnerships	Teacher candidates take a practicum in classroom management and instruction during the final semester of the undergraduate program. They spend 70 hours divided between two placements in partner schools to observe and to develop and implement small group and tutoring.	Candidates receive mentoring from classroom teachers in local schools that benefits both the candidates and the students within those schools through the tutoring and small group instruction they provide.	ODU and Virginia Beach Public Schools - Birdneck Elementary and Glenwood Elementary	No
10.	Family Math Night	In partnership with Tidewater Park Elementary, the SNCT organized a family math night for the school.	The Mathematics Partnership (Norfolk Public Schools) also focuses on increasing the mathematics achievement levels of PK-5 students who currently struggle with mathematics.	Old Dominion University and Norfolk Public Schools	No
11.	School Library Media Henrico Public Schools	A program between Henrico Public Schools and ODU has been established to educate classroom teachers to become certified school library media specialists.	Henrico Public Schools is anticipating a need for certified school media specialists over the next several years due to retirement eligibility. This program will provide a pool of qualified licensed media specialists.	Old Dominion University and Henrico Public Schools	Yes
12.	African American Read-In Chain	Annual event during Black History Month; community comes together to read aloud works written by African Americans; inaugurated by Dr. Taylor and assisted by undergraduate and graduate students.	Norfolk Public Schools and ODU realize the need to motivate local, urban students; motivating reluctant readers through culturally responsive children's literature.	Norfolk Public Schools and Darden College of Education	No

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13.	Literacy contract courses for public schools	The graduate reading program in ECI offers special contract courses for teachers in school divisions to improve the teaching of reading in public schools.	These reading courses improve the skills of teachers in K-12 classrooms in public school divisions in Virginia.	ODU and the following school divisions: Newport News, Wythe County, Virginia Beach, Hampton, Chesapeake, Portsmouth, Suffolk	Yes
14.	Elementary Science Methods Practicum Partnership	Elementary science methods students complete part of their practicum in a science magnet school.	The partnership meets students' needs by providing additional support for the classroom teacher in providing effective science instruction.	Old Dominion University Victory Elementary School – Portsmouth	No
15.	Secondary Science Methods Practicum Partnership	Secondary science methods students complete their practicum in a science magnet school.	The partnership meets students' needs by providing additional support for the classroom teacher in providing effective science instruction.	Old Dominion University Churchland Middle School – Portsmouth	No

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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																	
1.	Field Experiences - Poquoson City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Field Experiences - Virginia Beach City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Field Experiences - Northampton County Public School		X	X	X	X	X	X	X	X	X	X	X	X		X	X		X		X	X	X	X	X	X	X		X	X		X	X		X
4.	Field Experiences - Fairfax Public Schools		X	X	X	X					X	X				X	X				X	X	X	X	X	X	X		X	X			X		
5.	Field Experiences - Suffolk City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	Field Experiences - Hampton City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.	Field Experiences - Chesapeake City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Field Experiences - Franklin City Public Schools	X	X		X	X	X				X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	Field Experiences - Loudoun County Public Schools		X													X	X				X	X	X	X	X	X	X	X	X	X	X	X	X		
10.	Field Experiences - Prince William County Public Schools		X													X	X				X	X	X	X	X	X	X			X			X		
11.	Field Experiences - Fauquier County Public Schools		X													X	X				X	X	X	X	X	X	X			X			X		
12.	Field Experiences - Stafford County Public Schools		X														X				X	X	X	X	X	X	X			X					
13.	Field Experiences - Southampton County Public Schools		X														X					X	X	X	X	X	X			X					
14.	Field Experiences - Norfolk City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15.	Field Experiences - York County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16.	Field Experiences - Portsmouth City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17.	Field Experiences - Newport News Public Schools	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
18.	Field Experiences - Williamsburg-James City County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
19.	Field Experiences - Isle of Wight County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
20.	Field Experiences - Gloucester County Public Schools	X	X								X	X	X			X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21.	Field Experiences - Henrico County Public Schools	X	X													X					X	X	X	X	X	X		X	X	X	X	X	X		
22.	Field Experiences - Hopewell City Public Schools		X																											X					
23.	Field Experiences - Augusta County Public Schools		X																				X							X					
24.	Field Experiences - Prince George County Public Schools		X																											X					
25.	Field Experiences - Lee County Public Schools		X																											X					
26.	Field Experiences - Colonial Heights Public School		X																											X					

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27.	Field Experiences - Tazewell County Public Schools		X																										X						
28.	Field Experiences - Alleghany County Public Schools		X																										X						
29.	Field Experiences - Fredericksburg City Public School		X																										X						
30.	Field Experiences - Harrisonburg City Public Schools		X																										X						
31.	Field Experiences - Dickenson County Public School		X																										X						
32.	Field Experiences - Radford City Public School		X																										X						
33.	Field Experiences - Spotsylvania County Public School		X																										X						
34.	Field Experiences - Rockingham County Public School		X																										X						
35.	Field Experiences - Clarke County Public Schools		X																										X						
36.	Field Experiences - Campbell County Public School		X																										X						
37.	Field Experiences - Botetourt County Public School		X																										X						
38.	Field Experiences - Rappahannock County Public Schools		X																										X						
39.	Field Experiences - Charlotte County Public Schools		X																										X						
40.	Field Experiences - Winchester City Public Schools		X																										X						
41.	Field Experiences - Culpeper County Public Schools		X																										X						
42.	Field Experiences - Richmond City Public Schools		X																										X						
43.	Field Experiences - Scott County Public Schools		X																										X						
44.	Field Experiences - Frederick County Public Schools		X																										X						
45.	Field Experiences - Pittsylvania County Public Schools		X																										X						
46.	Field Experiences - Washington County Public Schools		X																										X						
47.	Field Experiences - Shenandoah County Public Schools		X																										X						
48.	Field Experiences - Buckingham County Public Schools		X																										X						
49.	Field Experiences - Warren County Public Schools		X																										X						
50.	Field Experiences - Grayson County Public Schools		X																										X						
51.	Field Experiences - Covington City Public Schools		X																										X						
52.	Field Experiences - Middlesex County Public Schools		X																										X						
53.	Field Experiences - Falls Church City Public Schools		X																										X						

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54.	Field Experiences - Montgomery County Public Schools		X																										X					
55.	Field Experiences - Smyth County Public Schools		X																										X					
56.	Field Experiences - Chesterfield County Public Schools		X																										X					
57.	Field Experiences - Arlington County Public Schools		X																		X	X	X	X	X	X	X		X			X		
58.	Field Experiences - Russell County Public Schools		X																										X					
59.	Field Experiences - Wise County Public Schools		X																										X					
60.	Field Experiences - Department of Defense Dependent Schools	X	X																		X								X					
61.	Field Experiences - Washington State Department of Public Instruction		X																		X	X	X						X					
62.	Field Experiences - Mecklenburg County Public Schools		X																										X					
63.	Field Experiences - Worchester County Public Schools, Maryland		X																										X					
	Mathematics																																	
1.	J.F. Kennedy Middle School, Suffolk Public Schools			X																			X											
	Marketing Education																																	
1.	Old Dominion University Marketing Education Program and Virginia Beach City Public Schools Marketing Education Teachers									X																								
2.	Old Dominion University MS Program for Virginia Beach Career and Technical Education Teachers									X																								
3.	Say Yes To College									X																								
4.	Your Power, Your Choice Community Conference									X																								
5.	Virginia Beach Career and Technical Education High School Credit Transfer									X																								
6.	Old Dominion University and Fairfax County Public Schools									X																								
7.	Promotion Planning									X																								
	Counseling																																	
1.	Newport News Public Schools Counseling Leadership Development						X																											

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2.	CARE NOW						X																												
Health and Physical Education																																			
1.	Fitness Testing															X																			
2.	Fitness Testing															X																			
3.	Career Day															X																			
4.	Larchmont Rat Race															X																			
5.	Staff Development															X																			
6.	Driver Education Training															X																			
7.	Adapted Physical Education															X																			
8.	PEP application Grant															X																			
9.	Fitness Performance															X																			
Special Education																																			
1.	Training and Technical Assistance Consortium (T/TAC)--ODU																												X						
2.	Effective School-wide Discipline																												X						
3.	The Commonwealth Special Education Endorsement Program																												X						
4.	The Paraprofessional Preparation for Extraordinary Teaching																												X						
5.	The Virginia Consortium for Teacher Preparation in Vision Impairment																														X				
6.	The Virginia Beach Teacher Training Project																												X						
7.	A survey of Programs and Services for Students with Emotional Disabilities in Virginia																												X						
Music																																			
1.	Music Education in the Schools: Elementary and Secondary Performance Study																	X																	
2.	Internships and Side By Side Rehearsals and Performances																	X	X																
3.	National Association of Teachers of Singing Festival at Old Dominion University																		X																

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Old Dominion University
Contact Person: Leigh L. Butler
Phone No.: (757) 683-6448
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Marketing Education*	*Technology Education*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Library Media PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																	
4.	F. Ludwig Diehn Concert Series																	X	X																
5.	Graduate Courses for recertification																	X	X																
6.	Old Dominion University String Festival																	X																	
7.	Governor's School for the Arts																	X	X																
8.	Tidewater Choral Invitational																		X																
9.	On-site Clinics																	X	X																
10.	Virginia Music Educators Association Presentations and Workshops																	X	X																
11.	Practica and Student Teaching																	X	X																
	Speech Language Pathology																																		
1.	Norfolk Public School Practicum in Speech-Language Pathology																													X					
2.	Virginia Beach Public Schools Practicum in Speech-Language Pathology																													X					
3.	Chesapeake Public Schools Practicum in Speech-Language Pathology																													X					
4.	Hampton Public Schools Practicum in Speech-Language Pathology																													X					
	Primary Education PreK-3																																		
1.	Norfolk Public Schools Early Childhood Strategic Planning Committee	X																																	
2.	Norfolk Public Schools Early Childhood Professional Development Research	X																																	
3.	Early Reading First Collaborative Grant Writing and Planning	X																																	
	Technology Education																																		
1.	Promotion Planning											X																							
2.	Modeling and Simulation Curriculum Development											X																							
3.	M.S. and Ph.D. Internships											X																							
4.	Fairfax County STEM Program Planning											X																							

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

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Contact Person: Leigh L. Butler
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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																	
5.	Old Dominion University MS Program for Arlington City Schools Technology Education Teachers											X																							
6.	Say Yes To College											X																							
7.	Your Power, Your Choice Community Conference											X																							
8.	Virginia Beach Career and Technical Education High School Credit Transfer											X																							
9.	Virginia Beach Career and Technical Education Advisory Board											X																							
Elementary Curriculum																																			
1.	ECI 290: Education for the 21st Century		X																																
2.	ECI, Graduate Reading Program		X																																
3.	Evaluation of the U.S. Department of Education's Smaller Learning Communities Special Competition: Enhanced Reading Opportunities		X																																
4.	Social Studies, ID&T, Northampton County Public Schools - Beyond History		X																																
5.	Tidewater Writing Project		X																																
6.	School Library Media - Norfolk GROW Our Own Program for School Librarians		X																																
7.	School Library Media - Chesapeake Public Schools		X																																
8.	First Steps: A collaborative partnership among Hampton City Schools, Thomas Nelson Community College and Old Dominion University		X																																
9.	ODU/Virginia Beach Schools Practicum Partnerships		X																																
10.	Family Math Night		X																																
11.	School Library Media Henrico Public Schools		X																																
12.	African American Read-In Chain		X																																
13.	Literacy contract courses for public schools		X																																
14.	Elementary Science Methods Practicum Partnership		X																																
15.	Secondary Science Methods Practicum Partnership		X																																

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Old Dominion University
Contact Person: Leigh L. Butler
Phone No.: (757) 683-6448
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Suffolk Public Schools Leadership Cohort Program	These partnerships are designed to meet demand of preparing highly-qualified school leaders through the use of research, case study analysis, and field-based experiences.	Cohort instructors represent the district's central office and school-based administrators. Course content focuses on the needs, culture and experiences of each school district.	Dr. Milton Liverman, Mr. Barry Smith, Dr. Dana Burnett, Dr. Bill Owings	Yes
2	Eastern Shore/Northampton County Public Schools Leadership Cohort Program	See above.	See above.	Dr. Rick Bowmaster, Dr. Karen Crum, Dr. Steve Myran	Yes
3	Chesapeake Public Schools Leadership Cohort Program	See above.	See above.	Dr. Theresa Mizzell, Mr. Barry Smith, Dr. Dana Burnett, Dr. Bill Owings	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Radford University
Contact Person: Dr. Alona Smolova
Phone No.: (540) 831-7168
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	On-Campus Transition Program	A collaborative partnership between the College of Education and Human Development at Radford University (RU) and Montgomery County Public Schools, whose mission is to provide education and transition support for students with disabilities.	The program serves students aged 18 to 21, whose class has graduated from high school, and who need special education and transition services.	Montgomery County Public Schools (Johnna Elliott, Director, jelliott25@radford.edu).	Yes
2.	Appalachian Arts and Studies in the Schools	Serves public schools in the immediate service region of the university by establishing and sustaining meaningful connections between high school students who are “college-able but not college-bound” and AASIS scholars from Radford University.	The partnership includes 160 students from 8 high schools in rural Southwest Virginia. Through a combination of face-to-face interactions and other methods such as e-mail and correspondence, the partnership is intended to increase the presence of Radford University and its Appalachian Studies program in public schools.	Patrick County High School; Floyd County High School; Craig County High School; Rocky Gap High School; Chiswell High School; Grayson County High School; Rural Retreat High School; and Eastern Montgomery High School.	Yes
3.	Southwest Virginia Professional Education Consortium (SWVA PEC)	The consortium was developed in 1998 to formalize the collaborations between PK-12 schools in the New River and Roanoke Valleys and regional institutions of higher education. Its primary purpose is to enhance teacher preparation and support continuing teacher education. The project is funded by the Virginia Department of Education and serves Botetourt, Carroll, Floyd, Giles, Montgomery, Pulaski, Salem, Wythe, and Roanoke Counties as well as cities of Radford and Roanoke.	The partnership is intended to strengthen the connections between and among institutions of higher education in the region and increase the efficiency and timeliness of their response to the current and emerging needs of K-12 education.	Dalton Intermediate School; Pulaski Elementary School; Radford High School; Dublin Elementary School; Belle Heth Elementary School; Riverlawn Elementary School; Christiansburg Elementary School; McHarg Elementary School; Critzer Elementary School; Riverlawn Elementary School; Radford High School; Dublin Middle School; Belle Heth Elementary School; Riverlawn Elementary School; Kipps Elementary School; Auburn Elementary School; Pulaski County High School; Belview Elementary School; Huff Lane MicroVillage; Round Hill Elementary School; and Dublin Middle School.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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4.	The Training and Technical Assistance Center (T/TAC)	T/TAC was established in 1996 to increase the capacity of schools, service providers, and families to improve educational opportunities for, meet the needs of, and contribute to the success of children and youth with disabilities from birth to age 22.	The partnership provides long-term technical assistance that brings about systemic change in the way schools serve youth and children.	Lee County Schs; Wise County Schs; Franklin County Schs; Patrick County Schs; Botetourt County Schs; Galax City Schs; Smyth County Schs; Bristol City Schs; Grayson City Schs; Roanoke City Schs; Craig County Schs; Floyd County Schs; Pittsylvania County Schs; Dickenson County Schs; Pulaski County Schs; Montgomery County Schs; Carroll County Schs; Bland County Schs; Alleghany County Schs; Wythe County Schs; Buchanan County Schs; Roanoke County Schs; Norton City Schs; Washington County Schs; Scott County Schs; Salem City Schs; Martinsville City Schs; Tazewell County Schs; Danville City Schs; Giles City Schs; Henry County Schs; and Covington City Schs.	Yes
5.	Roanoke Higher Education Center and the Southwest Virginia Higher Education Center in Abingdon	Graduate courses and degree programs are offered in Educational Leadership, School Counseling, Elementary Education, Reading Specialist, and Special Education.	The College of Education and Human Development provides programs based upon an assessment of needs of local school divisions.	Roanoke Higher Education Center and Southwestern Virginia Higher Education Center.	Yes
6.	CEHD graduate degree cohorts developed in response to requests from school districts.	New College Institute in Martinsville Earth Science Teaching Cohort , Roanoke County (2 cohorts), Montgomery County (2 cohorts) (Educational Leadership), Fairfax County, and 3 other state-wide sites (Library Media Cohort).	The purpose of the cohort programs is to respond directly to school divisions' requests for preparing school personnel who are in high demand and to expand the knowledge and skills of current teachers and school personnel.	Roanoke County (Educational Leadership), Montgomery County (Educational Leadership); Fairfax County (Library Media Cohort); and 3 Distance Educ (Library Media Cohorts).	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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7.	CEHD - Individual courses for schools.	Carroll County (Reading Courses, English Language Learners, and Assessment).	RU provides individual courses as needed/requested by the school divisions.	Carroll County TAG Grant (Reading offered as distance site, TAG grant pays tuition for distance or on-campus courses); and Henry and Pittsylvania Counties (physical science course).	Yes
8.	Teacher Education Articulation Agreement	Virginia Community College System and 11 Virginia institutions with teacher preparation programs.	The purpose of the VCCS "TEAC," Teacher Education Articulation Council is to: (1) develop state-wide articulation agreements for community college students interested in entering teacher preparation programs; and, (2) to create communication channels that will facilitate transfer admissions. Transfer agreement outlines curriculum and processes for transfer and advising for several teacher preparation programs.	Virginia Community College System and 11 Virginia institutions with teacher preparation programs.	Yes
10.	CEHD Professional Development Center	VA Department of Education; Several school divisions; Western Virginia Public Education Consortium; VA Training and Technical Assistance Center; Appalachian Educational Laboratory ("Edvantia") are working together to support professional development of teachers and educational leaders.	This partnerships is supporting several initiatives: 1. Collaborating for Student Success: Inclusion Works; 2. Virginia Association of School Superintendents' Executive Coaching Service; 3. DOE Drive In Conferences; 4. Special Education High Quality Training Institute Grant (12 regional school divisions); 5. Technical support for the NASSP Assessment Centers; 6. Principal Education Preparation grant: alternative route for preparing principals; 7. Mentor/Coaching Program for New Principals; 8. Regional Content Leaders Program; and 9. National Symposium for Counselors.	VA Department of Education; Several school divisions; Western Virginia Public Education Consortium; VA Training and Technical Assistance Center; and Appalachian Educational Laboratory ("Edvantia").	Yes
11.	School of Teacher Education and Leadership (STEL) Early Childhood Special Education	Distance Learning with Lynchburg College.	Provide preparation in early childhood special education via distance learning in southwest Virginia.	Lynchburg College.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 1: Education Programs (excluding Administration and Supervision Programs)

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12.	STEL Middle School: Partner Schools	Provide services for Dublin, Auburn, Christiansburg and Pulaski Middle Schools.	RU middle school candidates provide services to support an after-school program for middle school students. The schools work with RU faculty in designing, implementing, and evaluating the middle school program.	Dublin, Pulaski, Auburn, and Christiansburg Middle Schools.	Yes
13.	STEL Severe Disabilities Consortium	On-line preparation (statewide).	Through the efforts of Dr. Liz Altieri, RU has become a major player in the on-line preparation of teachers working with students with severe disabilities.	State-wide (Radford University, George Mason University, Norfolk State University, University of Virginia, and Virginia Commonwealth University.)	Yes
14.	STEL Visual Impairment	Provide training for teachers of visually impaired state-wide.	Dr. Liz Altieri is leading the initiative for RU to develop a state-wide consortium to provide training for teachers in visual impairment.	State-wide (Radford University, George Mason University, Norfolk State University, University of Virginia, and Virginia Commonwealth University.)	Yes
15.	STEL Deaf and Hard of Hearing	Provide training for teachers working with deaf and hard of hearing state-wide.	Dr. Sharon Gilbert is coordinating the grant RU has received to provide state-wide preparation in working with deaf and hard of hearing students.	RU is the sole provider and is establishing distance sites.	Yes
16.	STEL High Quality Professional Development	Enhancing content knowledge and content pedagogical knowledge of middle and high school teachers.	Dr. Robert McCracken and others have marshaled the expertise of RU arts and science and education faculty to provide content area pedagogy training for middle school and high school teachers.	State-wide.	Yes
17.	Community Counseling Centers (Department of Counseling and Human Development)	Pulaski County Schools and Montgomery County Schools.	The Department of Counselor Education has worked with the school divisions to establish community counseling centers which serve children, adults, and families.	Pulaski County Schools and Montgomery County Schools.	Yes
18.	"Learning to Move and Moving to Learn" project (Department of Exercise, Sport, and Health Education)	Radford City Schools.	Susan Miller and Jon Poole are working with school divisions to provide programs for children in physical development which have been shown to enhance brain development and influence children's ability to read.	Radford City Schools.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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19.	Teacher Preparation Internship Agreements	Regions 6 and 7.	Candidates in programs contribute to students' learning and well-being through internships and practica.	Regions 6 and 7.	Yes
20.	Preparation for Other School Personnel Internship Agreements	Regions 6 and 7.	Candidates in programs preparing other school personnel contribute to student learning and well-being and to the positive development of schools through internships and practica.	Regions 6 and 7.	Yes
21.	School psychology practicum placement	Public schools in Montgomery, Pulaski, Roanoke, Carroll and Bedford Counties, and Roanoke City.	Second-year school psychology graduate students provide psychological services at participating schools.	Roanoke City.	Yes
22.	National Science Foundation Grant: Radford Outdoor Augmented Reality (ROAR) Project	A collaborative partnership between the College of Education and Human Development at Radford University and Radford City Public Schools, whose mission is to explore how mobile augmented reality learning can be used to enhance middle school science learning.	The NSF grant serves middle school students.	Radford City Public Schools.	Yes
23.	Virginia Department of Education iLearn Grant Project	With support from the Governor 's Productivity Investment Fund and the Virginia Department of Education, Radford University and participating schools in southwestern Virginia are exploring how the iPod Touch can be used to enhance effective teaching and learning.	The last several years have seen an explosion in the amount of young people playing video games as well as the number of children and adolescents using mobile handheld technologies, such as portable music players, gaming platforms, and smart phones. As school systems struggle with how best to deal with this cultural and technological shift, it is highly likely that the technology will continue to progress towards more powerful, wireless handheld computers that can deliver high quality, multimedia, computer processing power. Viewing this phenomenon as neither a panacea nor a plague, the iLearn team is exploring if and how these technologies can be leveraged for enhanced learning.	Radford City Public Schools and Pulaski County Public Schools.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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1.	On-Campus Transition Program																				X	X	X				
2.	Appalachian Arts and Studies in the Schools												X														
3.	Southwest Virginia Professional Education Consortium (SWVA PEC)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
4.	The Training and Technical Assistance Center (T/TAC)	X	X	X										X	X	X	X	X	X	X			X		X		
5.	Roanoke Higher Education Center and the Southwest Virginia Higher Education Center in Abingdon		X		X	X																X	X				
6.	CEHD graduate degree cohorts developed in response to requests from school districts.				X	X												X									
7.	CEHD - Individual courses for schools.		X	X	X				X						X						X	X	X		X	X	
8.	Teacher Education Articulation Agreement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
10.	CEHD Professional Development Center	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
11.	School of Teacher Education and Leadership (STEL) Early Childhood Special Education																			X							
12.	STEL Middle School: Partner Schools			X																							
13.	STEL Severe Disabilities Consortium																					X					
14.	STEL Visual Impairment																								X		
15.	STEL Deaf and Hard of Hearing																				X						
16.	STEL High Quality Professional Development		X											X	X	X	X	X	X	X							
17.	Community Counseling Centers (Department of Counseling and Human Development)					X																					
18.	"Learning to Move and Moving to Learn" project (Department of Exercise, Sport, and Health Education)									X																	
19.	Teacher Preparation Internship Agreements	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

