

Board of Education Agenda Item

Item: _____ C. _____

Date: November 17, 2011

Topic: Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval to Add New Education (Endorsement) Programs at Averett University, Bluefield College, George Mason University, Regent University, Shenandoah University, University of Richmond, and Virginia State University

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

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Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date October 27, 2011
action The Board of Education accepted for first review a recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to grant approval to add new education (endorsement) programs at Averett University, Bluefield College, George Mason University, Regent University, Shenandoah University, University of Richmond, and Virginia State University.

Background Information:

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education (endorsement) program approval from the Board of Education. Requests to offer new programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies and other requirements have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of

Education on approval of Virginia education programs for instructional personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*, *Approved with Stipulations*, or *Approval Denied*.

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

8VAC20-542-20. Administering the regulations.

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

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

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

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

Summary of Major Elements:

Averett University, Bluefield College, George Mason University, Regent University, Shenandoah University, University of Richmond, and Virginia State University have submitted requests to add new endorsement programs in the areas noted on the following chart:

Institution	Endorsement Program Requested	Level(s) of Program
Averett University	Special Education: General Curriculum K-12	Undergraduate and Graduate
Bluefield College	Special Education: General Curriculum K-12	Undergraduate
George Mason University	Theatre Arts PreK-12	Undergraduate and Graduate
Regent University	English	Undergraduate
	Gifted Education (Add-on)	Graduate
Shenandoah University	Gifted Education (Add-on)	Graduate
University of Richmond	English as a Second Language PreK-12	Undergraduate and Graduate
Virginia State University	Elementary Education PreK-6	Graduate

On September 19, 2011, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education grant “Approved” status to the new education (endorsement) programs at Averett University, Bluefield College, George Mason University, Regent University, Shenandoah University, University of Richmond, and Virginia State University.

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

Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on PreK-12 school needs. A copy of the *Virginia Board of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs* (8VAC20-542-40.7.a) form for each requested education program is attached in the appendix. The institutions of higher education will submit a biennial report for the education programs for the period of September 1, 2011, to August 31, 2013.

Superintendent's Recommendations:

The Superintendent of Public Instruction recommends that the Board of Education approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new endorsement programs (including approval of partnerships and collaborations) at Averett University, Bluefield College, George Mason University, Regent University, Shenandoah University, University of Richmond, and Virginia State University.

Impact on Resources:

There is a minimal impact on resources.

Timetable for Further Review/Action:

Colleges and universities will be notified of the action of the Board of Education.

APPENDIX

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

**Averett University
Bluefield College
George Mason University
Regent University
Shenandoah University
University of Richmond
Virginia State University**

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

Name of Institution: Averett University Submitted by: Dr. Lynn Wolf

Telephone Number: (434) 773-3995 E-Mail: lynn.wolf@averett.edu Reporting Date: May 12, 2011

Number	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.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	Student Teaching, Field Experiences, and Other Averett University Education Department Partnerships	Averett University provides the following to school divisions: renewal courses; workshops; tutoring; teacher preparation programs; grant partnering; facilities; consultation; <i>Teachers for Tomorrow</i> visits; educational consultation, advisement, and expertise; tuition assistance; and master's degree programs. School divisions provide the following: field experience placements for observations; teacher aiding; teacher assisting; tutoring; workshops; grant partnering; and tuition and recruitment assistance.	The collaboration and partnership opportunities meet the identified needs of the PreK-12 community in the following manner: Averett University, in collaboration with selected school divisions, prepares licensed teachers; offers <i>Standards of Learning</i> improvement instruction, selected Board of Education approved educator preparation endorsement programs, Autism Spectrum disorders coursework, graduate cohorts and master's degree programs in mathematics and reading specialist, renewal courses, stipends, inservice workshops, use of Averett University facilities, opportunities for on-site campus visits and competency acquisition through the <i>Teachers for Tomorrow</i> program, and university advisory teacher education board membership; and serves as grant partners.	Dr. Sue Davis, Division Superintendent, Danville City Public Schools Mr. Paul Stapleton, Division Superintendent, Halifax County Public Schools Dr. Sharon Dodson, Division Superintendent, Henry County Public Schools Dr. Scott Kinzer, Division Superintendent, Martinsville City Public Schools Mr. Roger Morris, Division Superintendent, Patrick County Public Schools Mr. James McDaniel, Division Superintendent, Pittsylvania County Public Schools Dr. Jeff Liverman, Director, Danville Science Center	Yes

Number	Partnership and Collaboration Name <i>Special Education General Curriculum K-12</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
				Dr. Douglas Barker, Division Superintendent, Caswell County Public Schools, Yanceyville, North Carolina	

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

Name of Institution: Bluefield College Submitted by: Dr. Donna H. Watson

Telephone Number: (276) 326-7745 E-Mail: dwatson@bluefield.edu Reporting Date: May 25, 2011