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20.	Preparation for Other School Personnel Internship Agreements				X	X	X	X																	X		
21.	School psychology practicum placement						X																				
22.	National Science Foundation Grant: Radford Outdoor Augmented Reality (ROAR) Project		X	X																							
23.	Virginia Department of Education iLearn Grant Project		X	X																							

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

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Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	The Leadership Training Partnership	The Leadership Training Partnership Program is intended to increase the number of highly qualified administrators among the participating school divisions through a non-traditional alternative educational leadership preparation program, which is aligned with Virginia, national, and professional standards in the field of educational leadership.	This Program is delivered through non-traditional modalities which include, but are not limited to, the following: distance learning seminars; on-line interactive instructional tools such as WebCT, Blackboard, etc., as available in participating school districts; workshops, field placement activities, and mentoring interventions. College course work as perceived in a traditional pathway to an administrative endorsement in Virginia will not be a component of this project.	Giles County Public Schools; Radford City Public Schools; Culpeper County Public Schools; Warren County Public Schools; Shenandoah County Public Schools; Clarke County Public Schools; Carroll County Public Schools; and Pulaski County Public Schools.	Yes
2.	The Western Virginia Public Education Consortium	The consortium operates in partnership with public schools and local universities to provide staff development for administrators, and many other professional opportunities to participating school divisions.	The consortium works closely with Radford University and Virginia Tech to support the needs of school divisions. It was organized to provide opportunities for often underserved public school divisions to have greater purchasing power, grant seeking strength, as well as opportunities to develop joint staff development efforts and work collaboratively to solve educational issues in Southwestern Virginia.	Western Virginia Public School Consortium.	Yes
3.	Key Instructional Leaders	The partnership consists of public school division-level instructional personnel from each school division in the state to establish and maintain regular contact with school divisions.	Regularly scheduled regional meetings are held to maintain regular contact with school divisions and meet the instructional and administrative needs of each division individually as well as to work in cooperative arrangements within regions to meet training needs.	Franklin County Public Schools; Carroll County Public Schools; and Pulaski County Public Schools,	Yes
4.	Franklin County Leadership Training	The partnership is intended to provide and facilitate the training of future educational leaders and enhance professional development in public schools.	The partnership serves the needs public schools in the service region by providing timely on-demand training for current and future educational leaders. The professional development opportunities serve to increase the overall effectiveness of K12 institutions and increase student learning.	Roanoke City Public Schools and Franklin County Public Schools.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Radford University
Contact Person: Dr. Alona Smolova
Phone No.: (540) 831-7168
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
5.	Montgomery County Leadership Training	The partnership is intended to provide and facilitate the training of future educational leaders and enhance professional development in public schools.	The partnership serves the needs of public schools in the service region by providing timely on-demand training for current and future educational leaders. The professional development opportunities serve to increase the overall effectiveness of K12 institutions and increase student learning.	Montgomery County Public Schools.	Yes
6.	Superintendents' Breakfasts	The partnership engages superintendents from 23 school divisions, Radford University, Virginia Tech, and associated agencies serving PK-12 schooling in SWVA.	Superintendents' Breakfasts provide a monthly open forum for superintendents in Southwest Virginia to come together to discuss common challenges and initiatives, to coordinate school improvement efforts, and to partner with Radford University and Virginia Tech in improving the preparation and continuing development of teachers and school personnel.	Montgomery County, Floyd County, Wythe County, Bristol City, Roanoke City, Radford City, Bedford City/County, Botetourt County, Norton City, Pulaski County, Dickenson County, Galax City, Danville City, Henry County, Covington City, Alleghany County, Bland County, Buchanan County, Wise County, Martinsville City, Franklin County, Roanoke County, Tazewell County, Washington County, Lee County, Pittsylvania County, Patrick County, Smyth County, Craig County, Scott County, Salem City, Carroll County, Bath County, Pulaski County, Grayson County, and Russell County.	No
7	National Science Foundation Grant: Radford Outdoor Augmented Reality (ROAR) Project	A collaborative partnership between the College of Education and Human Development at Radford University and Radford City Public Schools, whose mission is to explore how mobile augmented reality learning can be used to enhance middle school science learning.	The NSF grant serves middle school students.	Radford City Public Schools.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Randolph College
Contact Person: Dr. Peggy Schimmoeller
Phone No.: (434) 947-8505
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Dunbar Middle School Math Mentoring Partnership	Candidates enrolled in EDUC 314P Interdisciplinary Practicum teach a class of sixth-grade students in the Lynchburg City School Division twice a week for seven weeks.	Improve mathematics SOL tests scores.	Prof. Consuella Woods, Principal Brian Wray, and Dr. Peggy Schimmoeller.	Yes
2.	Jubilee Family Development Center SOL Achievement Partnership	Teacher science content institutes are coupled with summer science camps for area children from low income families. Lessons are inquiry and are based on the SOLs. Students participate in a study to measure attitude and achievement in science.	Increase interest and persistence in the sciences during middle school and high school.	Mr. Sterling Wilder, Dr. Peggy Schimmoeller, and Dr. Peter Sheldon.	Yes
3.	Boonsboro Elementary School Reading Partnership	Teacher candidates who are taking reading courses work with teachers and students in this PreK-5 elementary school in Bedford County. Teacher candidates work with students one-on-one, in small groups, and conduct whole class lessons.	Increase reading achievement in kindergarten and first grade.	Principal Nancy Sale and Dr. Gail Brown.	No
4.	New Vistas School Special Education Partnership	Candidates work with teachers to help students with a learning disability or attention deficit disorder to gain the necessary skills to become independent learners.	Implement scientifically based instructional practices for students with learning disabilities. Provide teachers assistance in working with students on an individualized basis.	School Head Charlotte Morgan and Dr. Peggy Schimmoeller.	Yes
5.	Middle School Learning Center:	The Middle School Learning Center is an alternative program in the Lynchburg City school division. Teacher candidates are taking EDUC 230P Practicum in Literacy in the Secondary Schools.	Assist students in meeting reading SOL testing requirements.	Principal Kathy Viar and Dr. Gail Brown.	No
6.	Paul Munro Elementary School	Teacher candidates who are taking reading and mathematics methods courses work for this PreK-5 elementary school in the Lynchburg division. Teacher candidates work with students one-on-one, in small groups, and conduct whole class lessons. College faculty conduct workshops for teachers as part of this partnership.	Need for scientifically based reading and mathematics instructional practices to increase achievement in students struggling to meet benchmark and SOL test requirements.	Principal Donna Baer, Dr. Gail Brown, and Dr. Peggy Schimmoeller.	Yes
7.	Randolph Macon Nursery School	Teacher candidates observe and teach in this private school, housed on the college campus, when they are studying child development and language development and effective preschools in EDUC 108 Educational Psychology and EDUC 207/207P, Language and Reading Development.	Need for updated teaching practices aligned NAEYC and National Reading Studies.	Director Holly Layne, Dr. Peggy Schimmoeller, and Dr. Gail Brown.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Randolph College
Contact Person: Dr. Peggy Schimmoeller
Phone No.: (434) 947-8505
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
8.	Tri-College Consortium	Randolph College, Lynchburg College, and Sweet Briar College have a formal agreement that allows undergraduates to take courses at any institution during the regular academic session for no additional cost. This allows students more options in education offerings.	Need for breadth of course work to increase teacher quality.	College Presidents at each institution.	Yes
9.	Dunbar Middle School Afterschool Mathematics Achievement Academy	Dunbar 6th through 8th grade students work with Randolph College student volunteers during a full academic session to increase mathematics achievement and to develop a love for learning and applying mathematics to daily living.	Need for increased achievement in Dunbar SOL mathematics scores.	Prof. Conseulla Woods, Principal Brian Wray, and Dr. Peggy Schimmoeller.	Yes
10.	Monelison Middle School Subject Specialty Collaborative	Teacher candidates enrolled in EDUC 315 and seeking licensure in one of the 6-12 or PreK-12 areas work with teachers at the middle school level focused on content in the subject area.	Focus on SOL testing success in all subject areas.	Prof. Consuella Woods.	No
11.	Holy Cross Catholic School	Teacher candidates work with veteran teachers to provide individual and group lessons in a variety of subject areas. This practicum provides students experience in a private school setting.	Focus on meeting individual needs.	Prof. Consuella Woods and School Head John Jones.	No
12.	Lynchburg City Schools, Nelson County Schools, Appomattox County Schools	Intern teachers are placed in elementary, middle, and high school in these school divisions for the student teaching experience.	Teacher candidates teach with a master teacher in the required licensure area for over 500 total contact hours.	Peggy Schimmoeller, Consuella Woods, and Gail Brown.	No
13.	Bedford County Schools, Campbell County Schools, Amherst County Schools	Intern teachers are placed in elementary, middle, and high school in these school divisions for the student teaching experience.	Teacher candidates teach with a master teacher in the required licensure area for over 500 total contact hours.	Peggy Schimmoeller, Consuella Woods, and Gail Brown.	No
14.	Madison Heights Elementary School, Amherst County Public Schools	Graduate and undergraduate teachers work in the afterschool program in a variety of subject areas. In addition, graduate students will work with teachers in classrooms for internships.	Twenty-first Century grant initiative to improve reading and mathematics scores.	Peggy Schimmoeller and Charlotte Gilbar.	Yes
15.	Heritage Elementary School, Lynchburg City Schools	Graduate and undergraduate students will help with SOL improvement.	Teacher candidates work with k-5 students.	Peggy Schimmoeller, Gail Brown, and Consuella Woods.	No
16.	Dearington Elementary School, Lynchburg City Schools	Provide science education program for K-5 teachers.	Undergraduates enrolled in EDUC 312 will work with science specialists.	Peggy Schimmoeller.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Randolph College
Contact Person: Dr. Peggy Schimmoeller
Phone No.: (434) 947-8505
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																		
1.	Dunbar Middle School Math Mentoring Partnership	X						X											X	
2.	Jubilee Family Development Center SOL Achievement Partnership	X					X		Y				X		X	X	X	X	X	X
3.	Boonsboro Elementary School Reading Partnership	X						X											X	
4.	New Vistas School Special Education Partnership	X											X			X	X	X	X	
5.	Middle School Learning Center:			X			X		X				X	X	X	X			X	
6.	Paul Munro Elementary School	X						X											X	
7.	Randolph Macon Nursery School	X	X	X	X	X	X		X	X	X	X							X	
8.	Tri-College Consortium	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	Dunbar Middle School Afterschool Mathematics Achievement Academy	X		X			X		X				X							
10.	Monelison Middle School Subject Specialty Collaborative		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
11.	Holy Cross Catholic School		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
12.	Lynchburg City Schools, Nelson County Schools, Appomattox County Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.	Bedford County Schools, Campbell County Schools, Amherst County Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14.	Madison Heights Elementary School, Amherst County Public Schools	X								X									X	
15.	Heritage Elementary School, Lynchburg City Schools	X						X											X	
16.	Dearington Elementary School, Lynchburg City Schools	X																		

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Randolph College
Contact Person: Dr. Peggy Schimmoeller
Phone No.: (434) 947-8505
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Randolph-Macon College
Contact Person: Brenda M. Davis, Ph.D. Chair of Education
Phone No.: (804) 752-3149
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Reading Olympics-REAL	Henry Clay Elementary and college students met twice weekly for Reading Olympic practice with topics for literacy focus selected by reading specialist at the school. Included education students and members of the college's Washington Literary Society.	Reading needs based on assessment is below expectations. Wide range of SES factors among students in the schools. Effort to improve literacy skills in this K-2 school setting.	Education students and faculty member as well as college students in Washington Literary Society.	Yes
2.	Student Teaching and Field Work Placements in Hanover Schools	R-MC has a long-standing, written partnership with Hanover County schools. The partnership involves college faculty and students who serve the schools in varied ways. Hanover County schools provide practicum and student teaching placements as well as workshops to develop future teachers.	The partnership meets the needs of PreK-12 students because students provide tutorial services in the classrooms during field placements; provide enrichment activities; and ongoing special activities at the college campus for local students. College faculty serve on school and county advisory committees and offer teacher workshops and resources to local schools and teachers.	Over 100 practicum and student teaching placements annually at elementary, middle and high schools throughout the county. Pre-service teachers provide tutoring and instruction under supervision of classroom teachers.	Yes
3.	Science Labs and Field Lessons at Tuckahoe Elementary	Demo marine geophysical survey methods (grades K-5); present "Geology in Everyday Life" for all 5th grade; and provide field lesson on watershed, water resources for all 4th grade.	SOL enrichment (ex. SOL 4.8 Clean Water as Resource)	Science professor in physics and environmental studies.	No
4.	Reading - Henry Clay Elementary and John Gandy Elementary	Students work with teachers and reading specialists to assess reading and spelling development and to promote improvement under teachers and specialists' supervision.	Reading needs based on assessment is below expectations. Wide range of SES factors among students in the schools. Effort to improve and assist with development of balanced literacy program.	Education students, faculty, school -based teachers, and specialists.	Yes
5.	Chinese Language Classes - Louisa County High School Students	Native Chinese high school students with LEP attended Chinese language classes on college campus for contact with Chinese speakers.	Chinese high school students had limited English proficiency and school system requested opportunities for students to interact with native Chinese professor with proficiency in English and Chinese.	College faculty, Louisa County guidance counselors, and LEP students.	No
6.	Musical Performances for Elementary Students in Metro Richmond Area	1100 Elementary students (1,100) from metro Richmond area schools attended musical performances over a three-day period at Theatre IV.	Musical enrichment for elementary students by professional performers.	College faculty; select elementary schools in Richmond, Henrico, Chesterfield, and Hanover.	No
7.	Metro Richmond Science Fair	Judging of middle and high school students' science fair entries for 536 students from Chesterfield, Colonial Heights, Hanover, Henrico, Powhatan, and Richmond schools.	Promote science inquiry for students and support SOLs in science at various middle and high school levels.	College faculty, science teachers, and students from area county and city schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Randolph-Macon College
Contact Person: Brenda M. Davis, Ph.D. Chair of Education
Phone No.: (804) 752-3149
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
8.	Macon A Difference Day - Earth Day Events	Gardening and clean-up projects in the Ashland area and on campus.	Engage elementary students from Henry Clay Elementary School with the college community and with relevant environmental responsibility. Also included students from private PreK-8 school in area, Hanover Academy.	College faculty, students, and elementary school students in area.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Randolph-Macon College
Contact Person: Brenda M. Davis, Ph.D. Chair of Education
Phone No.: (804) 752-3149
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.												
1.	Reading Olympics-REAL	X		X										
2.	Student Teaching and Field Work Placements in Hanover Schools	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Science Labs and Field Lessons at Tuckahoe Elementary	X										X	X	X
4.	Reading - Henry Clay Elementary and John Gandy Elementary	X												
5.	Chinese Language Classes - Louisa County High School Students									X				
6.	Musical Performances for Elementary Students in Metro Richmond Area	X					X	X						
7.	Metro Richmond Science Fair											X	X	X
8.	Macon A Difference Day - Earth Day Events	X										X		

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Randolph-Macon College
Contact Person: Brenda M. Davis, Ph.D. Chair of Education
Phone No.: (804) 752-3149
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	New Castle Elementary School/Regent University Partnership - IDS	Regent University partnered with New Castle Elementary to place students enrolled in UIS 220 (Classroom Observation), a place to observe an elementary teacher in the classroom. A Regent adjunct professor who also works at this school coordinated twenty hours of observation for each student. The adjunct met with the Regent students for five classroom hours as well.	This partnership met the needs of the PreK-12 community in two ways. First, Regent students will be able to help the classroom teacher work with small groups and assist with clerical tasks. Second, the partnership is providing the school system with well-trained future teachers.	New Castle Elementary School Virginia Beach, VA.	Yes
2.	Kempsville Elementary School/Regent University Partnership - IDS	Regent University partnered with Kempsville Elementary to place students enrolled in UIS 220 (Classroom Observation), a place to observe an elementary teacher in the classroom. A Regent adjunct professor who also works at this school coordinated twenty hours of observation for each student. The adjunct met with the Regent students for five classroom hours as well.	This partnership met the needs of the PreK-12 community in two ways. First, Regent students will be able to help the classroom teacher work with small groups and assist with clerical tasks. Second, the partnership is providing the school system with well-trained future teachers.	Kempsville Elementary School Virginia Beach, VA.	No
3.	New Castle Elementary Partnership, Virginia Beach Public Schools - Elem Ed	The Elementary school will: provide faculty members to serve on Regent Advisory Boards with appropriate administrative and parental permission; serve as a resource for university projects involving elementary education; and advertise university course and continuing education opportunities to New Castle faculty members. Regent University will: provide speakers to enhance faculty staff development and or/parent education; display student art work in university facilities; serve as a field trip destination allowing students to observe professional and technical career education opportunities at the university level; and offer grants and or scholarships to New Castle faculty for continuing education.	Enhance student achievement and staff development through access to the university faculty, resources, and facilities.	New Castle Public School Representatives: Paul Metzger, and Jannet Duff (administrator); Regent University Representatives: Joan Hoskins, Carla Bergdoll.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
4.	University Practicum /Placement Experiences - Elem Ed	Field experiences represent the heart of Regent University's certification programs in education at the undergraduate and graduate levels. Through carefully structured placements, teacher candidates apply theoretical constructs and research-based practices in authentic settings. Performance tasks completed in clinical settings promote reflective thinking about these practices. Practica (field experiences) are divided into two levels: Tier I (observation) and Tier II (practica). Placement Cooperating Teachers benefit from the opportunity to give back to the profession and enhance their own professional development.	a) Practicum teachers have the opportunity to reflect upon their own pedagogy in a constructive way; b) Increase communication with teacher preparation institution; c) Experience renewed enthusiasm for the profession.	1) Atlantic Shores Christian Elementary School, Va. Beach Va, 2) Word of Life Christian Academy, Springfield VA, 3) Alexandria Public Schools, 4) Arlington Public School, 5) Fairfax Public Schools, 6) Loudon Public Schools, 7) Prince William Public Schools, 8) Norfolk Public Schools, 9) Va. Beach Public Schools, 10)Chesapeake Public Schools, 11) Portsmouth Public School, and 12) Newport News.	No
5.	University Internship - Elem Ed	Teacher Candidates are supervised by an experienced, licensed, cooperating teacher for one semester (approximately 75 days, 6 hours per day). Specifically, the internship consists of 16 weeks, a minimum of 500 hours divided between 2 placements (upper and lower grade level).	a) Recruit teacher candidates; b) Contribute to the education of future teachers; c) Increase communication with teacher preparation institutions; d) Observe firsthand the capabilities and attitudes of prospective employees; e) Offer their staff the opportunity for personal and professional development through a positive relationship with a future professional; f) Recruit teaching graduates.	1) Atlantic Shores Christian Elementary School, Va. Beach Va, 2) Word of Life Christian Academy, Springfield VA, 3) Alexandria Public Schools, 4) Arlington Public School, 5) Fairfax Public Schools, 6) Loudon Public Schools, 7) Prince William Public Schools, 8) Norfolk Public Schools, 9) Va. Beach Public Schools, 10)Chesapeake Public Schools, 11) Portsmouth Public Schools, and 12) Newport News	No
6.	Virginia Beach City Public Schools (VBCPS) -TESOL	Regent University has an agreement with VBCPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the division. VBCPS provides funds for 20 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the division.	The division has a need for more ESL-endorsed teachers/administrators to more effectively serve a significant LEP population. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions. The district often hires teachers from within the cohort for ESL positions.	Virginia Beach City Public Schools and Regent University School of Education	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	Newport News Public Schools (NNPS) - Sedgefield Elementary School cohort - TESOL	Regent University has an agreement with NNPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the division. NNPS provides funds for 20 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the division.	The division has a need for more ESL-endorsed teachers/administrators to more effectively serve a growing LEP population at Sedgefield Elementary School. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions.	Newport News Public Schools and Regent University School of Education.	Yes
8.	Newport News Public Schools (NNPS) Nelson Elementary School cohort - TESOL	Regent University has an agreement with NNPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the division. NNPS provides funds for 15-20 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the division.	The division has a need for more ESL-endorsed teachers/administrators to more effectively serve a growing LEP population at Sedgefield Elementary School. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions.	Newport News Public Schools and Regent University School of Education.	Yes
9.	Chesapeake City Public Schools (CCPS) - TESOL	Regent University has an agreement with CCPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the division. CCPS provides funds for 15 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the division.	The division has a need for more ESL-endorsed teachers/administrators to more effectively serve a growing LEP population at Sedgefield Elementary School. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions.	Chesapeake City Public Schools and Regent University School of Education.	Yes
10.	Special Education Internships and Field Study	The partnerships are in the form of internship and field study arrangements that we have with several school divisions.	Our field and internship students supply a potential pool of applicants for positions in the school system or strengthens the skills and knowledge of those on provisional licenses. The pre-K-12 schools need qualified special education teachers and reading specialists to meet this high demand area.	Virginia Beach Public Schools, Norfolk Public Schools, Chesapeake Public School, Newport News Public Schools, Suffolk Public Schools, Hampton Public Schools, Portsmouth Public Schools, Prince William Public Schools, Richmond Public Schools, Spotsylvania Public Schools, Fairfax Public Schools and several other schools outside of the region.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
11.	Reading Specialist Internships and Field Study	The partnerships are in the form of internship and field study arrangements that we have with several school divisions.	Our field and internship students supply a potential pool of applicants for positions in the school division or strengthens the skills and knowledge of those on provisional licenses. The pre-K-12 schools need qualified special education teachers and reading specialists to meet this high demand area.	Virginia Beach Public Schools, Norfolk Public Schools, Chesapeake Public School, Newport News Public Schools, Suffolk Public Schools, Hampton Public Schools, Portsmouth Public Schools, Prince William Public Schools, Richmond Public Schools, Spotsylvania Public Schools, Fairfax Public Schools and several other schools outside of the region.	No
12.	Hampton Roads School Counselor Leadership Team	Partnership with directors of counseling at local school divisions (Hampton City Schools, Newport City Schools , Norfolk Public Schools, Portsmouth City Schools Virginia Beach City Schools, Chesapeake Public Schools) and Counselor Educators from local Universities (Regent University, Old Dominion University, Norfolk State University, Hampton University, and the College of William and Mary.	These unique partnerships of school division leadership and local university leadership in counselor education (specifically school counseling) provide ongoing leadership meetings between counselor educators (universities) and counseling supervisors (school divisions) in an effort to transform school counseling and close the achievement gap. This is a national initiative promoted by the American School Counseling Association, Education Trust and No Child Left Behind. This is the first time that school divisions and universities have worked together on fulfilling a national mission. Workshops are provided for veteran and new counselors on an annual basis. Recognition of outstanding school counseling practice is also part of this initiative.	Dr. Rosemary A. Thompson, Assoc. Professor, Regent University; Dr. Norma Brumage, Professor, Norfolk State University; Dr. Tim Grothause,Asst. Professor Old Dominion University, Dr. Spencer Baker,Professor Hampton University, Dr. Vanessa Whitaker, Supervisor Newport News Schools, Dr. Penny Peterson, Supervisor Hampton City Schools, Joyce Beamon, Supervisor Norfolk Public Schools, Virginia Folston, Portsmouth Public Schools, and Janet Domazos, Chesapeake Public Schools.	Yes
13.	Chesapeake Public Schools, Deep Creek Middle School	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Chesapeake Public Schools, Deep Creek Middle School.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
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Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
14.	Chesapeake Public Schools, Grassfield High School	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Chesapeake Public Schools, Grassfield High School.	Yes
15.	Chesapeake Public Schools, Hugo Owens Middle School	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Chesapeake Public Schools, Hugo Owens Middle School.	Yes
16.	Virginia Beach City Public Schools, Lynnhaven Middle School	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Virginia Beach City Public Schools, Lynnhaven Middle School.	Yes
17.	Virginia Beach City Public Schools, Larkspur Middle School	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Virginia Beach City Public Schools, Larkspur Middle School.	Yes
18.	Virginia Beach City Public Schools, Landstown Elementary School	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Virginia Beach City Public Schools, Landstown Elementary School.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 1: Education Programs (excluding Administration and Supervision Programs)

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19.	Virginia Beach City Public Schools, Princess Anne Middle School	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Virginia Beach City Public Schools, Princess Anne Middle School.	Yes
20.	Safe Schools/Norfolk Public Schools	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Safe Schools/Norfolk Public Schools.	Yes
21.	Northside Middle School, Norfolk	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Northside Middle School, Norfolk.	Yes
22.	Lynnhaven Middle School, Virginia Beach, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Lynnhaven Middle School, Virginia Beach, Virginia.	Yes
23.	Corporate Landing Middle School, Virginia Beach, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Corporate Landing Middle School, Virginia Beach, Virginia.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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24.	Larkspur Middle School, Virginia Beach, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Larkspur Middle School, Virginia Beach, Virginia.	Yes
25.	Larkspur Middle School, Virginia Beach, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Larkspur Middle School, Virginia Beach, Virginia.	Yes
26.	Deep Creek Middle School, Chesapeake, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Deep Creek Middle School, Chesapeake, Virginia.	Yes
27.	Crestwood Middle School, Chesapeake, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Crestwood Middle School, Chesapeake, Virginia.	Yes
28.	Hickory Middle School, Chesapeake, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Hickory Middle School, Chesapeake, Virginia.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 1: Education Programs (excluding Administration and Supervision Programs)

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Phone No.: (757) 352-4143
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29.	Ruffner Academy, Norfolk, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Ruffner Academy, Norfolk, Virginia.	Yes
30.	Safe Schools/ Norfolk Public Schools, Norfolk, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Safe Schools/ Norfolk Public Schools, Norfolk, Virginia.	Yes
31.	LaFayette Winona Middle School, Norfolk, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	LaFayette Winona Middle School, Norfolk, Virginia.	Yes
32.	Oscar Smith Middle School, Chesapeake, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Oscar Smith Middle School, Chesapeake, Virginia.	Yes
33.	Landstown Middle School, Virginia Beach, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Landstown Middle School, Virginia Beach, Virginia.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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34.	Hugo Owens Middle School, Chesapeake, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Hugo Owens Middle School, Chesapeake, Virginia.	Yes
35.	Greenbrier Middle School, Chesapeake, Virginia	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Greenbrier Middle School, Chesapeake, Virginia.	Yes
36.	Virginia Beach City Public Schools	Our partnership is to train Math Specialists at the elementary school level. About 20 of the former students are now Math Specialists in the VBCPS System.	The supervisor reports that Math Specialist are true leaders in the schools and contribute greatly to the strong math scores in the school division. Since inception we have trained about 35 students.	VBCPS Elementary School Mathematics Coordinator; Dr. Alan Arroyo, Dean of Regent's School of Education.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*English as a Second Language PreK-12*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.					
1.	New Castle Elementary School/Regent University Partnership - IDS	X					
2.	Kempsville Elementary School/Regent University Partnership - IDS	X					
3.	New Castle Elementary Partnership, Virginia Beach Public Schools - Elem Ed	X					
4.	University Practicum /Placement Experiences - Elem Ed	X					
5.	University Internship - Elem Ed	X					
6.	Virginia Beach City Public Schools (VBCPS) -TESOL					X	
7.	Newport News Public Schools (NNPS) - Sedgefield Elementary School cohort - TESOL					X	
8.	Newport News Public Schools (NNPS) Nelson Elementary School cohort - TESOL					X	
9.	Chesapeake City Public Schools (CCPS) - TESOL					X	
10.	Special Education Internships and Field Study						X
11.	Reading Specialist Internships and Field Study			X			
12.	Hampton Roads School Counselor Leadership Team				X		
13.	Chesapeake Public Schools, Deep Creek Middle School				X		
14.	Chesapeake Public Schools, Grassfield High School				X		
15.	Chesapeake Public Schools, Hugo Owens Middle School				X		

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*English as a Second Language PreK-12*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.					
16.	Virginia Beach City Public Schools, Lynnhaven Middle School				X		
17.	Virginia Beach City Public Schools, Larkspur Middle School				X		
18.	Virginia Beach City Public Schools, Landstown Elementary School				X		
19.	Virginia Beach City Public Schools, Princess Anne Middle School				X		
20.	Safe Schools/Norfolk Public Schools				X		
21.	Northside Middle School, Norfolk				X		
22.	Lynnhaven Middle School, Virginia Beach, Virginia				X		
23.	Corporate Landing Middle School, Virginia Beach, Virginia				X		
24.	Larkspur Middle School, Virginia Beach, Virginia				X		
25.	Larkspur Middle School, Virginia Beach, Virginia				X		
26.	Deep Creek Middle School, Chesapeake, Virginia				X		
27.	Crestwood Middle School, Chesapeake, Virginia				X		
28.	Hickory Middle School, Chesapeake, Virginia				X		
29.	Ruffner Academy, Norfolk, Virginia				X		
30.	Safe Schools/ Norfolk Public Schools, Norfolk, Virginia				X		

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*English as a Second Language PreK-12*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.					
31.	LaFayette Winona Middle School, Norfolk, Virginia				X		
32.	Oscar Smith Middle School, Chesapeake, Virginia				X		
33.	Landstown Middle School, Virginia Beach, Virginia				X		
34.	Hugo Owens Middle School, Chesapeake, Virginia				X		
35.	Greenbrier Middle School, Chesapeake, Virginia				X		
36.	Virginia Beach City Public Schools		X				

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Regent University School of Education, Educational Leadership Program Partnership with The Leadership and Learning Center	The Educational Leadership Master's Degree Program and Dr. Douglas Reeves' Leadership and Learning Center (LLC), previously the Center and Performance Assessment, formed a partnership in 2006. Qualified associates (doctorate level) from the LLC team teach with Regent Professors in certain courses in the program. This partnership is a major component of the Educational Leadership Program's third goal, to "partner the Educational Leadership Program with other institutions".	Dr. Doug Reeves is internationally recognized for his many contributions to the field in education and has developed long-term relationships with school divisions helping educators and school leaders to improve student achievement through practical and constructive approaches to standards, assessment, and accountability. Dr. Reeves has been on campus and has personally taught in a Regent Educational Leadership class. The LLC associates, who team teach effectively, integrate Dr. Reeves' philosophy in their teachings and assessments.	Dr. Alan Arroyo, Dean, School of Education-Regent University; Dr. Glenn Koonce, Chair, Educational Leadership Program-Regent University; Dr. Anne Fenske-Leadership and Learning Center; Donna Davis-Leadership and Learning Center; and Dr. Douglas Reeves-Leadership and Learning Center.	No
2.	Regent University Education Doctorate Program and Virginia Beach Public Schools Cohort I	Administration and supervision K-12 program in Virginia Beach schools.	This doctoral degree program in Administration and Supervision K-12 was implemented as a hybrid program, meaning instructional delivery involved both face-to-face class sessions and online course experiences delivered through computer technology, and a summer residency.	Dr. Alan Arroyo, Dean, School of Education-Regent University and Owen Herring, Past Director of Educational Leadership-Virginia Beach City Public Schools.	No
3.	Regent University Education Doctorate Program and Virginia Beach Public Schools Cohort II	Administration and supervision K-12 program in Virginia Beach schools.	This doctoral degree program in Administration and Supervision K-12 was implemented as a hybrid program, meaning instructional delivery involved both face-to-face class sessions and online course experiences delivered through computer technology, and a summer residency.	Dr. Alan Arroyo, Dean, School of Education-Regent University and Owen Herring, Past Director of Educational Leadership-Virginia Beach City Public Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
4.	Regent University Educational Leadership Program, Educational Specialist Program, and Educational Doctorate Program in K-12 Leadership Internship I and Internship II collaborative agreements with school and school divisions to partner together for field based (internship) experiences	Regent University enters into partnership agreements with school divisions across the state and across the nation to place interns into schools and central offices in order to complete the university requirements for completion of the principal internships course (aligned with VDOE regulations).	The internship field experience should establish a bond between theory and practice (learning experiences and application) while providing opportunities for independent and guided practice, feedback, coaching and reflection. Ultimately the internship is designed to engage prospective administrators in active learning experiences and to provide participating school mentors and university coaches opportunities for continued professional growth.	Dr. Glenn Koonce, Chair, Educational Leadership Program-Regent University and over 16 participating school divisions throughout the Commonwealth.	Yes
5.	Regent University School of Education, Educational Leadership Program Partnership with K-12 Teachers Alliance (KTA).	Regent University School of Education, the Educational Leadership Program and the K-12 Teachers Alliance formed a partnership in 2009. KTA markets and sets up cohorts of students in a variety of school divisions across the Commonwealth of Virginia desiring to gain licensure in Educational Leadership. The RU Leadership Program then provides classes and instruction to these students at locations local to their places of residence. The cohorts work through the program on a two-year cycle, culminating with the completion of their graduate degrees in Educational Leadership.	This partnership provides a service to teachers by supplying a program in graduate studies that is conveniently located near their place of work/residence. The program also meets the needs of working adults by holding classes once a week in the evening, thereby allowing teachers the opportunity to complete their studies while still being gainfully employed.	Dr. Alan Arroyo, Dean, School of Education-Regent University; Dr. Glenn Koonce, Chair, Educational Leadership Program-Regent University; and Bruce Ranney, Chief Operating Officer, K-12 teachers Alliance.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Partner Schools: Elementary	Roanoke College and its K-12 partner schools share a commitment to the preparation and continual education of quality teachers. The college and its partner schools impact their shared educational community through joint efforts to strengthen the educational experience of K-12 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to its partner schools: 1) Pre-service teacher volunteers to serve as tutors and mentors for K-12 students 2) Access to education experts by providing consultation opportunities with Education Department faculty members 3) Professional development opportunities through attendance and participation in the Margaret Sue Copenhaver Institute (MSCI) 4) Support of partner school-based teaching and learning initiatives, and 5) Exploration of grant and research opportunities that support shared partnership goals.	G.W. Carver Elementary (City of Salem).	Yes
2.	Partner Schools: Middle School	Roanoke College and its K-12 partner schools share a commitment to the preparation and continual education of quality teachers. The college and its partner schools impact their shared educational community through joint efforts to strengthen the educational experience of K-12 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to its partner schools: 1) Pre-service teacher volunteers to serve as tutors and mentors for K-12 students 2) Access to education experts by providing consultation opportunities with Education Department faculty members 3) Professional development opportunities through attendance and participation in the Margaret Sue Copenhaver Institute (MSCI) 4) Support of partner school-based teaching and learning initiatives, and 5) Exploration of grant and research opportunities that support shared partnership goals.	Andrew Lewis Middle School (City of Salem), Breckinridge Middle School (Roanoke City), and Woodrow Wilson Middle School (Roanoke City).	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
3.	Partner Schools: High School	Roanoke College and its K-12 partner schools share a commitment to the preparation and continual education of quality teachers. The college and its partner schools impact their shared educational community through joint efforts to strengthen the educational experience of K-12 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to its partner schools: 1) Pre-service teacher volunteers to serve as tutors and mentors for K-12 students 2) Access to education experts by providing consultation opportunities with Education Department faculty members 3) Professional development opportunities through attendance and participation in the Margaret Sue Copenhaver Institute (MSCI) 4) Support of partner school-based teaching and learning initiatives, and 5) Exploration of grant and research opportunities that support shared partnership goals.	Hidden Valley High School (Roanoke County).	Yes
4.	Southwest Virginia Professional Education Consortium	The Southwest VA Professional Education Consortium (SWVAPEC) provides consistent and on-going communication and collaboration between regional PK-12 local education agencies and regional institutions of higher education.	SWVAPEC serves the PK-12 community by: 1) providing clinical faculty training, 2) preparing interns and student teachers, 3) coordinating VA DOE grant funding for programs that support clinical faculty professional development, and 4) supporting mentoring programs for new teachers.	Four institutions of higher education (IHEs): VA Tech, Radford, Hollins and Roanoke College; eight K-12 Divisions: Botetourt County, Craig County, Giles County, Montgomery County, Pulaski County, Radford City, Roanoke City, Roanoke County, and Salem City.	Yes
5.	Margaret Sue Copenhaver Institute for Teaching and Learning	The Margaret Sue Copenhaver Institute (MSCI) is a three-day professional development institute for teachers and administrators offered each summer by the Roanoke College Education Department.	The MSCI staff is advised by a steering committee of approximately 15 teachers and administrators. This group informs the annual themes, speakers and programs of MSCI, in an effort to provide cutting-edge professional development that meets real K-12 needs.	100 participants attended MSCI 2010. These individuals reflected 5 Virginia public school divisions and 8 Virginia independent schools, and also included 9 out-of-state participants.	Yes
6.	Professional Licensure Program (PLP) for "Licensure Only" Students	This program was established in 2007 to meet the needs of individuals with college degrees who desire to pursue Virginia teacher licensure. This "licensure only" route allows these individuals to complete program requirements for a teacher's license without requiring pursuit of an additional degree program at Roanoke College.	This program meets K-12 needs by producing highly qualified, licensed teachers in a timely fashion. The program serves all teacher licensure areas offered by Roanoke College.	Four individuals are currently enrolled in PLP: PK-6 Elementary, PK-12 French, and PK-12 ESL.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	McGlothlin Award for Excellence in Teaching Judging Panel	The McGlothlin Awards acknowledge regional excellence in teaching. One Roanoke College faculty member has served as a final judge for this $25,000 award since the inception of the award. Judges visit classrooms of the three finalists, interview parents, children and colleagues of the finalists and observe real-time teaching.	The McGlothlin Awards encourage excellence and innovation in regional teaching by acknowledging and awarding teaching finalists. The annual award recipient utilizes the $25,000 award, in part, to pursue travel abroad that supports their work and interests as an educator.	All PK-12 public school divisions in Southwestern Virginia.	Yes
8.	Teacher Education Consulting Committee	This committee of local education alumni (both teachers and administrators) was formed in order to facilitate alignment between Roanoke College Education Department offerings and current needs in local K-12 schools. The committee meets twice per year.	The purpose of committee meetings is two-fold: 1) to invite input from members regarding current challenges and needs in K-12 settings and 2) to solicit their advisement regarding the direction of departmental programs.	Members of the TECC represent the following school divisions: Roanoke City Schools, Roanoke County Schools, Botetourt County Schools, and City of Salem Schools.	No
9.	Mentoring "High Risk" Students	Roanoke College pre-service teachers in the EDUC 210 and EDUC 335 courses have partnered with local schools and a local private agency for children living in poverty as one-on-one mentors/tutors for high risk students.	The college students worked specifically with students identified as "high risk" for school failure in three areas schools.	Students in the following schools: Andrew Lewis Middle, Salem Alternative, and G.W. Carver Elementary (City of Salem). Breckenridge Middle School (Roanoke City), and Presbyterian Community Center (Private).	No
10.	Partner Schools: International	Roanoke College and its K-12 partner schools share a commitment to the preparation and continual education of quality teachers. The college and its partner schools impact their shared educational community through joint efforts to strengthen the educational experience of K-12 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to international schools: 1) student field placement and 2) professional development for teachers through the Margaret Sue Copenhaver Institute for Teaching and Learning.	Munich International School (MIS), Starnberg, Germany; US Department of Defense Dependent Schools (DoDDS) - Vilseck Elementary School, Vilseck High School, Grafenwohr Elementary School, Grafenwohr Middle School, Aviano Elementary School, Aviano Middle School, Aviano High School, and Qatar International Academy.	Yes - DoDDS No - OIS

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*	*Speech Communication (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																		
1.	Partner Schools: Elementary	X																		
2.	Partner Schools: Middle School				X	X		X	X			X	X	X					X	
3.	Partner Schools: High School		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Southwest Virginia Professional Education Consortium	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	Margaret Sue Copenhaver Institute for Teaching and Learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	Professional Licensure Program (PLP) for "Licensure Only" Students	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.	McGlothlin Award for Excellence in Teaching Judging Panel	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Teacher Education Consulting Committee	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	Mentoring "High Risk" Students	X			X	X	X	X	X			X	X	X					X	
10.	Partner Schools: International	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Saint Paul's College
Contact Person: Dr. Raymond Holmes
Phone No.: (434) 848-3111
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field placement for students enrolled in Foundations of Education and Human Growth and Development	Students enrolled in these two courses are required to obtain 20 clock hours of field placement in each course. Students are located in a wide variety of settings to enable them to have experiences with an array of students with a range of performance levels.	Students in PreK-12 being taught by students enrolled in Saint Paul's College Department of Teacher Education will have the advantage of exposure to teachers with a wide range of experience in working with a variety of students from a variety of settings.	Local school divisions and Saint Paul's College.	Yes
2.	Student Teaching of our endorsement candidates is operated by the Department of Teacher Education covering PreK-12 and general curriculum stream. An array of school divisions are involved in this activity. Cooperating teachers are selected by Saint Paul's College and the school divisions.	Students seeking endorsement from the Department of Teacher Education are required to obtain 300 clock hours under the supervision of a cooperating teacher from a school district and the director of field experience from the Department of Teacher Education.	The student teaching experience is one way for endorsement candidates to develop skills which will help them to become effective educators within a variety of settings and an array of diverse students.	Local school divisions and Saint Paul's College.	Yes
3.	Partnership and collaboration between Longwood University and Saint Paul's College establishing a chapter of the Call Me Mister Program on both colleges	The Call Me Mister Program is an effort to prepare black men to take on leadership roles in the field of education. It is a program that places emphasis upon character building and values clarification for black men wishing to become leaders in the field of education.	Men in the Call Me Mister Program are being prepared to teach and or hold leadership positions in elementary or high schools. They will then be role models for students and other faculty in those school settings.	Local school divisions and Saint Paul's College.	Yes
4.	Brunswick Literacy Council	Helping people learn to read.	To help all students (PreK-6) to become better readers.	Mrs. Emma Staples and local school divisions.	Yes
5.	Rebate Program	Collaboration between the Department of Business Administration and Department of Teacher Education to celebrate the accomplishment of college students.	Encouraging junior and senior high school students to seek scholarly endeavors and to honor public school cooperating teachers and administration for their work with the student teachers.	Mrs. LaVerne Summiel and Dr. Jacqueline Moore and local school divisions.	Yes
6.	Dominion Leadership Program	Program to develop leadership skills students.	Engineering the environment and studies for students aspiring to be leaders.	Dr. Jennifer Palmgren , Dominion Virginia Power.	Yes
7.	Students In Free Enterprise (SIFE)	Teaching students to utilize capitalism and apply it to everyday life.	Helping junior and senior high school students become aware of free enterprise through SIFE presentations.	Mr. Chestley Talley, local school divisions and Department of Business Administration.	Yes
8.	Upward Bound Program	Preparing junior and senior high school students for college in general and specifically at Saint Paul's Teacher Education Program.	Curriculum of Upward Bound covers all of the core programs and activities needed by the middle through high school student to be successful in the college community.	Mrs. Constance Kelly-Rice and the local school divisions.	Yes
9.	Dr. Ralph Bunch and the Phelps Stokes Fund	The purpose of this project is to address the need for greater undergraduate minority involvement in the international arena.	Students involved in the program will serve as mentors to local high school students.	Ralph Bunche Society, Saint Paul's College, and Emma Staples.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Saint Paul's College
Contact Person: Dr. Raymond Holmes
Phone No.: (434) 848-3111
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
10.	i3 Innovative Funding (Grant approval is pending)	After school tutoring and mentoring at the local schools spearheaded by the Upward Bound Directors, and involving the Trio Community (13 Programs)	After school tutoring program for second graders through twelfth grade students to improve English, reading, math, science, and technology skills.	Brunswick County School Division, Saint Paul's College, and Upward Bound.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Saint Paul's College
Contact Person: Dr. Raymond Holmes
Phone No.: (434) 848-3111
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Business and Information Technology*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.						
1.	Field placement for students enrolled in Foundations of Education and Human Growth and Development	X	X	X	X	X	X	X
2.	Student Teaching of our endorsement candidates is operated by the Department of Teacher Education covering PreK-12 and general curriculum stream. An array of school divisions are involved in this activity. Cooperating teachers are selected by Saint Paul's College and the school divisions.	X	X	X	X	X	X	X
3.	Partnership and collaboration between Longwood University and Saint Paul's College establishing a chapter of the Call Me Mister Program on both colleges	X						
4.	Brunswick Literacy Council	X		X				
5.	Rebate Program	X	X	X	X	X	X	X
6.	Dominion Leadership Program	X	X	X	X	X	X	X
7.	Students In Free Enterprise (SIFE)		X					
8.	Upward Bound Program		X	X		X		
9.	Dr. Ralph Bunch and the Phelps Stokes Fund		X		X			
10.	i3 Innovative Funding (Grant approval is pending)	X	X	X		X	X	