Number	Partnership and Collaboration Name <i>Special Education General Curriculum K-12</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	Student Teaching and Field Experiences	Undergraduate students seeking teacher licensure in K-12 are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Bluefield College students observe in the classrooms, help with planning and preparation, and teach students in large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first-year teachers to include classroom management, <i>Standards of Learning</i> assessments, integration of technology, and parent involvement. Students often assist mentor teachers with technology tools.	Bland County Public Schools Mercer County (West Virginia) Public Schools Tazewell County Public Schools	Yes
2.	Taking Action for Special Kids through Clinch Valley Community Action (T.A.S.K.)	Undergraduate students seeking teacher licensure in K-12 may be placed in the T.A.S.K. summer program for field experience courses or to take the Introduction to the Exceptional Child course. Students work in and outside of the classroom with individual students or small groups, all of whom have Individualized Education Programs.	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 teachers in preparing or teaching lessons.	Taking Action for Special Kids through Clinch Valley Community Action (T.A.S.K.) Tazewell, Virginia	No

Number	Partnership and Collaboration Name <i>Special Education General Curriculum K-12</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
3.	Wade Community Center--Bluefield, West Virginia	Undergraduate students seeking teacher licensure in K-12 may be placed at the Wade Community Center-Bluefield, West Virginia, to complete some of their field experience requirements. Students work in this after school program with students who are having difficulties academically.	Bluefield College students provide individual tutoring and individualized help for K-12 students who are experiencing academic and social difficulties. Bluefield College teacher candidates often assist in other ways such as preparing learning materials, serving food, and cleaning and painting the building.	Wade Community Center--Bluefield, West Virginia	No

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

Name of Institution: George Mason University Submitted by: Dr. Mark R. Ginsberg
Telephone Number: (703) 993-2004 E-Mail: mginsber@gmu.edu Reporting Date: April 1, 2011

Number	Partnership and Collaboration Name <i>Theatre Arts PreK-12</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	Student Teaching and Internship in Theater Education (Undergraduate and Graduate Programs)	The Theater Education Program and Fairfax County Public Schools (FCPS) 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 theatre arts teachers.	Fairfax County Public Schools	No

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

Name of Institution: Regent University Submitted by: Dr. Alan Arroyo

Telephone Number: (757) 352-4260 E-Mail: alanarr@regent.edu Reporting Date: May 30, 2011

Number	Partnership and Collaboration Name <i>English and Gifted Education – (Add-on Endorsement)</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	University Student Teaching and Practicum Field Experiences (English)	Field experiences represent the heart of Regent University’s licensure 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). School division cooperating teachers benefit from the opportunity to give back to the profession and enhance their own professional development.	This partnership meets the needs of the PreK-12 community in two ways. First, Regent University teacher candidates are prepared to work in a high needs school division. Students will teach small groups and work with practicum teachers to use data to differentiate instruction, help the classroom teacher work with small groups, and assist with other instructional support tasks. Second, the partnership will provide the school division with well-trained future teachers.	Chesapeake City Public Schools: Crestwood Middle, Deep Creek Middle, Great Bridge Middle, Greenbrier Middle, Hickory Middle, Hugo A. Owens Middle, Indian River Middle; Joliff Middle, Oscar Smith Middle, Western Branch Middle, Deep Creek High, Grassfield High, Great Bridge High, Hickory High, Indian River High, Oscar Smith High, and Western Branch High Norfolk City Public Schools: All middle and high schools Portsmouth City Public Schools: Churchland Middle School, Churchland High School, Cradock Middle School, I. C. Norcom High School, William E. Waters Middle School, and Woodrow Wilson High School	Yes

Number	Partnership and Collaboration Name <i>English and Gifted Education – (Add-on Endorsement)</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
				Suffolk City Public Schools: Forest Glen Middle, John F. Kennedy Middle, John Yeates Middle , King’s Fork Middle, King’s Fork High, Lakeland High, and Nansemond River High Virginia Beach City Public Schools: All middle and high schools	
2.	University Student Teaching and Practicum Field Experiences (Gifted Education)	Field experiences represent the heart of Regent University’s programs in education. 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). School division cooperating teachers benefit from the opportunity to give back to the profession and enhance their own professional development.	This partnership meets the needs of the PreK-12 community in three ways: a) practicum teachers have the opportunity to reflect upon their own pedagogy in a constructive way; b) there is increased communication with the teacher preparation institution; and, c) teacher candidates experience renewed enthusiasm for the profession.	Suffolk City Public Schools Portsmouth City Public Schools	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Name of Institution: Shenandoah University Submitted by: Dr. Mary Bowser
 Telephone Number: (540) 545-7277 E-Mail: mbowser@su.edu Reporting Date: May 31, 2011