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Saint Paul's College
Contact Person: Dr. Raymond Holmes
Phone No.: (434) 848-3111
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Shenandoah University
Contact Person: Mary Bowser, EdD
Phone No.: (540) 545-7277
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Clinical Faculty Training	Shenandoah Universoty (SU) has partnered with Frederick, Winchester, Clarke, Warren, Rappahannock, and Loudoun counties to provide clinical faculty and mentor training.	Based on mutually identified needs, SU needed cooperating teachers trained to work with new teachers and with our student teachers.	Frederick, Warren, Winchester, Clarke, Loudoun, and Rappahannock.	Yes
2.	Student Teacher Placements	School divisions accept our student teachers for internships.	School divisions are able to get additional support in the classroom, and teachers are able to team teach with newly trained teachers who are adept with technology and trained based on more recent research.	Frederick, Warren, Winchester, Clarke, Loudoun, Rappahannock, Fairfax, Prince William, Manassas, Manassas City, Fauquier, and Maryland.	Yes
3.	Reading Clinic	Teachers at schools in the partnership area identify children needing assistance in reading, and refer them to the Graduate Reading Program at SU.	Teachers in school divisions are able to get additional support for children in their classrooms who need help with reading problems.	Frederick, Warren, Winchester, and Clarke.	Yes
4.	Shenandoah University/Virginia Avenue Charlotte DeHart Elementary School Partnership (VACDES)	EDU 324-Language Arts Methods, EDU 424-The Teaching of Diagnostic Reading, and EDU 337-Reasoning Skills II Mathematics hold class meetings at VACDES. Teachers and administrators from the school are often guest lecturers, and university students spend 30 hours per class tutoring, teaching, and observing in classrooms at VACDES.	Approximately 1,000 hours tutoring and classroom assistance has been provided for children at VACDES. The university professors who teach the classes and their teacher education candidates provide activities and support to improve student literacy through small group instruction and one to one tutoring.	VACDES faculty, students and administrators.	Yes
5.	Field Experiences	School divisions accept our candidates for field placements/practica.	School divisions are able to get additional support in the classroom, and teachers are able to team teach with newly trained teachers who are adept with technology and trained based on more recent research.	Frederick, Warren, Winchester, Clarke, Loudoun, Rappahannock, Fairfax, Prince William, Manassas, Manassas City, Fauquier, and Maryland.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Shenandoah University
Contact Person: Mary Bowser, EdD
Phone No.: (540) 545-7277
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*Reading Specialist*	*Spanish PreK-12*	*Business and Information Technology*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																	
1.	Clinical Faculty Training	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Student Teacher Placements	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Reading Clinic			X															
4.	Shenandoah University/Virginia Avenue Charlotte DeHart Elementary School Partnership (VACDES)	X	X																
5.	Field Experiences	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Shenandoah University
Contact Person: Mary Bowser, EdD
Phone No.: (540) 545-7277
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Administrative Practica and Internship	School division personnel provide administrative experiences for teachers in the SU MSED and Certificate Programs.	School divisions get over 340 clock hours of administrative assistance and our students receive a supervised clinical experience in administration.	Augusta, Clarke, Culpeper, Fairfax, Frederick, Harrisonburg, Loudoun, Prince William, Rappahannock, Rockbridge, Rockingham, Shenandoah, Staunton, Warren Washington, Winchester, and Waynesboro.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
Phone No.: (434) 381-6546
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Transition to Work	Special needs high school students participate in "on the job" internships at Sweet Briar College, coached by students in the EDUC 410 course. Successful completion of the course earns high school students recognition at the end-of-year awards assembly at the high school.	Coaching from pre-service special education students helps high school special needs students build skills in applying for jobs, interviewing, developing confidence and self-determination.	Amherst County Public Schools, Amherst County High School, and Sweet Briar College Education Department.	No
2.	Web-based Lesson Plan for History and Social Sciences SOLs	Sweet Briar College's Director of Tusculum Institute worked with a Charlottesville teacher to create a lesson plan for teachers in grades 1-2, 4-5, and 9-11 to use with History and Social Sciences SOLs. http://www.tusculum.sbc.edu/Teaching/sbplantation/index.shtml.	The 50 teachers who attended the 2009 "Teaching with Historic Places" conference had an illustrated lesson plan with powerpoint slides and ready-made historic resources to use in classroom instruction.	Prof. Lynn Rainville (Sweet Briar College) and Charlottesville City Schools Teacher.	No
3.	Web-based Lesson Plan for Studying American Cemeteries	Sweet Briar College's Director of Tusculum Institute worked with a graduate student at UVA's Curry School to develop teaching materials for History and Social Sciences SOLs in K-5. http://www2.vcdh.virginia.edu/cem/CemSearch_LessonPlan.shtml.	K-5 teachers have Web-based student handouts, teacher guides, powerpoints and transparencies available for teaching History/ and Social Sciences SOLs.	Prof. Lynn Rainville (Sweet Briar College) and John Broome of UVA's Curry School.	No
4.	YWCA Girls Camp Visit	A one-day event (may become annual) that brought high school females to Sweet Briar for an Environmental Awareness Program led by Sweet Briar's Outdoor Programs Office and student Master Naturalists.	Demonstrated importance of studying environmental science to high school females, demonstrated how it can be done at the college level, and underscored benefits of a college education.	Robyn Sanderson, Paula Ledbetter, and Laura Staman (Sweet Briar College) and Terri Miller (YWCA).	No
5.	Web-based Lesson Plan for History and Social Science SOLs	Sweet Briar College's Director of Tusculum Institute worked with a retired teacher to create a lesson plan for teachers in grades 4-5 to use with Virginia History and Social Sciences SOLs. http://www2.vcdh.virginia.edu/schools/lessonplan.html.	Eleventh-grade and fourth- and fifth-grade Virginia teachers have lesson plans and materials for teaching about Rosewald Schools (segregated African American schools, circa 1910's to 1930's).	Prof. Lynn Rainville (Sweet Briar College) and Retired Teacher.	No
6.	Tye River Elementary Nelson Middle School Partnership	Sweet Briar students enrolled in the introductory education class (EDUC 103) travel to Tye River Elementary School or Nelson Middle School once per week to tutor students and to put human development theories into context.	SBC students provide tutoring and help small groups of students who are struggling with the content that the teachers are teaching.	Nelson County Public Schools (Jonna Clarkson) and Sweet Briar College.	No
7.	Tye River Big Sister Partnership	Sweet Briar students, either in EDUC 103 or not, travel to Tye River Elementary School to spend time with an individual student or students who need some extra emotional or academic support. Sometimes this partnership carries on throughout the Sweet Briar student's college career.	Several students at Tye River have difficult home lives or issues that pose problems for the children. SBC students provide support, academically and/or emotionally, for these students who are struggling.	Tye River Elementary School (Jonna Clarkson) and Sweet Briar College (Holly Gould).	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
Phone No.: (434) 381-6546
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
8.	Amherst County Public Schools/Sweet Briar Partnership	Sweet Briar College entered into a signed, formal agreement with Amherst County Public Schools in the mid-90's that was formally renewed in 2006. In this agreement, the school division and the college pledge to work together to improve teaching and learning in the greater Amherst County community.	This partnership broadly recognizes that students in PK-12 need a range of support in order to be successful, and that this support can be enhanced by collaborative programs between the school division and the college community.	Amherst County Public Schools (Dr. Brian Ratliff, Superintendent) and Sweet Briar College (Dr. Elizabeth Muhlenfield, President).	Yes
9.	Differentiation Study Group	Clinical Faculty/Mentor Teachers who will supervise Sweet Briar student teachers in the spring semester participate in a Differentiation Study Group that meets monthly during the fall semester as part of EDUC 633, Instructional Strategies for the Differentiated Classroom.	Sweet Briar student teachers are assigned to classrooms across PK-12. They meet with their Clinical Faculty supervisors during the fall study group to design SOL-based, differentiated instruction that they help to implement as a field experience one hour per week.	Amherst County Public Schools (Gloria Preston) and Sweet Briar College (Dr. Holly Gould).	No
10.	Clinical Faculty, Mentors, Pre-service and Arts & Sciences: A Continuing Partnership for Quality Teaching and Learning	This is a block grant from the VDOE supporting a partnership focused on Clinical Faculty/Mentor Teacher/Pre-service training. The partnership consists of Lynchburg, Randolph, and Sweet Briar Colleges, and the school divisions of Amherst, Appomattox, Bedford, Campbell, and Nelson Counties, and Lynchburg City.	Based on needs assessments provided by each school division's participants, this partnership focuses on in-service and pre-service teacher staff development aimed at increasing teacher effectiveness, retention, and student learning in PK-12.	Education Department Faculty from each of the three colleges and central office administrators from each of the six school divisions (names available on request as there is not room enough here to list).	Yes
11.	Henry County Public Schools Differentiation Project	Henry County Public Schools has a five-year grant from the Harvest Foundation to provide professional development to PK-12 teachers on differentiation. Sweet Briar College faculty provide instruction and coaching on differentiation and Henry County teachers are given a reduced tuition rate on graduate courses on differentiation.	PK-12 students in Henry County perform on varied readiness levels and demonstrate a range of learning styles, interests, and special needs. Sweet Briar faculty with expertise in differentiation provide instruction, resources, and planning assistance for this project.	Henry County Public Schools (Dewitt House) and Sweet Briar College (Dr. Kay Brimijoin).	No
12.	Frederick County Public Schools Differentiation Project	Frederick County Public Schools is in its second year of a professional development initiative focused on building expertise in differentiation. Sweet Briar College faculty provide instruction and coaching on differentiation and Frederick County teachers have been offered a reduced tuition rate on graduate courses on differentiation.	PK-12 students in Frederick County perform on varied readiness levels and demonstrate a range of learning styles, interests, and special needs. Sweet Briar faculty with expertise in differentiation provide instruction, resources, and planning assistance for this project.	Frederick County Public Schools (Angela White) and Sweet Briar College (Dr. Kay Brimijoin).	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
Phone No.: (434) 381-6546
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
13.	Tutoring for PK-12 Students in the Local Community	Sweet Briar College students, through the college's Academic Resource Center (ARC) and the Student Virginia Education Association (SVEA) on campus, provide tutoring services. Schools and parents contact the ARC and their trained tutors and education students in SVEA are assigned.	Assessment data in local schools indicates some students would profit from individual tutoring outside of school. The ARC and the SVEA try to match Sweet Briar students with appropriate content background or education courses in reading with individual student needs.	Sweet Briar's Academic Resource Center (Mary Jo Upchurch) and Sweet Briar's SVEA (Dr. Kay Brimijoin).	No
14.	Sweet Briar High School Scholars Program	Amherst County High School juniors and seniors with at least a 3.0 grade point average may take Sweet Briar College courses for college credit at a reduced tuition rate.	In a rural area such as Amherst County, the options for dual enrollment credit for college-bound and gifted students are limited. This partnership provides this option within a five minute drive (or bike ride) from the high school.	Sweet Briar College (Deborah Powell) and Amherst County High School (Ernest Guill).	No
15.	Sweet Briar College/Amherst County Public Schools Cultural Arts Day	Amherst County Public Schools fifth graders spend a day at Sweet Briar College, visiting special museum and art exhibits related to the Virginia Standards of Learning and social studies content, have lunch in the dining hall, and tour the campus to get a flavor of college life.	Only 13.1 percent of Amherst County adults hold bachelor's degrees. This partnership meets PK-12 needs on two levels: it provides resources and hands-on learning experiences related to the SOLs and gives students an authentic and engaging introduction to college education.	Sweet Briar College (Rebecca Massie Lane) and Amherst County Schools (Evelyn Woodruff).	No
16.	Tri-College Consortium	Lynchburg College, Randolph College, and Sweet Briar College have been part of a tri-college consortium for many years. This consortium offers a range of collaborative initiatives and opportunities for the local communities and the campuses.	The three colleges work together to provide a range of programs for PK-12 students, parents, and the community on topics and issues related to local needs. For example, Lynchburg College brought Beverly Tatum to speak this spring on issues related to diversity.	Presidents of the 3 colleges: Lynchburg College - Ken Garren; Randolph College - John Klein; Sweet Briar College - Elizabeth Muhlenfeld.	Yes
17.	Tri-College Colloquium	Each spring, Lynchburg, Randolph, and Sweet Briar Colleges sponsor a Colloquium for pre-service teachers who are in their last year of preparation or who are student teaching. Students hear a speaker and attend breakout sessions focused on topics identified as critical need areas in local schools.	Local school divisions have identified data analysis, differentiation, and classroom management as PK-12 areas of need. The Colloquium brings in teachers from local schools to provide professional development for pre-service teachers on these topics.	Lynchburg College (Dr. Jan Stennete), Randolph College (Dr. Gail Brown), and Sweet Briar College (Dr. James Alouf).	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

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18.	Science and Math by Inquiry	A grant from SCHEV provides opportunities for teachers in grades 3-8 to take inquiry-based courses and workshops with SBC science and math faculty, implement inquiry activities in their classrooms, and share the results with their peers.	The program focuses on science and math content geared specifically to the Virginia SOL' s for local teachers. Modeling, coaching, and resources on inquiry-based instruction build confidence in using strategies for teaching science and math that invite all students to be successful.	Central Office contacts in the school divisions of Amherst, Appomattox, Bedford, Buckingham, Campbell, and Nelson Counties and the cities of Charlottesville, Lynchburg, and Bedford and Sweet Briar College (Dr. Jill Granger).	No
19.	Sweet Briar Saturday Enrichment Program	For over 10 years, Sweet Briar College and Amherst County Public Schools have partnered to offer workshops taught by Sweet Briar students for fourth and fifth graders, who are bussed to Sweet Briar's campus for a morning program four Saturdays in the spring.	Originally intended to serve gifted students, this program is now open to all 4th and 5th graders. Sweet Briar students with a passion for a particular subject teach hands-on workshops in everything from art to the electron microscope. Elementary students can explore areas of interest while working with college students on campus.	Amherst County Public Schools (Dr. Brian Ratliff) and Sweet Briar College (Mary Jo Upchurch).	No
20.	Web-based Architectural Treasure Hunt	An archaeology professor at Sweet Briar College has developed an on-line treasure hunt on Charlottesville's historic downtown mall.	This website teaches elementary students about architectural styles. It provides engaging access to social studies content and allows students who cannot visit the mall to take a virtual field trip. Please see: www.sequent.org/lynn/Mall_home.html.	Sweet Briar College (Dr. Lynn Rainville).	No
21.	Web-based Treasure Hunt of Charlottesville's Court Square	An archaeology professor at Sweet Briar College has developed an online treasure hunt to support a program with the Albemarle County Historical Society to take school groups on guided tours.	This on-line resource provides support for fourth and fifth graders' tours of the Court Square area in Charlottesville. Please see: www.locohistory.org/Albemarle/kids_tour1.shtml.	Albemarle County Schools (Mr. Rossini), Albemarle/ Charlottesville Historical Society, and Sweet Briar College (Dr. Lynn Rainville).	No
22.	Sweet Briar Kids in College (KIC) Program	The Kids in College program is an invigorating array of classes that are an exploration into the exciting world of the arts and sciences. Led by expert instructors, KIC classes provide an in-depth, fun-filled summer educational experience.	The KIC program offers third through eighth graders an in-depth study into a subject area that is often not offered in the public school curriculum. This allows students to explore an area of interest that they may find exciting and rewarding, offering them a look into that subject with new eyes.	Amherst County Public Schools (Dr. Brian Ratliff), Gifted Coordinator in Nelson County Schools, Local Private Schools: Holy Cross, Lynchburg Christian Academy, James River Day School and Sweet Briar College (Pam Simpson).	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
Phone No.: (434) 381-6546
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																
1.	Transition to Work																X	
2.	Web-based Lesson Plan for History and Social Sciences SOLs	X										X						
3.	Web-based Lesson Plan for Studying American Cemeteries	X																
4.	YWCA Girls Camp Visit													X				
5.	Web-based Lesson Plan for History and Social Science SOLs	X										X						
6.	Tye River Elementary Nelson Middle School Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.	Tye River Big Sister Partnership	X															X	X
8.	Amherst County Public Schools/Sweet Briar Partnership	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	Differentiation Study Group	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.	Clinical Faculty, Mentors, Pre-service and Arts & Sciences: A Continuing Partnership for Quality Teaching and Learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11.	Henry County Public Schools Differentiation Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12.	Frederick County Public Schools Differentiation Project	X															X	X
13.	Tutoring for PK-12 Students in the Local Community	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14.	Sweet Briar High School Scholars Program		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
15.	Sweet Briar College/Amherst County Public Schools Cultural Arts Day	X															X	X
16.	Tri-College Consortium	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17.	Tri-College Colloquium	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																
18.	Science and Math by Inquiry	X											X	X	X	X	X	X
19.	Sweet Briar Saturday Enrichment Program	X															X	X
20.	Web-based Architectural Treasure Hunt	X															X	X
21.	Web-based Treasure Hunt of Charlottesville's Court Square	X															X	X
22.	Sweet Briar Kids in College (KIC) Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
Phone No.: (434) 381-6546
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: University of Mary Washington
Contact Person: Dr. Marie Sheckels/Dr. Jane Huffman
Phone No.: (540) 654-1334 / (540) 288-8117
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Clinical Practice	Practicum, student teaching, and internship placements are made with the PreK-12 schools to ensure that prospective teachers for specific endorsements, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations and demonstrated by skillful teachers.	Field mentorship experiences are designed to assist the candidate with performance of the required program standards and competencies which must be demonstrated for a specific endorsement. Identified needs of the PreK-12 community are met through well-prepared and highly qualified teachers for their classrooms. PreK-12 schools mentor these individuals for the betterment of teaching and possible employment in their divisions.	Spotsylvania County, Stafford County, Fredericksburg City, Fauquier County, Prince William County, King George County, Caroline County, and Culpeper County.	No
2.	Clinical Faculty Program	Education faculty continue to work with area K-12 teachers we have trained as mentors for practicum students, student teachers and student interns. Additional training and professional development is provided on a periodic basis.	Providing instruction and resources in mentoring skills to veteran teachers enable them to help new teachers maximize their professional growth.	Spotsylvania County, Stafford County, and Fredericksburg City.	No
3.	School Outreach	Faculty from across the university give presentations, participate in school programs and events, serve on district and school-based committees, integrate school-based projects in their courses, and work with students in area schools in a variety of areas.	This outreach serves to meet particular needs of the K-12 community and enrich the schools' curricula and special programs.	Spotsylvania County, Stafford County, and Fredericksburg City.	No
4.	Partnerships with other colleges and universities to develop courses and programs for K-12 teachers	Faculty from both the education and the arts and sciences departments work with faculty at other institutions of higher education and representatives from K-12 education to develop courses or programs for teachers in the Commonwealth. Often this involves grant work.	Courses and programs are collaboratively designed to meet the content and pedagogy needs for K-12 teachers across Virginia. Funding from grants helps offset the costs of implementation and tuition.	University of Virginia, Virginia Commonwealth University, Spotsylvania County, and Stafford County.	Yes
5.	Professional Consultation of K-12 and UMW Faculty	Faculty from UMW frequently consult with K-12 faculty and present workshops on a variety of professional issues, e.g. legal issues, multicultural and diverse student learning, content specific areas, etc. Conversely, K-12 teachers are often asked to speak to students in UMW education classes on areas of their expertise.	This consultation serves to enhance the learning of both future and current teachers to better enable them to be successful teachers.	Spotsylvania County, Stafford County, Fredericksburg City, and Catholic Diocese of Arlington.	No

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6.	Professional Development Courses	Faculty develop and offer courses and workshops to assist educators in the local divisions to meet their licensure renewal requirements and professional learning needs.	Course participants and district representatives provide input for needed courses.	Field of Influence: Fredericksburg City, Culpeper County, Stafford County, Caroline County, Spotsylvania County, Prince William County, Fauquier County, and King George County school divisions.	No
7.	Annual Superintendents' Breakfast	A yearly meeting with school division leaders to discuss educational issues and professional learning needs in the region.	This event offers an opportunity to discuss current programs offered by UMW as well as the continuing needs of local school divisions and ways that UMW can address those needs. The meeting serves as a springboard for collaboration between the university and school divisions to meet the needs of pre-service and in-service teachers as well as school children.	Region 3 and neighboring counties.	No
8.	Rappahannock Partnership for Professional Learning	The purpose of the partnership, sponsored by UMW, is to create a community of PreK-20 educators who work together to achieve mutual goals based on targeted needs across school division lines. It exists as a "Community of Practice" to develop and provide professional learning through collaboration and problem solving aligned to the National Staff Development Council standards.	The RPPL serves as a conduit for discussion and collaboration on professional learning needs across school division lines. The PreK-12 community wishes to address shared needs in a collaborative way that increases communication, disseminates best practices, and efficiently utilizes funds.	Field of Influence: Fredericksburg City, Culpeper County, Stafford County, Caroline County, Orange County, Fauquier County, Spotsylvania County, Prince William County, and King George County school divisions with the UMW College of Education.	No
9.	Ghana Project	In collaboration with the Virginia State Reading Association, this project was established for two reasons: 1) to bring state-wide reading teachers and students together to offer teacher and student training in the area of reading, and 2) to provide state-wide reading teachers the opportunity for a study abroad learning experience in a diverse environment.	UMW College of Education faculty direct a program during the summer in collaboration with the University of Education Winneba. Teachers from Virginia schools and UMW students traveled to Ghana to participate in workshops and training for K-12 teachers in Winneba, Ghana, and participated in the workshops. The program also places the participants in schools to work with school age children.	University of Education Winneba, Virginia State Reading Association, and University of Mary Washington - College of Education	Yes

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10.	Secondary Mathematics Cohort	The secondary mathematics core of the Track II M.Ed, offered in a cohort format, was developed by education and mathematics faculty in cooperation in response to a need for enhancing the content knowledge for licensed middle and high school mathematics teachers.	The program is designed to strengthen the content and pedagogical knowledge of teachers and to better prepare them to teach Advanced Placement and International Baccalaureate courses and the dual enrollment courses offered at high schools in cooperation with community colleges.	This program was developed through an MSP grant for UMW in collaboration with JMU and the mathematics coordinators from local school divisions.	No
11.	Stafford County Instructional Design and Technology Cohort	The Stafford County Cohort was launched as a collaboration between Stafford County Schools and UMW to offer the M.Ed. in Instructional Design and Technology on-site to Stafford County teachers.	The program addresses the need to support teachers to expand the use of technology in the classroom. Embedded throughout the program is instruction in using specific technologies available to teachers in Stafford County.	Stafford County Schools and UMW Instructional Design and Technology Program.	Yes
12.	Spotsylvania Special Education Cohort	The graduate special education program provided the coursework for a cohort defined by Spotsylvania County to ensure teacher eligibility for a license in special education. Courses were taught by both UMW faculty and Spotsylvania County administrators. The partnership concluded in 2010.	This partnership enabled Spotsylvania to offer incentives to prospective teachers to become licensed in special education and ensure that the county would have the needed trained teachers.	Spotsylvania County Schools in collaboration with the graduate Special Education Program.	Yes
13.	TESL 532 Differentiated Instruction for English Language Learners Across the Curriculum	The Education program provides professional development in differentiated instruction for content area teachers working with English language learners (ELLs) by offering TESL 532. Research suggests that differentiated instruction across the curriculum is one way for teachers to make the content accessible and comprehensible to ELLs.	The course assists the PreK-12 classroom teachers in understanding how to scaffold and differentiate lessons to meet instructional standards for English Language Learners. The course is offered in school divisions across the Commonwealth as requested.	Virginia Department of Education, Office of English as a Second Language Supervision and the UMW College of Education.	Yes
14.	Special Education Teacher Support Project	This is a regional training program for provisionally licensed special education teachers (general curriculum).	This grant funding provides tuition assistance and coursework that is part of College of Education state-approved program in Special Education. Courses are offered in a blended format. An interactive website supports teachers in the field and a mentoring program is being planned for the participating teachers.	Virginia Department of Education Special Education grant, UMW College of Education, and Region 3 school divisions.	Yes

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15.	Gifted Education and Mountain Vista Governor's School	Gifted endorsement courses are customized and taught on site for counties participating in the Governor's school.	The specifically developed courses meet the requirements for the gifted education add-on endorsement. By providing the courses on site, the specific needs of the teachers and learners of the school are addressed.	Frederick, Fauquier, Rappahannock, Culpeper, Warren, Clarke Counties and Winchester City, and the UMW College of Education.	No
16.	History Grant	This federal grant, entitled "Forging Democracy: Change, Conflict, and Continuity," allows for the design and implementation of a graduate course for teachers in the area of U.S. History and numerous enrichment travel experiences.	This three-year program (to conclude in September 2010) was developed in collaboration with school division history coordinators, UMW History Department faculty, and College of Education faculty. The project has included travel for the participants for the study of history and the development of teaching materials for the classroom.	Caroline, Spotsylvania and Stafford Counties and the UMW History Department and the College of Education.	Yes
17.	Play Lab	The UMW Autism Clinic and Play Lab was developed in response to Autism Focus Groups, which consisted of local autism agencies and the local school divisions.	The UMW Autism Clinic and Play Lab trains pre-service and beginning teachers and those on provisional licenses how to work with children with special needs and provides support to teachers and families.	Stafford County Public Schools, Spotsylvania County Public Schools, Fredericksburg City Schools, Quantico Schools, Prince William County, Fauquier County Schools, Caroline County Schools, Helping Hands Pediatric OT, Rappahannock Area Community Services Board, Interagency Council for Early Childhood, the local Child Development Center and the UMW College of Education.	No
18.	Daybreak Respite Program	A weekend respite program for children with disabilities is directed by Special Education faculty and staffed by UMW students and practicing teachers in the region.	UMW works closely with public school and community agencies to assess respite needs and with the local school divisions provides outreach services to attract local families to participate.	Stafford County Public Schools, Fredericksburg City Public Schools, Prince William County Public Schools, Spotsylvania County Public Schools, Caroline County Public Schools, Rappahannock Interagency Council for Early Childhood Education and the UMW College of Education.	No

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19.	SINE Science in the Environment	Provide K-12 teachers with content and inquiry activities that support the Physical Sciences, Interrelationships in Earth/Space Systems, Earth Patterns, Cycles, and Change and Resources strands of the Virginia Standards of Learning.	The university and school partners have worked collaboratively to insure the success of the participating K-5 teachers and are committed to providing robust experiences that will enhance scientific education at the elementary school level. • assist educators in making connections between science and their students' lives; • help teachers recognize the interdependence of physical, chemical and biological components of an ecosystem so they can abstract the concepts and apply them to their own grade level teaching; • increase the teachers' comfort in presenting inquiry-based and hands-on lessons; and • provide hands-on training for technology and how to teach these topics in an inclusive classroom.	• Four local school divisions (Stafford County, Spotsylvania County, Caroline County, and Fredericksburg City). • Friends of the Rappahannock. • Science Museum of Virginia.	Yes
20.	Head Start Collaboration	The Head Start Program and the College of Education collaborate so that pre-service elementary teachers are placed in Head Start classrooms to both assist the classroom teacher and perform instructional assignments in conjunction with education courses they are taking.	Students in the Head Start program benefit from more individual attention from adults in the classroom.	Head Start Program.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: University of Mary Washington
Contact Person: Dr. Marie Sheckels/Dr. Jane Huffman
Phone No.: (540) 654-1334 / (540) 288-8117
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*Reading Specialist*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Business and Information Technology*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*	*Speech Communication (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																										
1.	Clinical Practice	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
2.	Clinical Faculty Program	X	X		X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X				X	X	X
3.	School Outreach	X			X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X				X	X	X
4.	Partnerships with other colleges and universities to develop courses and programs for K-12 teachers																	X									X	
5.	Professional Consultation of K-12 and UMW Faculty	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	Professional Development Courses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.	Annual Superintendents' Breakfast	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Rappahannock Partnership for Professional Learning	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	Ghana Project	X	X	X							X					X								X				
10.	Secondary Mathematics Cohort																	X										
11.	Stafford County Instructional Design and Technology Cohort	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12.	Spotsylvania Special Education Cohort																						X	X				
13.	TESL 532 Differentiated Instruction for English Language Learners Across the Curriculum	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14.	Special Education Teacher Support Project																							X				
15.	Gifted Education and Mountain Vista Governor's School																								X			
16.	History Grant	X	X														X											
17.	Play Lab																						X	X				
18.	Daybreak Respite Program																						X	X				
19.	SINE Science in the Environment	X																										

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																										
20.	Head Start Collaboration	X																										

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: University of Mary Washington
Contact Person: Dr. Marie Sheckels/Dr. Jane Huffman
Phone No.: (540) 654-1334 / (540) 288-8117
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field Internship	Internship placements are made with the PreK-12 schools to ensure that prospective school administrators, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations and demonstrated by skillful school leaders.	Field internship experiences are designed to assist the candidate with performance of the required program standards and competencies which must be demonstrated for the administration and supervision endorsement. Identified needs of the PreK-12 community are met through well-prepared and highly qualified principals and central office administrators. PreK-12 schools mentor these individuals for the betterment of student learning and possible employment as school leaders in their divisions.	Field of influence: Spotsylvania County, Stafford County, Fredericksburg City, Prince William County, King George County, Fauquier County, Caroline County, Orange County, and Alexandria City school divisions in collaboration with the Educational Leadership Program.	No
2.	Prince William Cohort	The Prince William Cohort offered in cooperation with Prince William County Schools addresses the specific leadership needs of the school division.	The cohort program, offered in Prince William County, is designed to develop a strong school leadership team to meet the growing needs of the division. The cohort is offered on-site in the county for Prince William teachers interested in pursuing a career in school administration.	Prince William County Schools in collaboration with the Educational Leadership Program.	Yes
3.	Spotsylvania Collaboration on Internship	To strengthen communication and the working relationship between the UMW Educational Leadership Program and Spotsylvania County, the faculty works closely with the Assistant Superintendent for Human Resources to define appropriate experiences for Spotsylvania County Leadership interns.	This is an ongoing dialogue with Spotsylvania County Schools on what interns should be doing to meet school division needs while fulfilling embedded-experience and specific-placement internship requirements.	Spotsylvania County Schools in collaboration with the Educational Leadership Program.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: University of Richmond
Contact Person: Patricia Stohr-Hunt
Phone No.: (804) 289-8432
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Student Teaching Partnerships	Partnership with local schools divisions to place student teachers in accredited public schools.	Our 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, Powhatan, County, and Richmond City Public Schools.	Yes
2.	Middle and High School Practicum Partnerships	Partnership with local schools divisions to place candidates in classrooms with experienced teachers, who mentor them on a weekly basis.	During the practicum experience, our candidates directly serve the needs of the teacher and students by working with individual students and with small groups.	Chesterfield County, Hanover County, and Henrico County.	Yes
3.	Book Buddies	Partnership where pre-service teachers tutor students in 1st and 2nd grade, scoring low on PALS.	A local school division asked us for help in providing one-on-one instruction for students in the area of reading.	Henrico County.	Yes
4.	General Elementary Practicum	Partnership with local schools divisions to place candidates in classrooms with experienced teachers, who mentor them on a weekly basis.	During the practicum experience, our candidates directly serve the needs of the teacher and students by working with individual students and with small groups.	Henrico County.	Yes
5.	Mentor Teacher Institute	Partnership with local school divisions to train teachers to mentor student teachers and first year teachers.	All teachers participating come from hard-to-staff schools. The schools have asked for training specifically for these teachers in an effort to better mentor candidates and help retain new teachers in challenging positions.	Chesterfield County, Hanover County, and Henrico County.	Yes
6.	Gifted Program Partnerships	Partnership with local school divisions to train continuing contract teachers in methods for gifted education.	Local school divisions have asked that we provide practical experiences to teachers intending to add a gifted endorsement.	Chesterfield County, Hanover County, Henrico County, and Richmond City Public Schools.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: University of Richmond
Contact Person: Patricia Stohr-Hunt
Phone No.: (804) 289-8432
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*	*Speech Communication (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																	
1.	Student Teaching Partnerships	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
2.	Middle and High School Practicum Partnerships		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
3.	Book Buddies	X																	
4.	General Elementary Practicum	X																	
5.	Mentor Teacher Institute	X																	
6.	Gifted Program Partnerships															X			

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: University of Richmond
Contact Person: Patricia Stohr-Hunt
Phone No.: (804) 289-8432
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Henrico County Public Schools	Representatives from the school division have agreed to help support the MEd and Certificate program in Educational Leadership and Policy Studies through marketing and word of mouth. Division representatives will meet with the UR Director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division has had 30 principal vacancies over the past two years. The average age of the principals is lower than the other counties at 46. We have talked with county representatives and they agree that these vacancies and trends show a need for a quality leadership program to help fill this pipeline of school leaders.	Dr. Chris Corrallo, Director of Staff Development.	No
2.	Chesterfield County Public Schools	Representatives from the school division have agreed to help support the MEd and Certificate program in Educational Leadership and Policy Studies through marketing and word of mouth. Division representatives will meet with the UR Director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division has a demand for new school leaders. Over the past two years there have been 21 principal openings. Out of 62 principals, 37 are eligible to retire next year. We have talked with county and they agree that these vacancies and trends show a need for a quality leadership program to help fill this pipeline of school leaders.	Mr. Harold Saunders, Assistant Director of Leadership.	Yes
3.	Hanover County Public Schools	Representatives from the school division have agreed to help support the MEd and Certificate programs in Educational Leadership and Policy Studies through marketing and word of mouth. Division representatives will meet with the UR Director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division has had 11 principal vacancies over the past two years. Out of 25 principals, 11 are over the age of 50. We have talked with division personnel and they agree that these vacancies and trends show a need for a quality leadership program to help fill this pipeline of school leaders.	Dr. Wade A. Valentino, Associate Superintendent of Policy and Administration.	Yes
4.	City of Richmond Public Schools	Representatives from the school division have agreed to instruct their staff development team to support the MEd and Certificate programs in Educational Leadership and Policy Studies through marketing and word of mouth. Division representatives will meet with the UR Director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division has a demand for new school leaders. Over the past two years there have been 13 principal vacancies. Out of 50 principals in Richmond, 32 are over the age of 50. We have talked with the division personnel and they agree that these vacancies and trends show a need for a quality leadership program to help fill this pipeline of school leaders.	Dr. Yvonne W. Brandon, Superintendent.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: University of Richmond
Contact Person: Patricia Stohr-Hunt
Phone No.: (804) 289-8432
Date: July 2010

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5.	Powhatan County Public Schools	Representatives from the school division have agreed to help support the MEd and Certificate programs in Educational Leadership and Policy Studies through marketing and word of mouth. Division representatives will meet with the UR Director once a month through the EduLead partnership to discuss the degree and other initiatives in leadership development.	The school division, although not as large as the other participating divisions, is facing several retirements in the next three to five years.	Mr. Bill Craig, Assistant Superintendent of Technology and Elementary Education.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: University of Virginia
Contact Person: Sandra B. Cohen
Phone No.: (434) 924-0769
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Teaching Associateship	Full time semester-long (16 weeks) student teaching experience, supervised by university faculty/personnel. Teaching associates work closely with clinical instructors to further the educational goals of the school/classroom and to achieve the Virginia SOLS.	The collaborative effort of the student teachers and the classroom teachers allows for increased instructional differentiation to cover a range of student groups in addressing the SOLs.	Curry School of Education, Albemarle County Schools, Charlottesville City Schools, Louisa County Schools, Fluvanna County Schools, and Green County Schools.	No
2.	Clinical Instructor Training Program	Annual training session's focus on advancing clinical instructors' coaching/mentoring skills when working with UVA teaching associates. Each year a topic of educational relevance (e.g., working with ELL students) is also part of the training.	Provides clinical instructors with relevant professional development and enhances their ability to monitor their own instructional capabilities.	Curry School of Education, Albemarle County Schools, Charlottesville City Schools, Louisa County Schools, Fluvanna County Schools, and Greene County Schools.	No
3.	Tutoring Program	Curry teacher education students enrolled in a semester-long course tutor students who are at-risk for academic failure and need individual attention in reading (elementary) and in content area reading comprehension (secondary).	Enhances the schools' ability to address the diverse needs of at-risk students from K-12 and to increase academic success.	Curry School of Education, Albemarle County Schools, and Charlottesville City Schools.	No
4.	Math, Men, Mission (M3)	Two-week summer camps for fifth-, sixth-, and seventh-grade boys to provide instruction in advanced math experiences. Tutoring is provided throughout the school year by mentors from 100 Black Men of Central Virginia.	Access to advanced math courses in middle school often determines the curriculum trajectory in high school and the selection of college majors in fields of science, math and engineering.	Curry School of Education and Albemarle County Schools.	No
5.	PALS Assessment	After Curry Elementary Education students learn to administer PALS PreK and PALS 1-3 they assist local elementary schools with PALS testing.	Enables schools to focus attention on interpretation of results and delivery of instruction.	Curry School of Education, Albemarle County Schools, and Charlottesville City Schools.	No
6.	Smart Technologies Equipment Grant	Smart Technologies has provided the secondary Mathematics and Science TED programs with 24 Smart Boards for use in pedagogy courses on grounds and for student teachers to use during their placements.	Curry has worked with local schools to identify strong clinical instructors and to place Smart Boards in their classrooms to be used with student teaches in developing new ways to use technology in math and science classes.	Curry School of Education, Smart Technologies, Albemarle County Schools, and Charlottesville City Schools.	Yes
7.	US Department of Education FIPSE Program	FIPSE has provided the secondary Mathematics and Science TED programs with funding to develop and assess technology preparation for mathematics and science teachers in local schools.	Working with local school partners, Curry is developing ways to use technology to enhance the teaching and learning. This funding has allowed us to research the effectiveness of technology preparation models.	Curry School of Education, Albemarle County Schools, Charlottesville City Schools, and US-DOE.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: University of Virginia
Contact Person: Sandra B. Cohen
Phone No.: (434) 924-0769
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Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
8.	After-School Buddies	Some students in some schools will need a tutor, some will need someone who spends a little time with them regularly. Our Essential Skills and Practicum students will be providing one-on-one interactions where requested.	Outside home adult interaction (especially in rural areas, where there is not enough Big Bro/Big Sis involvement).	Curry School of Education, Albemarle City Schools, Charlottesville City Schools, and Fluvanna MS.	No
9.	Saturday Enrichment Program	The Saturday Enrichment Program is an enrichment opportunity for gifted and/or high ability students in kindergarten through 5th grade.	The program offerings are distributed to students across the Commonwealth. Additional sites in Warrenton and Culpepper have been added in response to school division request.	Curry School of Education (Gifted Ed.) and Commonwealth school divisions.	No
10.	Summer Enrichment Program	This residential summer program for gifted and talented students has a 29-year history at the University of Virginia. Students who are currently enrolled in grades 4-10 may apply to attend a two-week program session where curriculum emphasis is on extending a student's capabilities in problem-solving, creativity and critical examination, and evaluation of content-rich fields of study.	The program offerings extend that which is offered within the context of K-12 settings meeting a specific demand for enrichment services for talented and gifted students in the Virginia School divisions.	Curry School of Education (Gifted Ed.) and Commonwealth school divisions.	No
11.	McGuffey Reading Center's Diagnostic Service	Partnership and collaboration with other faculty from other program areas in the Curry School (Speech and Hearing, Clinical Psychology) and their graduate students to address the needs of at-risk readers through structured reading assessments.	Serves students in PreK-12 schools throughout the Commonwealth who have struggled to learn to read. We serve 75-100 PreK-12 students each year with coordinated instructional services to their home school.	Curry School of Education (Reading) and Central Virginia school divisions: Albemarle, Charlottesville, Fluvanna, Louisa, Nelson, Greene and others on request.	No
12.	McGuffey Reading Center's Remedial Services (academic year tutorial)	Partnership and collaboration with other faculty from other program areas in the Curry School (Speech and Hearing, Clinical Psychology) and their graduate students to address the needs of at-risk readers through structured reading tutoring programs.	Serves students in PreK-12 students throughout the Commonwealth who have struggled to learn to read. We serve approximately 30 PreK-12 students each year and provide service to the classroom teachers.	Curry School of Education (Comm. Dis., Sped, Elem., Eng. Education, and Counseling) and central Virginia school divisions.	No
13.	Project Build: Bridges of Understanding to Inclusive Literacy Development	This partnership involves a bi-weekly faculty workshop focused on reading, writing, and research strategies, combined with art and technology, to improve K-5 literacy competencies. Teachers implement strategies, share results, discuss and analyze student work, and document successes in a school wide literacy manual.	The partnership has resulted in a rich interdisciplinary curriculum focused primarily on nonfiction text, with an emphasis on writing to make sense of such texts using daily writing practice. SOL writing scores are consistently 97-100 percent since implementation.	Curry School of Education (English Education) and Stony Point Elementary School-Albemarle County school system.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 1: Education Programs (excluding Administration and Supervision Programs)

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Contact Person: Sandra B. Cohen
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14.	VA SD Consortium (SDC)	The practicum experience is designed via the consortium to allow students the opportunity to work closely with their supervisors to increase performances of students with severe disabilities .	All teachers in the SDC are supervised in practicum experiences as they apply course work in classroom settings. This allows classroom teachers to provide more appropriate and targeted instruction to children and to increase inclusionary practices when appropriate.	Curry School of Education (Clinical and School Psych), Albemarle City public schools, Charlottesville City public schools, Culpeper public schools, Rockbridge public schools, VA School for the Deaf and Blind.	No
15.	Training in Threat Assessment and Prevention of Bullying	Training sessions provided for principals, school psychologists, and counselors by Curry faculty, with resources and follow-up provided.	School divisions wish to strengthen their ability to detect and deter serious student threats and bullying.	Curry School of Education (Clinical and School Psychology) with multiple school divisions throughout Commonwealth.	No
16.	Institutes on Academic Diversity	Faculty provide annual professional development to educators from the Commonwealth of Virginia and beyond on topics related to meeting a broad range of learners' needs in general education classrooms. The institutes occur throughout the school year and summer (July 2-week institute; March topical "Best Practices Institute" and the "Getting Started" Fall Symposium).	Annual surveys to school division personnel determine the topics presented at each institute. With this PreK-12 data in hand, the faculty are able to tailor the content of the professional development to meet educators' specific needs.	Curry School of Education (faculty members Dr. Carol Tomlinson, Dr. Catherine Brighton, Dr. Holly Hertberg Davis, Dr. Tonya Moon) and PreK-12 School Divisions (available upon request) .	No
17.	Differentiated Instruction Projects	Faculty and graduate students in the Educational Psychology program provide professional development and coaching for the administrators and teachers of Henry County. This includes direct professional development for educators and individual coaching of teachers (including classroom observations with constructive feedback and development of differentiated curricular materials).	Division leaders have identified the need for increased awareness of the needs of all learners, including those with high ability within the context of the mixed-ability general education classroom. This partnership was initiated by the school division and has been in place for five academic years.	Curry School of Education, Henry County Schools and Hempfield County Schools (PA).	No
18.	Phonological Awareness Literacy Screening (PALS)	Partnership and collaboration with the Virginia Department of Education and the General Assembly to assess the emerging reading ability of PreK-3 students.	Approximately a quarter million PreK-3 students are screened for literacy development annually. Diagnosed needs are revealed to the classroom teacher and the Commonwealth's Early Intervention Reading Initiative (EIRI) meets these needs by providing additional instruction.	Curry School of Education (Reading), VADOE, and the Commonwealth of Virginia's 132 school divisions.	Yes

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19.	Speech-Language Pathology Practica	An ASHA certified and state licensed Speech-Language Pathologist in the school system agrees to provide clinical supervision for a masters student providing services to children under the primary care of that Speech-Language Pathologist. It is not unlike student teaching, except that the graduate student is providing clinical services.	Working with speech-language pathologist, Curry graduate students help to provide services as described in the IEP for each student, extending the service provisions to a greater number of the school clientele. Training and supervision are prescribed by the Council on Academic Accreditation of the American Speech Language Hearing Association.	Curry School of Education (Comm. Dis.), Albemarle County, Charlottesville City, Chesapeake, Chesterfield, , Greene, Fluvanna, Fairfax, Richmond City, Goochland County, and Madison County Schools.	Yes
20.	Virginia Math-Science Coalition	To prepare classroom teachers for the math specialist endorsement or to complete a masters of education with a concentration in the math specialist field.	Participants work with classroom teachers to increase math content knowledge, assist administrators and teachers in identifying math weaknesses among students, develop programs addressing these needs resulting in increased math SOL scores, and provide math leadership in the schools.	Curry School of Education (Math, Science) and Virginia Math-Science Coalition School Division members.	No
21.	NSP TCP Project: Research and Training Project	In this five-year $5M project, three Virginia universities and the University of Maryland are partnering with five school divisions in a scientifically designed research project to document the impact of highly trained and well supported K-5 mathematics specialists on student SOL scores.	Nation wide schools need to understand the potential impact of mathematics on student mathematics performance. This research project is the nations only research project that is scientifically addressing these issues.	Norfolk State Univ., Univ. of Maryland, Univ. of Virginia, Virginia Commonwealth Univ., Portsmouth PS, Richmond PS, Spotsylvania PS, Stafford PS, and VA Beach PS.	No
22.	Young Women Leaders Program	One faculty member (Winx Lawrence) and 10 graduate students developed and are implementing a mentoring program for at risk middle school girls who are nominated by their teachers as showing promise. They are paired with 80 UVA undergraduate students who work with them throughout the year using a structured curriculum.	Data indicated that participants make substantial gains over matched peers on social, academic, and emotional (e.g., self-concept) measures.	Curry School of Education, Charlottesville City Schools, Albemarle County Schools, Fredericksburg County Schools, Alexandria City Schools, and Lynchburg City Schools.	No
23.	Practicum and Internships in School Psychology	Doctoral students spend 1-2 days per week in local school divisions working with school psychologists.	Provide counseling and other services to students at risk for emotional and academic problems.	Curry School of Education, Charlottesville City, Albemarle County and Fluvanna County.	Yes
24.	ELL Assessment and Planning Practicum Teacher Aides	Students in the ELL Assessment and Planning Practicum course (EDIS457) work as teacher aides with ESL teachers for three hours per week for five to eight weeks. They prepare materials and work with individual students and small groups.	The University students add to the interaction options for ELL students and support the work of the regular ELL teacher, benefiting the non-native English speaking students by offering one-on-one instruction.	Curry School of Education (CISE Dept.), Charlottesville City Schools ESL program, and Albemarle County ESL program.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: University of Virginia
Contact Person: Sandra B. Cohen
Phone No.: (434) 924-0769
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
25.	Foreign Language Professional Development in SW Virginia	Curry faculty demonstrate technology-based instruction in foreign languages through a web-based "Cine Con Clase."	In response to request for strengthening instructional skills in foreign language.	Curry School of Education, Wise County, Dickenson County and Russell County.	No
26.	Southwest Virginia Early Learning and Literacy Project (SWELL)	Intervention in literacy approaches with very young children to promote language development.	Early and sustained intervention in communication and reading have been demonstrated to increase reading readiness and language development that is critical in low income families.	Curry School of Education, the University of Virginia at Wise, Wise County, and Early Head Start.	No
27.	McGuffey Reading Center's Summer Reading Program	Partnership and collaboration with local schools to identify and serve students with remedial reading needs through a summer tutorial program.	We serve approximately 95 struggling readers from local schools every summer. Clinicians are primarily part-time graduate students who are also full-time teachers in local schools. Their experiences in the summer clinic results in more effective instruction in their home school.	Curry School of Education (CISE Dept.) and Albemarle County Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: University of Virginia
Contact Person: Sandra B. Cohen
Phone No.: (434) 924-0769
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* *Part of a consortium offering an Adapted Curriculum endorsement.)*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																							
1.	Teaching Associateship	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			X
2.	Clinical Instructor Training Program	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X
3.	Tutoring Program	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			
4.	Math, Men, Mission (M3)														X										X
5.	PALS Assessment	X																							
6.	Smart Technologies Equipment Grant	X													X	X	X	X	X						
7.	US Department of Education FIPSE Program														X	X	X	X	X						X
8.	After-School Buddies	X					X	X	X	X	X	X	X	X	X	X	X	X	X			X			
9.	Saturday Enrichment Program																							X	
10.	Summer Enrichment Program																							X	
11.	McGuffey Reading Center's Diagnostic Service			X																					
12.	McGuffey Reading Center's Remedial Services (academic year tutorial)	X		X																					
13.	Project Build: Bridges of Understanding to Inclusive Literacy Development	X											X												
14.	VA SD Consortium (SDC)																				X				
15.	Training in Threat Assessment and Prevention of Bullying				X	X																			
16.	Institutes on Academic Diversity																							X	
17.	Differentiated Instruction Projects																							X	
18.	Phonological Awareness Literacy Screening (PALS)	X		X																					
19.	Speech-Language Pathology Practica																						X		

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: University of Virginia
Contact Person: Sandra B. Cohen
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Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																							
20.	Virginia Math-Science Coalition														X	X	X	X	X						
21.	NSP TCP Project: Research and Training Project		X																						
22.	Young Women Leaders Program	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	
23.	Practicum and Internships in School Psychology					X																			
24.	ELL Assessment and Planning Practicum Teacher Aides	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			
25.	Foreign Language Professional Development in SW Virginia						X	X	X																
26.	Southwest Virginia Early Learning and Literacy Project (SWELL)																					X			
27.	McGuffey Reading Center's Summer Reading Program	X		X																					