Number	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.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	Student Teaching, Field Experiences, and Other Gifted Education Partnerships (Add-on Endorsement Program)	The partnership for this add-on endorsement area includes collaboration related to development and implementation of course content to meet Board of Education competency requirements in the gifted program. The collaboration includes selection of course instructors, field experiences, practicum opportunities, assessment of course outcomes, and joint advertising of course offerings.	Shenandoah University collaborates with selected school divisions to prepare licensed teachers in the area of gifted education. The partnerships provide opportunities for student teaching, practicum, and other field experiences. By collaborating to address the need for trained gifted educators and providing information and guidance to schools desiring to strengthen their programs, the partners advance the quality of services offered.	Hampton City Public Schools: Administrative Contact: Joan Davis, Supervisor of Staff Development Frederick County Public Schools: Administrative Contact: Larry Shobe, Supervisor of Personnel	Yes

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

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

Telephone Number: (804) 289-8432 E-Mail: pstohrhu@richmond.edu Reporting Date: May 15, 2011

Number	Partnership and Collaboration Name <i>English as a Second Language</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	Mentor Teacher Institute	This is a partnership with local school divisions to prepare teachers to mentor student teachers and first-year teachers.	Schools requested training for teachers employed in hard-to-staff schools in an effort to better mentor candidates and help retain new teachers in challenging positions.	Chesterfield County Public Schools Hanover County Public Schools Henrico County Public Schools	Yes
2.	Student Teaching Partnerships	This is a partnership with local school 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 Public Schools Hanover County Public Schools Henrico County Public Schools Goochland County Public Schools Richmond City Public Schools	Yes
3.	Book Buddies	This is a partnership in which preservice teachers tutor first and second-grade students who score low on the Phonological Awareness Literacy Screening assessment.	The local school division requested our help in providing one-on-one instruction for students in the area of reading.	Henrico County Public Schools	Yes

Number	Partnership and Collaboration Name <i>English as a Second Language</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
4.	Middle and High School Practicum Partnerships	Teacher candidates are placed in classrooms with experienced teachers who mentor them on a weekly basis.	During this experience, candidates provide directly serve the needs of the teacher and students by working with students individually and in small groups.	Chesterfield County Public Schools Hanover County Public Schools Henrico County Public Schools	Yes
5.	Elementary Mathematics Practicum	Preservice teachers work with individual students and lead small group mathematics instruction in grades three to five.	The local school division requested our help to work in schools where students need additional help in mathematics.	Henrico County Public Schools	No

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

Name of Institution: Virginia State University Submitted by: Dr. Delores R. Greene
 Telephone Number: (804) 524-5742 E-Mail: dgreene@vsu.edu Reporting Date: May 12, 2011

Number	Partnership and Collaboration Name <i>Elementary Education preK-6</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
1.	Student Teaching and Other Field Experiences	Candidates for initial licensure from the Professional Education Programs Unit complete student teaching and other field experiences in selected school divisions in Superintendent's Study Group (Regions I, VI, and VIII).	Virginia State University (VSU) and selected school divisions collaborate to provide diverse small urban, rural classroom experiences for pre-service candidates. Candidates participate in a variety of activities such as observations, individual and small group tutoring, and instruction. Student teaching undergirds the development of future teachers who are prepared to teach students from diverse environments.	Chesterfield County Public Schools: Phil Sword Henrico County Public Schools: Ms. Seza Aldrich Hopewell Public Schools: Mrs. Melody Bage Prince George County Public Schools: Dr. Shelley Bazemore Petersburg City Public Schools: Mrs. Gail Wade Richmond City Public Schools: Mrs. Valerie Dupree and Mrs. Bernie Johnson Human Resources personnel in Superintendent's Study Group (Regions I, VI, and VIII)	Yes

Number	Partnership and Collaboration Name <i>Elementary Education preK-6</i>	Partnership and Collaboration Description – Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs – Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators – Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement – Is there a written agreement with the partners and collaborators? Yes or No?
2.	VSU-National Board Certified Teachers "Take One"/Full Candidacy Support Program	This is a partnership with Petersburg Public Schools to identify and support teachers seeking National Board Certification. Workshops are implemented with Petersburg Public schools to support teachers seeking National Board certification	The program offers continuing education opportunities for academic enhancement. Teachers are provided support from VSU to help ensure success on the National Board's five core propositions.	Virginia State University, Department of Teaching and Learning and Petersburg Public Schools.	Yes
3.	Summer Institute (Focused on using data to improve teaching and learning)	This partnership utilizes data to impact instructional decision-making as feedback for developing an effective school improvement plan. This initiative is funded by Title III.	VSU worked with approximately 40 leaders to interpret and analyze data as well as develop effective School Improvement Plans. Follow up from the summer session includes site visits to participating schools throughout the year to offer support and accountability for plans.	Petersburg Public Schools Chesterfield County Public Schools Dinwiddie County Public Schools VSU (Professional Education Programs Unit)	Yes
4.	Teacher Development Series	Continuing education courses are offered to satisfy teacher/school division needs relative to licensure, clinical development, and improvement in student performance.	This partnership provides courses for provisionally licensed teachers to meet requirements for a renewable license.	Petersburg City Public Schools Hopewell Public Schools VSU (Professional Education Programs Unit)	Yes