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: University of Virginia
Contact Person: Sandra B. Cohen
Phone No.: (434) 924-0769
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	The Virginia School University Partnership (VSUP)	VSUP links UVA with 26 central and northern Virginia school divisions to provide quality professional development for school administrators and teachers, better access to university resources and services, and increased opportunities for university faculty to conduct research related to school administrative needs.	VSUP provides for its school division members' leadership needs through a school leader preparation program which addresses administrative shortages in member divisions and a summer leadership institute that focuses on current issues in school administration.	Curry School of Education and VSUP Board of Directors (Andy Stamp), and 26 Central and Northern VA School divisions.	Yes
2.	Project SW LEAD (degree program and SCOPE)	Project SW LEAD implements a defined leadership development program addressing the standards established for such preparation by the VBOE. The partnership works with school divisions to integrate relevant clinical practice.	The SW LEAD program serves 24 students from regional divisions with administrator shortages. The administrator degree program is part of a larger plan which incorporates professional development for seated building level administrators, thereby increasing school effectiveness and student achievement.	Curry School of Education, Bristol City, Buchanan Cty, Dickenson Cty, Galax Cty, Grayson Cty, Lee Cty, Norton City, Russell Cty, Scott Cty, Tazewell Cty, Washington Cty, and Wise Cty.	Yes
3.	SCOPE	A cohort program designed to assist school personnel to achieve endorsement in administration. The program includes nine classes plus an internship in the Fairfax County School Division.	Fairfax County is experiencing rapid turnover in administrative staff. They anticipate losing 40 percent of their administrators in the next five years. This necessitates an aggressive training program in order to fill these coming vacancies without negatively impacting school operations and student achievement.	Curry School of Education and Fairfax County (Andrew Cole).	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
Phone No.: (276) 328-0163
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Partners in Education	The Education Department at UVA-Wise collaborates with the eight public school systems in Southwest Virginia through the Southwest Virginia Education Consortium and the Partners in Education. The eight public school systems in the coalfield counties of Southwest Virginia, including Dickenson, Wise, Russell, Tazewell, Buchanan, Scott, Lee, and the City of Norton, comprise this partnership.	The UVA-Wise Education Department and the College's Center for Teaching Excellence (CTE) assist these eight school systems by providing coursework for provisionally-licensed teachers, professional development workshops and courses to improve instruction, and technology, grant writing, and other resources for administrator.	Dickenson County Public Schools, Wise County Public Schools, Russell County Public Schools, Tazewell County Public Schools, Buchanan County Public Schools, Scott County Public Schools, Lee County Public Schools, and Norton City Schools.	Yes
2.	Southwest Virginia Public Education Consortium (SVPEC)	The Education Department and the Center for Teacher Excellence at UVA-Wise collaborate with the Southwest Virginia Public Education Consortium. The Consortium is comprised of the schools identified in the Partners in Education (coalfield county school systems) as well as most of the remaining public school systems in Region Seven (Interstate 81 corridor school systems).	The UVA-Wise Education Department collaborates with the Consortium and the CTE in providing professional development programs, workshops, and academies for teaching and school leadership for sixteen school systems in Southwest Virginia. The SVPEC serves to bring these organizations together for the betterment of the educational system in Southwest Virginia.	The SVPEC provides assistance to the public school divisions of Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe Counties and the cities of Bristol, Galax, and Norton.	Yes
3.	Buchanan County Schools	The UVa-Wise Education Department collaborates with Buchanan County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Buchanan County Schools.	No
4.	Lee County Schools	The UVa-Wise Education Department collaborates with Lee County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Lee County Schools.	No
5.	Russell County Schools	The UVa-Wise Education Department collaborates with Russell County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Russell County Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: University of Virginia's College at Wise
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Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
6.	Scott County Schools	The UVa-Wise Education Department collaborates with Scott County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Scott County Schools.	No
7.	Dickenson County Schools	The UVa-Wise Education Department collaborates with Dickenson County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Dickenson County Schools.	No
8.	Tazewell County Schools	The UVa-Wise Education Department collaborates with Tazewell County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Tazewell County Schools.	No
9.	Wise County Schools	The UVa-Wise Education Department collaborates with Wise County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Wise County Schools.	No
10.	Norton City Schools	The UVa-Wise Education Department collaborates with Norton City Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Norton City Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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11.	Smyth County Schools	The UVa-Wise Education Department collaborates with Smyth County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Smyth County Schools.	No
12.	Washington County Schools	The UVa-Wise Education Department collaborates with Washington County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Washington County Schools.	No
13.	Bristol City (VA) Schools	The UVa-Wise Education Department collaborates with Bristol City (VA) Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Bristol City (VA) Schools.	No
14.	Jenkins Independent Schools (Jenkins, KY)	The UVa-Wise Education Department collaborates with Jenkins (KY) Independent Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school system provides early field and intern experiences for pre-service teachers.	Jenkins Independent Schools (Jenkins, KY).	No
15.	Loudon County Schools	The UVa-Wise Education Department collaborates with Loudon County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Loudon County Schools.	No

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16.	Bristol City (TN) Schools	The UVa-Wise Education Department collaborates with Bristol City (TN) Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school system provides early field and intern experiences for pre-service teachers.	Bristol City (TN) Schools.	No
17.	Pike County (KY) Schools	The UVa-Wise Education Department collaborates with Pike County (KY) Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school system provides early field and intern experiences for pre-service teachers.	Pike County (KY) Schools.	No
18.	Kingsport (TN) Schools	The UVa-Wise Education Department collaborates with Kingsport City (TN) Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school system provides early field and intern experiences for pre-service teachers.	Kingsport (TN) Schools.	No
19.	Roanoke City Schools	The UVa-Wise Education Department collaborates with Roanoke City Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for indentified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Roanoke City Schools.	No
20.	Partnerships for Teacher Excellence/ Preparing Teachers as Transformative Leaders	The Education Department at UVA-Wise, funded by a grant from the Virginia Department of Education, has established a training and partnership program with the area schools and school divisions in which we place pre-service teachers for field experiences. UVa-Wise provides initial and ongoing training for clinical faculty and mentors for first year teachers.	UVA-Wise provides training for teachers who serve as clinical faculty and who may serve as mentor teachers for first year teachers. These teachers provide quality field experiences for pre-service teachers.	Dickenson County Public Schools, Wise County Public Schools, Russell County Public Schools, Tazewell County Public Schools, Buchanan County Public Schools, Scott County Public Schools, Lee County Public Schools, Norton City Schools, and Washington County Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
Phone No.: (276) 328-0163
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Health and Physical Education PreK-12*	*Library Media PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Special Ed. - General Curriculum K-12*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																
1.	Partners in Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Southwest Virginia Public Education Consortium (SVPEC)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Buchanan County Schools	X			X	X	X			X	X	X	X	X	X	X	X	X
4.	Lee County Schools	X			X	X	X			X	X	X	X	X	X	X	X	X
5.	Russell County Schools	X			X	X	X			X	X	X	X	X	X	X	X	X
6.	Scott County Schools	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.	Dickenson County Schools	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Tazewell County Schools	X			X	X	X			X	X	X	X	X	X	X	X	X
9.	Wise County Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.	Norton City Schools	X		X	X	X	X			X	X	X	X	X	X	X	X	X
11.	Smyth County Schools	X			X	X	X			X	X	X	X	X	X	X	X	X
12.	Washington County Schools	X			X	X	X			X	X	X	X	X	X	X	X	X
13.	Bristol City (VA) Schools	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X
14.	Jenkins Independent Schools (Jenkins, KY)	X			X	X	X			X	X	X	X	X	X		X	X
15.	Loudon County Schools	X														X		X
16.	Bristol City (TN) Schools	X			X	X	X			X	X	X	X	X	X		X	X
17.	Pike County (KY) Schools	X			X	X	X			X	X	X	X	X	X		X	X
18.	Kingsport (TN) Schools	X			X	X	X			X	X	X	X	X	X		X	X
19.	Roanoke City Schools	X			X	X	X			X	X	X	X	X	X	X	X	X
20.	Partnerships for Teacher Excellence/ Preparing Teachers as Transformative Leaders	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
Phone No.: (276) 328-0163
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
Phone No.: (804) 828-3382
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Mary Munford Micro Teaching Partnership	A collaborative effort designed to give undergraduate health and physical education students the opportunity to teach elementary students under the supervision of a university faculty member and site professional.	Undergraduate students, with the university professor, assist the site professional with daily instruction while acquiring pedagogical experience.	Dr. Robert Davis: University Professor, Mr. Greg Muzik: School Principal, Mr. Cordel Watkins: Site Teaching Professional.	No
2.	Crestwood Micro Teaching Partnership	A collaborative effort designed to give undergraduate health and physical education students the opportunity to teach elementary students under the supervision of a site professional.	Undergraduate students assist the site teaching professional with daily instruction, while acquiring pedagogical experience.	Ms. Vicki Miller: University Instructor, Ms. Marsha Carter: School Principal, Mr. Henry Castelvecchi: Site Teaching Professional.	No
3.	Metropolitan Health and Physical Education Masters Degree Cohort	A formal agreement with Richmond City, Henrico County, Chesterfield County, and Hanover County offering a masters degree to health and physical education teaching professionals.	This cohort offers advanced educational opportunities to over 25 health and physical education professionals.	Dr. Edmund Acevedo: University Administrator and Advisor, Ms. Bonnie Connor Gray: Henrico County Representative, Ms. Lynne Bennett: Chesterfield County Representative, Mr. John Trott: Hanover County Representative, Mr. William James: Richmond City.	Yes
4.	Athletci Trainers (ATs) In Public Schools	Athletic Trainers are provided for five Richmond high schools.	Graduate Students serve as ATs in programs that would otherwise not have ATs.	Dr. Brent Arnold and Armstrong, Huguenot, Jefferson, Marshall, and Wythe High Schools.	Yes
5.	ACT-ESL	Five-year federally funded ESL training grant in collaboration with Chesterfield County.	The number of ESL students is rapidly increasing in Chesterfield County and this project provides content area teachers with the skills necessary to utilize ESL pedagogy in their classes.	Virginia Commonwealth University (VCU) School of Education and Chesterfield County Public Schools.	Yes
6.	eLEARN Virginia	University funded community engagement project designed to develop an online GED program for at-risk students at the Richmond City Public Schools (RCPS) ACDC site.	Students at ACDC are in danger of dropping out of school and the on-line GED provides another opportunity to keep them connected.	VCU School of Education, the Literacy Institute at VCU and RCPS.	Yes
7.	Richmond Early Reading First (RERF)	Five-year federally funded project to improve the early literacy skills of young children. The VCU School of Education and the Literacy Institute at VCU provide literacy instruction for children and professional development for teachers in at-risk RCPS schools.	Children with low literacy skills are at-risk for school success.	VCU School of Education, the Literacy Institute at VCU and RCPS.	Yes

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8.	Urban Educator Certificate Program	Professional Development designed to provide urban teachers with new approaches to use in reaching at-risk students. The VCU School of Education and J. Sargeant Reynolds Community College offer a summer institute and the possibility of earning a 15-credit Post-Baccalaureate Certificate in Urban Education.	There is an identified set of instructional skills and understandings that have been found to make a difference in the success of urban children.	VCU School of Education and J. Sargeant Reynolds Community College.	Yes
9.	Metropolitan Educational Research Consortium (MERC)	MERC is a partnership of VCU and Richmond Area school divisions working together to provide systematic, disciplined inquiry into public education.	The school divisions identified the need to study practice-based issues that seemed to be influencing student success.	VCU School of Education, MERC, Chesterfield, Colonial Heights, Henrico, Hanover, Hopewell, Powhatan, Richmond City.	Yes
10.	Metropolitan Educational Training Alliance (META)	META exists to enhance the professional development and training of teachers, administrators and other educational personnel in the respective school divisions.	META is an opportunity for the four school divisions to best use their resources to meet professional development needs.	Chesterfield, Hanover, Henrico, Richmond City and VCU.	Yes
11.	The Virginia Center for Teaching International Studies	The purpose is to enhance the teaching of international studies in Virginia's middle and high schools.	Globalization has increased the need for middle and high schools to refine their curricula and instructional practices related to international studies.	VCU School of Education and the World Affairs Council of Greater Richmond.	Yes
12.	VCU Project COVE	The partnership established an on-line licensure program for special educators in Superintendent's Regions I and VIII. The program provides full professional licensure in special education general curriculum.	There continue to be many individuals teaching under provisional licenses.	The partnership includes system administrators and teachers with VCU faculty.	No (only with VDOE)
13.	Region I Superintendents Autism Education Professional Development Consortium	The partnership is developing a comprehensive personnel development program for teachers and staff members providing educational services to students with Autism Spectrum Disorders in Superintendent's Region I.	There are over 1,200 students with Autism Spectrum Disorders served in the 15 school divisions in Region I.	The partnership includes Superintendents, special education directors, and principals and teachers with VCU faculty.	Yes
14.	SEDP Paraprofessional Licensure Program	Coordinated through META, the partnership allows paraprofessionals in Richmond, Henrico, Chesterfield and Hanover to pursue licensure and Masters degrees in special education. The program was expanded to surrounding counties in 2009.	The partnership allows paraprofessionals with Bachelors degrees to pursue licensure and Masters degrees through special scheduling and faculty mentoring relationships.	The partnership includes system administrators and paraprofessionals with VCU faculty.	Yes

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15.	Post-Baccalaureate Autism Certificate Program	The partnership is implementing 12 credit hour post-baccalaureate certificate cohorts with Richmond, Chesterfield, Henrico, Eastern Shore, and Isle of Wight school divisions.	The number of students with Autism Spectrum Disorders is increasing rapidly throughout the Commonwealth. School divisions are requesting assistance from the Department of Special Education and Disability Policy in implementing their professional development programs.	The partnership includes system administrators and teachers with VCU faculty.	Yes
16.	Peter Paul Development Center Collaborative	The partnership involves SEDP faculty and graduate students working with children and staff at the Peter Paul Development Center in screening, assessment, and tutoring activities.	SEDP faculty and graduate students, led by Dr. Kevin Sutherland, are providing direct service, training, technical assistance, and materials to staff at the Center.	The partnership is led by Dr. Kevin Sutherland and involves VCU Special Education faculty and staff, Peter Paul Development Center student and staff.	Yes
17.	Clinical Counseling Partnership	The partnership is designed to coordinate clinical placements for the Counselor Education Department.	The initiative ensures that an expert counselor educator plan and implement appropriate placement and supervision for counselor education students.	Dr. Jennifer Burruss, Wmsburg-James City, Hanover, Henrico, Chesterfield, Stafford, Richmond, Powhatan, Goochland School divisions and VCU.	Yes
18.	Clinical Faculty Program	A collaborative initiative with local school divisions to train clinical faculty who are prepared to guide, evaluate, and mentor candidates in our teacher preparation programs.	To prepare teachers for service in the local school divisions.	Dr. Terry Dozier and Human Resource contacts in Chesterfield, Hanover, Henrico and Richmond and VCU.	Yes
19.	Field Instruction Placement Initiative	Collaborative initiative for placement for School of Social Work students. Supervised by licensed school social workers.	Interns (under supervision) perform all school social worker tasks to support the school.	Dr. Elizabeth Dungee-Anderson and Dr. Timothy Davey and the school social worker supervisor at VCU.	No
20.	Project Metro Ready	The purpose of the project is to increase the quantity, quality, and diversity of early childhood special educators who are prepared to teach in the metropolitan area. Community based learning experiences are provided in collaboration with public schools and community agencies.	The program meets the need for new and fully credentialed early childhood special educators by providing tuition support for graduate students and conditionally licensed teachers (50 in total).	Dr. Evelyn Reed and Belinda Hooper at VCU collaborate with state and local ECSE personnel.	Yes
21.	VCU Noyce Initiative	NSF funded project to recruit and train minority secondary science teachers for high needs schools. Completion of the program results in an M.T. degree in the area of biology, chemistry, earth science and physics.	Many schools have high numbers of provisionally certified science teachers.	School divisions of Chesterfield County, Hopewell City, Richmond City, and Henrico County and VCU.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 1: Education Programs (excluding Administration and Supervision Programs)

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22.	Richmond Teacher Residency Program	Program will increase student achievement by designing and piloting an innovative approach to recruiting, preparing, and retaining bright, capable teachers for Richmond Public Schools.	Urban schools have specific challenges which traditional teacher preparation programs often do not address effectively; these teachers may be unable to meet the needs of their students and may also leave the school division in a matter of years.	Richmond Public Schools and Dr. Terry Dozier, VCU.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
Phone No.: (804) 828-3382
Reporting Date: July 2010

	Approved Education Programs *(Only education programs approved at your institution are listed.)*	*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Social Worker*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*
1.	Mary Munford Micro Teaching Partnership											X													
2.	Crestwood Micro Teaching Partnership											X													
3.	Metropolitan Health and Physical Education Masters Degree Cohort											X													
4.	Athletci Trainers (ATs) In Public Schools														X	X	X	X	X	X	X				
5.	ACT-ESL										X														
6.	eLEARN Virginia	X		X											X	X	X	X	X	X	X				
7.	Richmond Early Reading First (RERF)	X																							
8.	Urban Educator Certificate Program	X															X	X	X	X	X				
9.	Metropolitan Educational Research Consortium (MERC)		X	X	X										X	X	X	X	X	X	X		X	X	
10.	Metropolitan Educational Training Alliance (META)	X													X	X	X	X	X	X	X				
11.	The Virginia Center for Teaching International Studies															X									
12.	VCU Project COVE	X																						X	
13.	Region I Superintendents Autism Education Professional Development Consortium																					X	X	X	
14.	SEDP Paraprofessional Licensure Program	X																						X	
15.	Post-Baccalaureate Autism Certificate Program	X																				X	X	X	
16.	Peter Paul Development Center Collaborative																					X		X	
17.	Clinical Counseling Partnership				X																				
18.	Clinical Faculty Program	X			X		X	X	X	X		X	X	X	X	X	X	X	X	X	X				
19.	Field Instruction Placement Initiative					X																			
20.	Project Metro Ready	X																				X			
21.	VCU Noyce Initiative																	X	X	X	X				
22.	Richmond Teacher Residency Program														X	X	X	X	X	X	X				

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
Phone No.: (804) 828-3382
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Chesterfield County Public Schools	The partnership established off-campus master's degree, post master's certificate, and doctoral cohorts for Chesterfield County school personnel.	The system is experiencing many retirements in the ranks of leadership positions and the shortage of applicants to fill positions. This partnership helps the system 'grow their own' applicants.	The partnership includes system administrators and teachers with VCU faculty.	Yes
2.	Hanover County Public Schools	The partnership established off-campus master's degree, post master's certificate, and doctoral cohorts for Hanover County school personnel.	The system is experiencing many retirements in the ranks of leadership positions and the shortage of applicants to fill positions. This partnership helps the system 'grow their own' applicants.	The partnership includes system administrators and teachers with VCU faculty.	Yes
3.	Henrico County Public Schools	The partnership established off-campus master's degree, post master's certificate, and doctoral cohorts for Henrico County school personnel.	The system is experiencing many retirements in the ranks of leadership positions and the shortage of applicants to fill positions. This partnership helps the system 'grow their own' applicants.	The partnership includes system administrators and teachers with VCU faculty.	Yes
4.	Richmond City Public Schools	The partnership established off-campus master's degree, post master's certificate, and doctoral cohorts for Richmond City school personnel.	The system is experiencing many retirements in the ranks of leadership positions and the shortage of applicants to fill positions. This partnership helps the system 'grow their own' applicants.	The partnership includes system administrators and teachers with VCU faculty.	Yes
5.	Fredericksburg City Public Schools and surrounding school systems	The partnership established off-campus master's degree, post master's certificate, and doctoral cohorts for Fredericksburg City and surrounding area school personnel.	The system is experiencing many retirements in the ranks of leadership positions and the shortage of applicants to fill positions. This partnership helps the system 'grow their own' applicants.	The partnership includes system administrators and teachers with VCU faculty.	No
6.	Goochland County Public Schools and surrounding school systems	The partnership established off-campus master's degree, post master's certificate, and doctoral cohorts for Goochland County and surrounding area school personnel.	The system is experiencing many retirements in the ranks of leadership positions and the shortage of applicants to fill positions. This partnership helps the system 'grow their own' applicants.	The partnership includes system administrators and teachers with VCU faculty.	No
7.	Hopewell City Public Schools and surrounding school systems	The partnership established off-campus master's degree, post master's certificate, and doctoral cohorts for Hopewell City and surrounding area school personnel.	The system is experiencing many retirements in the ranks of leadership positions and the shortage of applicants to fill positions. This partnership helps the system 'grow their own' applicants.	The partnership includes system administrators and teachers with VCU faculty.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia Commonwealth University
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Phone No.: (804) 828-3382
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
8.	Project HELP	The partnership establishes a professional development program for principals in New Kent County Schools.	The system is a small division without funding for principal development programs. This partnership helps the division principals work on specific issues of leadership as a team.	The partnership includes New Kent principals and VCU educational leadership faculty and students.	No
9.	Project All	The partnership establishes a principal development program for Richmond City Schools.	The department and Richmond City Schools received a grant to develop an urban principal development program. This program targets both the issue of principal retirements and the need for new principals and the need for principals with a strong understanding of instructional leadership.	The partnership includes VCU educational leadership faculty and Richmond City School administrators and teachers.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Intermont College
Contact Person: Dr. Brenda G'Fellers, Director of Teacher Education
Phone No.: (276) 466-7966
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Bristol, VA Public Schools	PreK-12 representatives serve on the Education Program Advisory Committee, which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions throughout the year to hear long and short term needs and propose ways to address those needs.	VI offers courses of study, alternate avenues for licensure, and hands-on support in collaboration with partnering school divisions. Students, other than student teachers who work full days for the entire semester, work in classrooms selected for a specific reason.	Abingdon HS, Holston HS, Battle HS, P. Henry HS, E.B. Stanley MS, Wallace MS, Adult Ed. Program, Abingdon ES, Greendale ES, High Point ES, Meadowview ES, Rhea Valley ES, Valley Institute ES, and Watauga ES.	No
2.	Washington County, VA Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	VA High School, VA Middle School, Highland View Elementary School, Joseph B. VanPelt Elementary School, Stonewall Jackson Elementary School, and Washington-Lee Elementary School.	No
3.	Bristol, TN Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	TN High School, Vance Middle School, Anderson ES, Avoca ES, Central ES, Fairmount ES, Haynesfield ES, and Holston View ES,	No
4.	Kingsport, TN Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	Jefferson ES, Johnson ES, John F Kennedy ES, Lincoln ES, Robinson MiS, and Roosevelt ES, Dobyns Bennett HS.	No
5.	Russell County, VA Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	Castlewood HS, Lebanon HS, Belfast-Elk Garden ES, Honaker ES, Sword's Creek ES, and Lebanon ES, Lebanon PS.	No
6.	Tazewell County, VA Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	Tazewell HS, Tazewell MS, Graham IS, Cedar Bluff Es, Dudley ES, Tazewell ES, Raven ES, Richlands ES, and Springville ES.	No
7.	Dickenson County, VA Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	Haysi HS, Clinchco ES, Clintwood Es, Ervinton ES, Longsfork ES, and Sandlick ES.	No

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Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Intermont College
Contact Person: Dr. Brenda G'Fellers, Director of Teacher Education
Phone No.: (276) 466-7966
Reporting Date: July 2010

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8.	Wise County, VA Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	Coeburn MS, St. Paul ES, Coeburn PS, and Powell Valley PS.	No
9.	Buchanan County, VA Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	Grundy HS, Twin Valley ES/MS, Riverview ES/MS, and Hurley ES/MS.	No
10.	Smyth County, VA Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	Chilhowie HS, Chilhowie MS, Sugar Grove Combined, Chilhowie ES, Saltville ES, and Marion PS.	No
11.	Lee County, VA Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	Elk Knob ES, Flatwoods ES, and Stickleyville ES.	No
12.	Scott County, VA Public Schools	Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Instructional aides tutor individual students or groups, work with VA Reading First programs, teach small lessons, and generally assist at the direction of the teacher.	Hilton ES, Shoemaker ES, Weber City ES, and Duffield PS.	No
13.	St. Anne's Catholic School	VI faculty are in contact with St. Anne's principal and faculty in order to be aware of the staffing and program needs of the school.	VI students provide assistance and support to St. Anne's school by helping in the classroom setting and with athletic programs.	PreK-8 education.	No
14.	Boys' and Girls' Club of Bristol, VA	VI faculty are in contact with club directors in order to be aware of the staffing and program needs of the club.	VI students provide assistance and support to club staff by helping with after-school tutoring and athletic programs.	After-School Tutoring Athletic Programs.	No
15.	William King Art Center	VI and Art Center are in contact through program directors to make each program aware of the other's needs.	VI and the Art Center share faculty and resources as needed. VI Visual Art students complete field experiences and internships in the PreK-12 programs sponsored by the Art Center.	PreK-12 Art Programs.	No

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16.	Barter Theatre	VI and Barter Theater are in contact through program directors to make each program aware of the other's needs. VI students complete internships at Barter and assist with various productions.	VI and the Barter Theatre share faculty and resources as needed.	Theatre programs.	No
17.	People, Inc., Abingdon, VA	VI faculty teach classes to allow Head Start teachers to earn a Bachelor of Arts degree prior to the 2013 deadline.	Head Start teachers provide instruction for our young disadvantaged and special needs students.	People, Inc., Abingdon, Va and Lebanon, VA; Lee County Head Start.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Virginia Intermont College
Contact Person: Dr. Brenda G'Fellers, Director of Teacher Education
Phone No.: (276) 466-7966
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Business and Information Technology*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*English*	*History and Social Sciences*	*Science - Biology*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.							
1.	Bristol, VA Public Schools	X	X	X	X	X	X	X	X
2.	Washington County, VA Public Schools	X	X	X	X	X	X	X	X
3.	Bristol, TN Public Schools	X	X	X	X	X	X	X	X
4.	Kingsport, TN Public Schools	X	X	X	X	X	X	X	X
5.	Russell County, VA Public Schools	X	X	X	X	X	X	X	X
6.	Tazewell County, VA Public Schools	X	X	X	X	X	X	X	X
7.	Dickenson County, VA Public Schools	X	X	X	X	X	X	X	X
8.	Wise County, VA Public Schools	X	X	X	X	X	X	X	X
9.	Buchanan County, VA Public Schools	X	X	X	X	X	X	X	X
10.	Smyth County, VA Public Schools	X	X	X	X	X	X	X	X
11.	Lee County, VA Public Schools	X	X	X	X	X	X	X	X
12.	Scott County, VA Public Schools	X	X	X	X	X	X	X	X
13.	St. Anne's Catholic School	X		X	X	X	X	X	X
14.	Boys' and Girls' Club of Bristol, VA	X	X	X	X	X	X	X	X
15.	William King Art Center	X		X		X			

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Virginia Intermont College
Contact Person: Dr. Brenda G'Fellers, Director of Teacher Education
Phone No.: (276) 466-7966
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Business and Information Technology*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*English*	*History and Social Sciences*	*Science - Biology*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.							
16.	Barter Theatre	X				X			X
17.	People, Inc., Abingdon, VA	X							X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia Intermont College
Contact Person: Dr. Brenda G'Fellers, Director of Teacher Education
Phone No.: (276) 466-7966
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Polytechnic Institute and State University
Contact Person: Sue Magliaro
Phone No.: (540) 231-1802
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Southwest Virginia Professional Consortium	The purpose of this program is to develop a cadre of clinical faculty and mentors who are exemplary models of effective teaching for student teachers and beginning teachers. The program also develops and nurtures leadership abilities and exemplary practice in faculty and mentors while facilitating cooperation and communication among consortium members.	This grant-funded program addresses the recruitment and retention of qualified teachers through training faculty and mentors who work with pre-service teachers. Additionally, it addresses the need to improve mentor programs and provide meaningful professional development opportunities.	Public Schools of Roanoke City, Roanoke County, Botetourt, Craig, Floyd, Giles, Montgomery, Pulaski, Radford City, and Salem City.	Yes
2.	Montgomery County Public Schools-Teaching American History Grant (final year 2010)	The purpose of program is the acquisition of history content knowledge and the development of teaching skills in PK-12 teachers.	Improve teaching of U.S. History in MCPS ascertained by needs survey and SOL results.	MCPS-Sharon Zucherwar, social studies supervisor and Virginia Tech-David Hicks and Thomas Ewing.	Yes
3.	America on the World Stage Teaching American History Grant	David Hicks of VT serves on the Editorial Review Board to evaluate teacher work products and also serves on Advisory Board for the Transatlantic Teacher Exchange Program, as part of the grant.	Evaluate a series of lesson materials, alongside Pat Hughes and Heather Streets, that are developed by teachers who participate in the grant. D. Hicks also worked on the rubric and the focus for the types of works in which teachers should be engaging.	Albemarle County, Charlottesville City, Greene County, Madison County and Orange County Public Schools, with Andy Mink serving as contact person from UVA.	Yes
4.	Montgomery County Public Schools/Virginia Tech FIRST Robotics	High School students enhance their application of STEM concepts through hands-on applications mirroring real world processes, which improve numbers of students from underrepresented groups in STEM fields. College students are provided authentic opportunities for facilitating problem solving experiences with high school students, applying the engineering design process, and developing capacity to plan, lead, and participate in teaming processes.	This program addresses the need to provide students with STEM-related experiences.	Three high school teachers from Montgomery County Public Schools: Michael Collver, Tiffany Anton, and Charles Odum.	No
5.	* Training and Technical Assistance Center (TTAC)	Improve the educational opportunities and contribute to the success of children and youth with disabilities. TTAC services increase the capacity of schools, school personnel, service providers, and families to meet the needs of students with disabilities.	Addresses and meets the needs of students with disabilities, grades PK-12.	Special Education Directors in: Alleghany, Botetourt, Covington, Craig, Danville, Floyd, Franklin, Henry, Martinsville, Montgomery, Patrick, Pittsylvania, Roanoke City, Roanoke County, Salem, Bland, Bristol, Buchanan, Carroll, Dickenson, Galax, Giles, Grayson, Lee, Norton, Pulaski, Radford, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Polytechnic Institute and State University
Contact Person: Sue Magliaro
Phone No.: (540) 231-1802
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
6.	Strategies for Collaborative Teaching of Mathematics in Grades 6 and 7	This collaborative project provided school-based and classroom-based professional development on mathematics instruction to grade 6 and 7 teachers in Montgomery County. In addition, the project involved those special needs teachers who worked with the grade 6 and 7 teachers.	Designed to address low statewide SOL mathematics scores for grades 6 and 7.	Montgomery County Public Schools. (Contact person was Jonathan Schulz, MCPS Mathematics Supervisor.)	No
7.	Project ESTEEM (Exploring Strategies to Engage and Empower Minority Students)	ESTEEM was designed as a sustainable community-based project focused on the enhancement of cultural identity, self-esteem, and self-efficacy in elementary-level minority children in Montgomery County. The project is designed to positively influence conceptions of identity through meaningful representations of culture through literacy integrated with science, mathematics and the arts.	In the local schools, it is common for African American/biracial/minority children to be in classrooms in which they are the only representatives of their ethnic groups. There are few to no elements in the local community with which minority children can identify. Minority children need support to build a strong sense of cultural identity.	Project ESTEEM is an after-school program that involves a collaborative effort including: (a) Virginia Tech School of Education Faculty (Brenda Brand and Mary Alice Barksdale, and doctoral students); (b) Radford University School of Ed faculty (Dr. T. Wallace); (c) the Community Group of Montgomery County; (d) the Christiansburg Institute; (e) Montgomery County Public Schools; and (f) Christiansburg Primary School.	No
8.	Studio STEM: Engaging Middle School Students in Networked Science and Engineering Projects	Studio STEM is an after-school program that implements and evaluates an inquiry-based studio experience supported by information and communication technologies. It uses engineering design activities that integrate digital modeling and social networking to engage students in investigating concepts and skills in science, technology, engineering, and math.	Studio STEM engages students in learning by capturing their situational, short-term interest in STEM/ICT topics and developing these short-term interests into longer-term interests.	SOE: Michael Evans (PI), Carol Brandt, and Brett Jones; University of Kentucky: Christine Schnittka; Shawsville Middle School: Dave Dickinson, Principal; and Boys & Girls Club of the New River Valley: Richelle Price.	Yes
9.	"University of Possibilities"	A partnership program developed by Garden Grove Elementary School to inform kindergarten and first-grade students about the importance of higher education.	Each kindergarten and first-grade classroom selected a partnering institution of higher education. Partner schools connected with students in various ways, including sharing information through a variety of electronic communications media, as well as in-person classroom visits by university personnel.	Garden Grove Elementary School (Garden Grove, CA); Virginia Teach (VT) School of Education (SOE); VT Office of Educational Research and Outreach; and Center for Instructional Technology Solutions in Industry and Education.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Polytechnic Institute and State University
Contact Person: Sue Magliaro
Phone No.: (540) 231-1802
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
10.	* Danville City Public Schools, Danville Education, Arts, and Cultural Center (DEACC) and the Center for Instructional Technology Solutions in Industry and Education Partnership (CITSIE)	CITSIE will work with DEACC, and the Galileo Magnet School to establish a video/audio center as part of an after-school program. The notion is to introduce high tech skills in an area that is of interest to disadvantaged students.	Danville City has high unemployment, high poverty, high dropout rate. Superintendent says that students pass the SOLs--need is for enrichment. DEACC is in low income neighborhood two blocks from Galileo.	Danville City Public Schools; Danville Education, Arts, and Cultural Center; and the Center for Instructional Technology Solutions in Industry and Education.	No
11.	Mary Ellen Henderson Middle School Partnership	Presented to students at Career Day regarding requirements for becoming a college professor; provided youth with experiential programs at Challenge Day demonstrating possibility of love and connection through the celebration of diversity, truth, and full expression; and, tutored ESOL students in math.	Helped students understand requirements for this career path so they could best choose appropriate classes; Challenge Day served as a proactive means of addressing common school issues such as teasing, bullying, social isolation; and tutoring for improved math understanding and performance.	Falls Church City Public Schools and Virginia Tech.	No
12.	Virginia Career VIEW	Provide career and educational resources and activities for Virginia residents from kindergarten through adulthood.	Provides hands-on activities and printed activities for grade levels K-adults through a free website www.vacareerview.org. Also conducts free counselor/educator training workshops on utilizing materials and activities with students and clients.	Virginia Department of Education: Career Clusters in Virginia; and Association of Computer-based Systems for Career Information (ACSCI).	Yes
13.	* The College Bound Summer Transition Awareness Program	Program for students with disabilities. Participants are 30 students with disabilities and their parents. In addition, 11-12 college student leaders are trained to serve as mentors to high school students.	Mutually beneficial for student and parent participants as well as for college students trained to support and mentor high school students with disabilities.	Funding from VDOE, VDRS, PepNet, donations and VT's Continuing and Professional Education; volunteers from VT, RU and NRCC including ADA office, disability services, faculty, and academic support personnel.	Yes
14.	Center for Creative Technologies in the Arts with subsidiary, IDEAS, Integrated Design+Education+Arts Studio	Works to conduct research and develop materials that use the arts and technology to develop critical and creative thinking skills in PK-12 environments. The program initiates collaborations between VT faculty and PK-12 teachers to develop and integrate products that combine the arts and technology to schools and classrooms.	IDEAS and CCTA are positioned to bring research and programming to combine the arts and technology to teach content standards while developing critical and creative thinking skills. All of these components have been identified as essential to current teaching and learning needs.	VT (SOE, School of Visual Arts, and Center for Creative Technologies in the Arts); and, schools in Craig, Floyd, Franklin, Giles, Montgomery, Patrick, Pulaski, Roanoke, and Wythe Counties, as well as cities of Roanoke and Salem .	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Polytechnic Institute and State University
Contact Person: Sue Magliaro
Phone No.: (540) 231-1802
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
15.	Northern Virginia School Counseling Leadership team (SCLT)	Collaboration between district school counseling supervisors/directors and counselor education program faculty to create effective working relationships in support of effective school counselors and school counseling programs. Partnership includes summits organized and hosted by SCLT to meet identified needs of practicing school counselors from participating school districts.	School needs: (a) to maintain lines of communication between local PK-12 school counseling supervisors/directors and university counselor education program faculty; (b) to share information on practicum and internship placements, job fairs, and school counseling issues; (c) to provide professional development programs related to 21st century school counseling programs.	Representatives from the following PK-12 school districts: Alexandria, Arlington, Fairfax, Loudoun, Prince William, and Spotsylvania. Faculty members from the following universities with counselor education programs: George Mason University, George Washington University, Marymount University, and Virginia Tech.	No

* Note that some partnerships with P-12 schools relate to School of Education (SOE) programs other than licensure programs so no licensure program is checked.

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Virginia Polytechnic Institute and State University
Contact Person: Sue Magliaro
Phone No.: (540) 231-1802
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Agricultural Education*	*Business and Information Technology*	*Marketing Education*	*Family and Consumer Sciences*	*English as a Second Language PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Journalism (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																						
1.	Southwest Virginia Professional Consortium	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Montgomery County Public Schools- Teaching American History Grant (final year 2010)																	X						
3.	America on the World Stage Teaching American History Grant																	X						
4.	Montgomery County Public Schools/Virginia Tech FIRST Robotics																		X				X	
5.	* Training and Technical Assistance Center (TTAC)																							
6.	Strategies for Collaborative Teaching of Mathematics in Grades 6 and 7		X																X					
7.	Project ESTEEM (Exploring Strategies to Engage and Empower Minority Students)	X																	X	X	X	X	X	
8.	Studio STEM: Engaging Middle School Students in Networked Science and Engineering Projects																		X				X	
9.	"University of Possibilities"	X																						
10.	* Danville City Public Schools, Danville Education, Arts, and Cultural Center (DEACC) and the Center for Instructional Technology Solutions in Industry and Education Partnership																							
11.	Mary Ellen Henderson Middle School Partnership																		X					
12.	Virginia Career VIEW				X																			
13.	* The College Bound Summer Transition Awareness Program																							
14.	Center for Creative Technologies in the Arts with subsidiary, IDEAS, Integrated Design+Education+Arts Studio														X	X								
15.	Northern Virginia School Counseling Leadership team (SCLT)				X																			

* Note that some partnerships with P-12 schools relate to School of Education (SOE) programs other than licensure programs so no licensure program is checked.

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia Polytechnic Institute and State University
Contact Person: Sue Magliaro
Phone No.: (540) 231-1802
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Partnership with Hanover High School	Understanding a master schedule and the implications for meeting student needs.	At Hanover High School, worked with the principal to develop the master schedule and professional development activities for faculty.	Virginia Tech (VT) and Hanover High School personnel: George Sadler, principal; Bettiann Aylor, senior teacher; Shelby Edmonds, guidance director.	No
2.	Partnership with Hanover High School Trade Center	Understanding how to work together as four comprehensive high schools and a trade center to develop a schedule that meets student needs, industry training hour requirements, and the specific needs of the home schools and county transportation.	Worked with Trade Center of Hanover Public Schools to develop compatible schedule to align with comprehensive high schools; included the bus schedule, alternate day format, and the adjusted schedules for early release and late arrivals.	VT faculty and Hanover personnel (Bob Stakey, director of secondary education; Vince D'Agostino, principal; Jeff Crook, principal; George Sadler, principal; and Charlie Hurd, principal).	No
3.	Virginia School Leadership Institute	VSLI is a partnership designed to prepare the next generation of educational leaders.	The Virginia School Leaders Institute is a comprehensive, in-residence, high-quality professional development experience. The institute offers two different programs: the Recently Appointed Administrators Program and the Aspiring Superintendents Program. Participants engage in multiple, hands-on activities structured to hone and expand existing skills and to sharpen decision-making ability.	The Virginia Tech School of Education, the Virginia Tech Center for Organizational and Technological Advancement, and the 19 member school divisions of the Western Virginia Public Education Consortium.	Yes
4.	Western Virginia Public Education Consortium	Forms a network of 19 school divisions, as well as faculty from Virginia Tech and Radford Universities, for professional development and support to those school divisions and universities.	Provides professional development for school leaders and instructional personnel.	Virginia Tech, Radford University, school divisions in counties of Alleghany, Bath, Bland, Botetourt, Craig, Floyd, Franklin, Giles, Henry, Montgomery, Patrick, Pulaski, Roanoke, Wythe, and the cities of Covington, Martinsville, Radford, Roanoke and Salem.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia Polytechnic Institute and State University
Contact Person: Sue Magliaro
Phone No.: (540) 231-1802
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
5.	Regional Superintendents Study Groups	Provides networking and ongoing meetings of superintendents and university participants.	Discussions serve as informal needs assessment for program planning and evaluation, as well as an ongoing communication conduit.	Superintendents in Region VI: 15; Superintendents in Region VII: 19; Representatives of the Virginia Association of School Superintendents and the Virginia School Boards Association; university participants.	No
6.	AITES Grant Partnership Promoting Women in Information Technology Careers	Partnering with superintendents, counselors, teachers, and counties in five states to promote economic development through recruiting more women to prepare for jobs in information technology.	Annually conduct workshops, along with the extension agents from each county in each state, for counselors and teachers who have been identified by their superintendents; participants design mini-grants for $300 grants aimed at recruiting women to careers in information technology.	Superintendents in the following states/counties: Virginia-Russell and Washington; Kentucky-Pike and Knott; WVA-McDowell and Summers; NC-Graham and Surry; and TN-Carter and Sullivan.	No
7.	Fairfax Educational Leadership Cohort (new cohort begins Fall 2010)	Program prepares PK-12 teachers to become school-based administrators or supervisors.	Addresses the need for school leaders in urban areas.	Fairfax County Public Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field Experiences for Health and Physical Education pre-candidates and candidates	The opportunities provide a very structured learning environment for the PETE (physical education teacher education majors) pre-candidates/candidates enrolled in PHED 125, PHED 343, and PHED 344. The PETE students observe, assist and co-teach with the teachers during the field experiences.	This collaboration provided pre-candidates and candidates access to the physical education classroom environment. Their role was to observe the teacher and students in a PE classroom. Pre-candidates are given the opportunities to interact, engage in, and take part in the teaching and learning process in preparation for a teaching career.	Chesterfield County Public Schools DuPont Elementary School - Joann Tucker and Mike Crosby; Matoaca Middle School - Elizabeth Wood; Petersburg City Schools Peobody Middle School - Antionette Jackson.	Yes
2.	Field Experience with Matoaca High School	Virginia State University's Professional Education Programs Unit has partnered to provide field experiences for Introduction to Teaching II. A total of 50 students were paired with a selected teacher to observe and participate in the classroom.	This collaboration provided pre-candidates access to the classroom environment. Pre-candidates are given the opportunity to interact, engage in, and take part in the teaching and learning process in an suburban school setting. Their role was to observe how this school system implements the teaching and learning environment and begin to formulate a philosophy of teaching.	Chesterfield Public Schools Shawn Fitzgerald (Matoaca) Stephen Cunningham (Principal of Matoaca High).	Yes
3.	Field Experience with Martin Luther King Jr. Middle School	Virginia State University's Professional Education Programs Unit has partnered to provide field experiences for Introduction to Teaching II. A total of 50 students were paired with a selected teacher to observe and participate in the classroom.	This collaboration provided pre-candidates access to the classroom environment. Pre-candidates are given the opportunity to interact, engage in, and take part in the teaching and learning process in an urban school setting. Their role was to observe how this school system implements the teaching and learning environment and begin to formulate a philosophy of teaching.	Richmond Public Schools Yardley Farquason (MLK. JR) Aaron Dixon (Principal of MLK. Jr).	Yes
4.	Professional Development Series for Teachers	Provided continuing education courses to satisfy teacher/district demands relative to licensure, clinical development, and improvement in student performance.	Teacher recruitment is indicative of provisionally licensed teachers requiring needed competencies for licensure. The University facilitated on-site delivery of such needs.	Petersburg City Public Schools, Hopewell Public Schools, and Virginia State University (Professional Education Programs Unit).	Yes
5.	VSU- National Board "Take One" and Full Candidacy Support Program	Partnered with Petersburg Public Schools to identify and support teachers interested in seeking National Board Certification. The University hosted development of the first "Take One"/ NBPTS support program in Petersburg City Public Schools.	Pre-K-12 teachers were provided University support for success on the National Board's five core propositions. This collaboration will increase the number of National Board Teachers for the Petersburg Public Schools.	Virginia State University, Professional Education Programs Unit's Department of Teaching and Learning and Petersburg Public Schools, Dr. Patrick Bingham and Mrs. Gail Wade.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
6.	Student Teaching and Field Experiences Chesterfield County Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Chesterfield County Public Schools collaborated to provide a diverse large suburban classroom experience for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Chesterfield County Public Schools, Phil Sword.	Yes
7	Student Teaching and Field Experiences Henrico County Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Henrico County Public Schools collaborated to provide a large suburban and urban classroom experience for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Henrico County Public Schools, Ms. Seza Alddrich.	Yes
8	Student Teaching and Field Experiences Hopewell Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Hopewell Public Schools collaborated to provide a diverse small urban classroom experience for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Hopewell Public Schools, Mrs. Melody Bage.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
9	Student Teaching and Field Experiences Prince George County Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Prince George County Public Schools collaborated to provide diverse rural classroom experiences for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Prince George County Public Schools, Dr. Shelley Bazemore.	Yes
10	Student Teaching and Field Experiences Richmond City Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Richmond City Public Schools collaborated to provide diverse large urban classroom experiences for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Richmond City Public Schools, Mrs. Valerie Dupree, and Mrs. Bernie Johnson.	Yes
11	Student Teaching and Field Experiences Petersburg City Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Petersburg City Public Schools collaborated to provide diverse small urban classroom experiences for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Petersburg City Public Schools, Mrs. Gail Wade, and Dr. Patrick Bingham.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
12	Student Teaching and Field Experiences Dinwiddie County Public Schools	Pre-candidates from the Professional Education Programs Unit completed field experiences and student teaching in agreed upon classrooms in the division.	Virginia State University and Dinwiddie County Public Schools collaborated to provide diverse small rural classroom experience for pre-candidates/candidates. Participation in a variety of activities which include: observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Dinwiddie County Public Schools, Mrs. Linda Ampy.	Yes
13	Adaptive Physical Education with Petersburg City Public Schools and Chesterfield County Public Schools	The collaboration was a project designed to provide VSU HPER pre-candidates and candidates the opportunity to work with students with various mental and physical disabilities. This was done in conjunction with the Motor Learning and Adapted Physical Education classes.	This collaboration involved students with mental and physical disabilities and pre-candidate and candidates from Virginia State University's Health and Physical Education Program. The pre-candidates and candidates designed games and adapted activities for the students with disabilities.	Petersburg City Public Schools, Chesterfield County Public Schools, and Virginia State University (HPER Department).	Yes
14	District 8 Southside Region History Day	Virginia State University conducted a Virginia History Day competition for High School students. Students competed in different categories from Oration to Visual Presentations.	Students had an opportunity to expand their knowledge of History and extend learning beyond the classroom	Virginia State University (History & Philosophy Departments), Cosby High School (Midlothian), The New Community School (Richmond), and Lucille Brown Middle School (Richmond).	Yes
15	PRAXIS II Prep Workshop	Provided workshops to prepare provisionally licensed teachers to take the Mathematics Content PRAXIS EXAM (0061).	School systems were assisted in filling the need for licensed Secondary Mathematics Teachers	Virginia State University (Mathematics Department) Chesterfield Public Schools, and Richmond Public Schools.	Yes
16	Provisional Mathematics Teachers Collaboration	A partnership has been established between the Mathematics Department at Virginia State University and Chesterfield County Schools to train and assist provisionally licensed mathematics teachers with PRAXIS II.	This partnership helps Chesterfield Public School have highly qualified Mathematics teachers for the classroom.	Virginia State University (Mathematics Department) and Chesterfield County Public Schools.	Yes
17	Virginia State University Future Teacher Career Fair	This Career Fair was designed to recruit high school students into the teaching profession. Teacher Cadet and Future Teacher clubs were targeted to come to Virginia State University and learn about the Teacher Education Program through workshops and college tours.	Students from Regions 1, 5 and 8 attended the career fair to encourage them to pursue teaching as a career. School divisions expressed an interest for assisting in growing their own teachers.	Buckingham County, Sussex County, Suffolk County, Petersburg City, Cumberland County, Prince Williams County, Prince William County, and Hopewell Public Schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
18	Virginia State University SEA Shadowing Day	This event was a collaboration with the Student Education Association the Professional Education Programs Unit and multiple public schools	Students from local school divisions who participate in Teacher Cadet programs and Teach for Tomorrow programs spent a day shadowing VSU pre-candidates and candidates to prepare for teaching careers.	Sussex County, Suffolk County, Petersburg City, Cumberland County, Prince Williams County, Prince William County, and Hopewell Public Schools.	No
19	Dual Credit courses for Prince George County Public Schools	Mathematics or Statistics courses offered at the high school, receiving both high school and college credit.	This partnership helps students from Prince George County take Math courses for college credit through Virginia State University.	Prince George County Public Schools, Dr. Shelley Bazemore.	Yes
20	HBCU UP STEM Project	Virginia State University's High School Senior Enhancement (HSSE) program was a program that introduced rising high school seniors to Science, Technology, Engineering, and Mathematics (STEM) fields and boost their desire to select a STEM field for further study as a potential career.	This program provides high school students exposure to engineering, mathematics, and science classes to promote exploration into STEM careers and create a desire to study STEM areas in college.	Virginia State University School of Engineering, Science, and Technology Regions 1, 5, and 8.	No
21	Counseling Practicum/Internship Programs in Richmond Public School	Partnership programs were held in Richmond City Public Schools system for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates were well received and assisted in the educational development of children in urban, rural and suburban schools.	Richmond Public School Divisions, Mrs. Bernette Johnson.	Yes
22	Professional Development for local School Counselors Petersburg Public Schools	A Professional Development workshop was held on November 1, 2009 for all Petersburg School Counselors	A professional development program was conducted on the role of the school counselor in program assessment at their schools. School counselors were given examples of program assessment models, appropriate for their schools, that would make them more effective.	Petersburg Public Schools, Mrs. Gail Wade.	Yes
23	Counseling Practicum/Internship programs in Henrico County Public Schools	Collaboration program with Henrico County Public Schools division for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children in urban and suburban settings.	Henrico County Public Schools, Ms. Seza Aldrich.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
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24	Counseling Practicum/Internship programs in Chesterfield County Public Schools	Collaboration program with Chesterfield County Schools for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children in urban and suburban settings.	Chesterfield County Public Schools, Mr. Philip Sword.	Yes
25	Counseling Practicum/Internship programs in Prince George County Public Schools	Collaboration program with Prince George County Schools for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children in rural settings.	Prince George County Public Schools, Dr. Bobby Browder.	Yes
26	Counseling Practicum/Internship programs in Sussex County Public Schools	Collaboration program with Sussex County Public Schools for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children rural settings.	Sussex County Public Schools, Dr. Charles Harris.	Yes
27	Counseling Practicum/Internship programs in Petersburg Public Schools	Collaboration program with Petersburg Public Schools for graduate candidates in School Counseling.	These practicum/internship programs are fulfilling the school need for the development of future qualified school counselors. These school counselor candidates assisted in the educational development of children in urban settings.	Petersburg Public Schools, Mrs. Gail Wade.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*School Counselor PreK-12*	*Agricultural Education*	*Family and Consumer Sciences*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Driver Education (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.															
1.	Field Experiences for Health and Physical Education pre-candidates and candidates						X										X
2.	Field Experience with Matoaca High School	X			X	X	X	X	X	X	X	X	X	X	X	X	
3.	Field Experience with Martin Luther King Jr. Middle School	X			X	X	X	X	X	X	X	X	X	X	X	X	
4.	Professional Development Series for Teachers	X														X	
5.	VSU- National Board "Take One" and Full Candidacy Support Program	X														X	
6.	Student Teaching and Field Experiences Chesterfield County Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X	
7.	Student Teaching and Field Experiences Henrico County Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X	
8.	Student Teaching and Field Experiences Hopewell Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X	
9.	Student Teaching and Field Experiences Prince George County Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X	
10.	Student Teaching and Field Experiences Richmond City Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X	
11.	Student Teaching and Field Experiences Petersburg City Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X	
12.	Student Teaching and Field Experiences Dinwiddie County Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X	
13.	Adaptive Physical Education with Petersburg City Public Schools and Chesterfield County Public Schools						X										
14.	District 8 Southside Region History Day										X						
15.	PRAXIS II Prep Workshop		X									X					
16.	Provisional Mathematics Teachers Collaboration		X									X					

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

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Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*School Counselor PreK-12*	*Agricultural Education*	*Family and Consumer Sciences*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Driver Education (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.															
17.	Virginia State University Future Teacher Career Fair	X			X	X	X	X	X	X	X	X	X	X	X	X	
18.	Virginia State University SEA Shadowing Day	X			X	X	X	X	X	X	X	X	X	X	X	X	
19.	Dual Credit courses for Prince George County Public Schools											X					
20.	HBCU UP STEM Project											X	X	X	X		
21.	Counseling Practicum/Internship Programs in Richmond Public School			X													
22.	Professional Development for local School Counselors Petersburg Public Schools			X													
23.	Counseling Practicum/Internship programs in Henrico County Public Schools			X													
24.	Counseling Practicum/Internship programs in Chesterfield County Public Schools			X													
25.	Counseling Practicum/Internship programs in Prince George County Public Schools			X													
26.	Counseling Practicum/Internship programs in Sussex County Public Schools			X													
27.	Counseling Practicum/Internship programs in Petersburg Public Schools			X													

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Tiers of Possibility Principal Preparation Program	This was a collaborative effort between Dinwiddie County Schools, Petersburg City Schools, and the Cameron Foundation. The school divisions selected five candidates each to enroll in a Masters degree program here at VSU in order to become endorsed as PK12 school administrators.	School Divisions needed leaders with greater vision and that are more in tune to today's educational forces and phenomena. Professional development activities for all of the assistant principals and principals were provided. All ten candidates have graduated with a Masters degree in EDAS.	Petersburg City Schools: Dinwiddie County Public Schools; Virginia State University; The Cameron Foundation.	Yes
2.	Administration and Supervision Cohort - Chesterfield County Schools	Eight candidates from Chesterfield County schools are participating in an EDAS cohort with the goal of acquiring a Master's Degree in EDAS.	County administrators requested that VSU offer a cohort in Chesterfield for teachers who choose to enroll. Eight candidates enrolled initially. This is a 36 hr. program designed to provide the candidates with the same experience that they would receive if they were on campus.	Chesterfield County Public Schools and Virginia State University.	No
3.	Organizational Leadership for Teachers	Sussex County officials requested that we offer a Masters degree program to selected teachers in the area of Organizational Leadership. The goal was to prepare more teachers for leadership type roles by giving them a stronger base in leadership theory. Eighteen candidates were selected from app. forty names.	Sussex County Schools is a very small rural division approximately 40 miles from VSU. The needs there are unique in that teacher turnover is not as great and teachers tend to stay in the division longer. Greater need to grow well trained leaders for today and tomorrow. Data analysis, team building, and decision making skills all need to be developed. This is the goal of the program. Not to prepare principals, but capable leaders who can think like principals.	Sussex County Public Schools and Virginia State University.	Yes
4.	Internship	Dinwiddie County provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor to maintain quality within the program.	Sutherland Elementary School, Dinwiddie Elementary School, Midway Elementary School, Dinwiddie Junior High School, Sunnyside Elementary School, and Dinwiddie High School.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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5.	Internship	Petersburg City Schools provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	Walnut Hill Elementary School, Petersburg High School, Robert E. Lee Elementary School, Vernon Johns Middle School, Albert Hill Elementary School.	Yes
6.	Internship	Chesterfield County Schools provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	Chesterfield Community High School.	Yes
7.	Internship	Richmond City Public Schools provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	JEB Stuart Elementary School, Boushall Middle School, John Marshall High School.	Yes
8.	Internship	Prince George County Schools provided candidates an opportunity to complete their internships with practicing administrators within their schools.	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	JEJ Moore Middle School.	Yes
9.	Internship	Private School(Collegiate Upper School) provided candidates an opportunity to complete their internships with practicing administrators within their schools .	All EDAS candidates are required to complete 400+ hours of supervised internship activities to complete their program. School administrators are briefed and trained on the conceptual framework, and work very closely with the University supervisor.	The Collegiate School.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

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10.	Hopewell City Public Schools	Faculty members are serving as grant program evaluator for a Department of Defense grant at Harry E. James Elementary School in Hopewell, VA. Specific responsibilities include observations of after-school program, data analysis of student performance on SOL's in Reading and Math based on participation in the Success Maker remediation program.	Results of this grant-sponsored program evaluation will provide the school and school district with data to determine the effectiveness of the remediation program. Specific program components to be evaluated are military vs. non-military student differences as well as those who received the remediation.	Tracy Walker (VSU); Justina Osa (VSU); Cheryl Riggins (Hopewell City); Matt Robeson (Pearson).	Yes
11.	Petersburg City Public Schools	Faculty from the Doctoral Studies and School Counseling Department collaborated to provide professional development trainings for school counselors in Petersburg City Public Schools related to assessment of the guidance and school counseling program and program activities	The partnership allowed the VSU faculty to work with school-based staff to create solutions for assessing the effectiveness of the school counseling departments and counselors. VSU faculty were able to share details regarding the ASCA National Model and how the local school division can use the tools to evaluate their programs.	Tracy Walker (VSU); Claire Robinson (VSU); Sylvia Statton (VSU); Andrean Oliver (VSU); Petersburg City School Counselors.	yes
12.	Hopewell City Public Schools	Dr. Osa, Chair of the Department of Doctoral Studies and Dr. Winston Odom, Superintendent Hopewell Public Schools, are spearheading the initiative to study the variables that impact dropout and teen pregnancy rates in the Tri-City area.	The partnership and collaboration provides research opportunities between the Department of Doctoral Studies and Hopewell Public Schools. Dr. Odom identified some issues in the Hopewell community that involved the school system related to student drop-out prevention.	Hopewell Public School, Dr. Winston Odom, Superintendent.	No
13.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provides significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	USAID-Washington, DC; Dr. Carolyn Coleman, Mission Director.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Part 3: Administration and Supervision Programs

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Date: July 2010

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14.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Virginia Department of Education Dr. Sandra Ruffin, Division of Federal Program Monitoring.	Yes
15.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Petersburg Public Schools, Dr. Brenda Petteway, Director, Secondary Instruction and Dr. Patrick Bingham, Director of Human Resources.	Yes
16.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Hopewell City Schools, Dr. Winston Odom, Superintendent.	Yes
17.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Prince Edward County Schools, Dr. Patricia Watkins, Superintendent.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia State University
Contact Person: Dr. Delores R. Greene/ John Blackwell
Phone No.: (804) 524-5742/(804) 524-5929
Date: July 2010

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18.	Leadership Internship for Doctor of Education Candidates	Candidates for the degree of Doctor of Education (Ed.D.) must complete 90 hours of field service with a District Level Administrator.	The internship program provided significant opportunities for candidates to synthesize and apply the knowledge and practice necessary to develop leadership skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively.	Chesterfield Public Schools, Dr. Robert Wingfield, Director of Middle Schools.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Union University
Contact Person: Wilbert L. Jenkins
Phone No.: (804) 257-5743
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Saturday Academy	The Saturday Academy is a bridge program for 9th graders designed to serve as an early orientation to college life.	John Marshall High School needs assistance to increase their respective number of graduates pursuing post-secondary education.	VUU School of Education, Psychology and IDS is partnering with John Marshall on this project and has received grant funds to implement the project.	Yes
2.	Pre-Service Teacher Math and Science Initiative	This project provides scholarships and mentoring for 10 students to earn a degree in math or science and be endorsed to teach grades 6-12. Funding has been provided for three years by Altria Group, Inc.	Richmond Public School Division has a critical shortage of highly qualified math and science teachers.	The grant was awarded by Altria Group, Inc. to train math and science teachers for Richmond Public School Division.	Yes
3.	Early Field Experience Tutoring Program	The project provides tutoring in the academic core areas for students who need assistance in meeting the SOL requirements. VUU pre-service candidates are assigned to schools based on needs identified by the partnering schools and tutor the students assigned to them at designated times.	The Early Field Experience Tutoring project enhances the opportunity for students in academic difficulty to receive additional assistance in order to meet the SOL requirements.	VUU (School of Education, Department English, Mathematics, Science and Social Studies) and Overby-Sheppard Elementary School, Martin Luther King, Jr., Middle School and Armstrong High.	No
4.	Teacher 2 Teacher Conference	Teacher 2 Teacher is an annual conference designed to provide teachers the latest trends and best practices in teaching science, mathematics, English and social studies. The workshop format of the conference allows teacher participants to serve as presenters and share successful classroom instructional practices.	The conference provides the opportunity for PK-12 teachers to improve their instructional practices to better meet the needs of their students.	VUU (Schools of Education, Business and Dept. English, Science, History/Social Sciences and Math) Richmond City Schools, Chesterfield Co. Schools, Henrico Co. Public Schools, Charles City Schools.	No
5.	Students Teachers: Partnering for Success	This collaboration provides ten weeks of supervised experience under a master teacher for student teachers to complete their capstone course at the school site.	Student teaching is designed to prepare tomorrow's teachers to transition successfully into the teaching profession.	Virginia Union's approved programs and the school divisions of Richmond, Henrico, King William and Charles City.	No
6.	Early Field Experience for Tomorrow's Teachers	This experience enables students to gain greater understanding about teaching for learning as they progress through the teacher education program. Students observe teachers and perform some instructional tasks assigned by the classroom teacher.	Early field experience gives veteran teachers the opportunity to inspire and encourage tomorrow's teachers to aspire to become master teachers.	Virginia Union's approved programs and the school divisions of Richmond, Henrico, King William and Charles City.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Union University
Contact Person: Wilbert L. Jenkins
Phone No.: (804) 257-5743
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Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	University Faculty Support Program	This project provides support for beginning teachers. Improving classroom practice is the focus of this collaboration. University faculty from all approved programs provides workshops and consultation upon request.	The clinical faculty support program is critical in responding to the schools' need for additional support mechanism for beginning teachers to transition smoothly into the teaching profession.	VUU (Schools of Education and Business Departments of English, Science, Social Sciences, Mathematics) and Richmond City, Henrico Co., Chesterfield Co., and Charles City Co. public schools.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Virginia Union University
Contact Person: Wilbert L. Jenkins
Phone No.: (804) 257-5743
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Business and Information Technology*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.							
1.	Saturday Academy	X	X	X	X	X	X	X	X
2.	Pre-Service Teacher Math and Science Initiative					X	X	X	
3.	Early Field Experience Tutoring Program			X	X	X	X		
4.	Teacher 2 Teacher Conference	X	X	X	X	X	X	X	X
5.	Students Teachers: Partnering for Success	X	X	X	X	X	X	X	X
6.	Early Field Experience for Tomorrow's Teachers	X	X	X	X	X	X	X	X
7.	University Faculty Support Program	X	X	X	X	X	X	X	X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia Union University
Contact Person: Wilbert L. Jenkins
Phone No.: (804) 257-5743
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Wesleyan College
Contact Person: Stacey L. Wollerton
Phone No.: (757) 455-3138
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Shelton Park Reading Partnership	Students are given the opportunity to observe reading instruction for five hours in an elementary reading classroom or various reading classrooms. This allows students in the reading course to see how teachers implement the programs.	While working in the elementary classrooms, students observe reading instruction provided to groups and individuals. Students can assist with reading tasks.	Dr. Jayne Sullivan, Reading Professor VWC; LouAnne Metzger, Principal, Shelton Park Elementary; Stacey Wollerton, Director of Field Experiences; and students enrolled in EDUC 320.	No
2.	Student Teaching Placements (Virginia Beach, Chesapeake, Norfolk)	Student teachers are placed in two settings in two local school divisions. Students seeking elementary certification are placed in K-3 and 4-5; students seeking secondary certification are placed in middle and high schools; special education students are placed in elementary and high school; and K-12 certification are placed in elementary and high school.	Students are responsible for all aspects of the day to day instruction of their 7.5 week placement Students plan and provide direct instruction under the supervision of a cooperating teacher and college supervisor.	Stacey Wollerton, Director of Field Experiences; student teaching supervisors; cooperating teachers from local school divisions; and administrators from local school divisions.	No
3.	Practicum Field Experiences Elementary PreK-6, Secondary 6-12, K-12, Middle School, Special Education (Virginia Beach, Chesapeake, Norfolk)	All practicum students spend a total of 80 hours (50 supervised) in the field covering all areas of their certification levels. Special Education students spend an additional 25 hours in a placement with a school psychologist to observe and participate in testing administration and interpretation.	Students often assist with groups or individual students, allowing the teacher more time to work with others. Students plan and provide direct instruction for three lessons under the supervision of a cooperating teacher.	Stacey Wollerton, Director of Field Experiences; course instructors; and cooperating teachers from local school divisions.	No
4.	Virginia Wesleyan College National Board Certification Support Program	Virginia Wesleyan College, in partnership with the National Board for Professional Teaching Standards (NBPTS) and the Southeast Virginia National Board Certified Teacher Regional Network (SEVA), has developed and coordinates the program to support Virginia Region II teachers in all aspects of National Board Certification, covering all contents areas K-12.	The Program offers pre-candidate and active candidate professional development and guided study courses, mentors, mentor workshops, recognition receptions, National Board Academies, Outreach information sessions, and coordination for all NBPTS initiatives.	Virginia Wesleyan College (VWC); the National Board for Professional Teaching Standards (NBPTS); and the Southeast Virginia National Board Certified Teacher Regional Network (SEVA).	Yes
5.	The Take Five Program	In collaboration with Southside Hampton Roads school divisions, Virginia Wesleyan College provides a 50 percent tuition reduction for all provisionally licensed teachers.	Take Five is an opportunity offered to all provisionally licensed teachers to provide an academic and financial incentive to complete the VDOE course requirements and enhance the retention of provisionally licensed teachers to full licensure.	Virginia Wesleyan College;, Norfolk Public Schools; Chesapeake Public Schools; Suffolk Public Schools; Virginia Beach City Public Schools; and Portsmouth Public Schools.	Yes
6.	Special Education	In collaboration with Norfolk Public Schools, students seeking special education certification shadow a school psychologist for 10 hours to observe the administration of tests for the identification of special education services.	This program helps meet the needs of the community by providing students an opportunity to be more knowledgeable about the testing process.	Virginia Wesleyan College; and Norfolk Public Schools, coordinated through Dr. Harolyn Katherman.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: Virginia Wesleyan College
Contact Person: Stacey L. Wollerton
Phone No.: (757) 455-3138
Reporting Date: July 2010

Number	Education Programs - Partnership and Collaboration Name	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.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	Teaching and Learning in the Bayside Community Bayside Elementary	Administrators and teachers met and exchanged e-mails in the spring of 2008 with VWC faculty to explore the special needs of students in the Bayside schools, which have one of the highest percentages of students who qualify for reduced rate lunches in the city. It was decided that it would be beneficial for representatives from each level to meet with each other and faculty at VWC to explore ways to enhance the educational process for students from Pre-K to the college level.	In the fall of 2008, representatives from the elementary, middle, and high school levels will meet with faculty from Education and the Liberal Arts to identify needs and work on a plan to deal with the concerns of teachers and administrators in the Bayside section of the city of Virginia Beach.	Mr. George Mackay, Principal, Williams Elementary; and Dr. Malcolm Lively, VWC Professor, VWC Liberal Arts Faculty.	No
8.	Teaching and Learning in the Bayside Community Bayside Middle School	Administrators and teachers met and exchanged e-mails in the spring of 2008 with VWC faculty to explore the special needs of students in the Bayside schools, which have one of the highest percentages of students who qualify for reduced rate lunches in the city. It was decided that it would be beneficial for representatives from each level to meet with each other and faculty at VWC to explore ways to enhance the educational process for students from Pre-K to the college level.	In the fall of 2008, representatives from the elementary, middle, and high school levels will meet with faculty from Education and the Liberal Arts to identify needs and work on a plan to deal with the concerns of teachers and administrators in the Bayside section of the city of Virginia Beach.	Dr. Barbara O. Cooper, Principal; and Dr. Malcolm Lively, VWC Professor, VWC Liberal Arts Faculty.	No
9.	Teaching and Learning in the Bayside Community Bayside High School	Administrators and teachers met and exchanged e-mails in the spring of 2008 with VWC faculty to explore the special needs of students in the Bayside schools, which have one of the highest percentages of students who qualify for reduced rate lunches in the city. It was decided that it would be beneficial for representatives from each level to meet with each other and faculty at VWC to explore ways to enhance the educational process for students from Pre-K to the college level.	In the fall of 2008, representatives from the elementary, middle, and high school levels will meet with faculty from Education and the Liberal Arts to identify needs and work on a plan to deal with the concerns of teachers and administrators in the Bayside section of the city of Virginia Beach. Bayside faculty assisted in the hiring of our new faculty member.	Ms. Kay Thomas, Principal; Ms. Bermina Nickerson, Assistant Principal; and Dr. Malcolm Lively, VWC Professor, VWC Liberal Arts Faculty.	No
10.	Marlin Reads	VWC Education Certification student volunteers read every other Friday for 30 minute increments with students in a one-on-one setting. The program is run with Diamond Springs and Newtown Elementary.	In the fall of 2009, students began volunteering with the Marlin Reads program.	Daine Hotaling, VWC; Community Service, VWC Students; and Bayside Community.	Yes
11.	VWC Neighborhood Tutoring Program	VWC Education Certification students serve as tutors through the neighborhood tutoring program, working with students grades 1-5 every Tuesday and Thursday during the semester.	Students are given an opportunity to work one-on-one, or in a small group, with students to assist with homework as well as craft projects. The program also assists the members of the Bayside community and the students enrolled with extra assistance with homework and skills.	Daine Hotaling, VWC; Community Service, VWC Students; and Bayside Community.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)

Name of Institution: Virginia Wesleyan College
Contact Person: Stacey L. Wollerton
Phone No.: (757) 455-3138
Reporting Date: July 2010

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.												
1.	Shelton Park Reading Partnership	X												X
2.	Student Teaching Placements (Virginia Beach, Chesapeake, Norfolk)	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Practicum Field Experiences Elementary PreK-6, Secondary 6-12, K-12, Middle School, Special Education (Virginia Beach, Chesapeake, Norfolk)	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Virginia Wesleyan College National Board Certification Support Program	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	The Take Five Program	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	Special Education	X												X
7.	Teaching and Learning in the Bayside Community Bayside Elementary	X		X	X	X								X
8.	Teaching and Learning in the Bayside Community Bayside Middle School	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	Teaching and Learning in the Bayside Community Bayside High School			X	X	X	X	X	X	X	X	X	X	X
10.	Marlin Reads	X	X											X
11.	VWC Neighborhood Tutoring Program	X	X											X

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: Virginia Wesleyan College
Contact Person: Stacey L. Wollerton
Phone No.: (757) 455-3138
Date: July 2010

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable