

# Virginia Board of Education Agenda Item



Agenda Item: M      Date: October 24, 2013

<b>Title</b>	First Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Grant Approval to Add New Education (Endorsement) Programs at Averett University, Hollins University, Lynchburg College, Old Dominion University, Randolph College, Randolph-Macon College, Shenandoah University, Sweet Briar College, and Virginia Wesleyan College		
<b>Presenter</b>	Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure		
<b>E-mail</b>	<a href="mailto:Patty.Pitts@doe.virginia.gov">Patty.Pitts@doe.virginia.gov</a>	<b>Phone</b>	(804) 371-2522

**Purpose of Presentation:**

Action required by Board of Education regulation.

**Previous Review or Action:**

No previous review or action.

**Action Requested:**

Action will be requested at a future meeting. Specify anticipated date below:  
Date: November 21, 2013

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
X	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

Goal 5: The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, amended January 19, 2011, set forth the requirements for the accreditation and approval of programs preparing teachers, administrators, and other instructional personnel requiring licensure. These regulations establish policies and standards for the preparation of instructional personnel, further ensuring educational quality for Virginia public school students.

Colleges and universities that offer programs for the preparation of professional school personnel must obtain education program (endorsement) approval from the Board of Education. Requests to offer new

education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies 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 school personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*; *Approved with Stipulations*; or *Approval Denied*.

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

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

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

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

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

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

5. Evidence of contributions to PreK-12 student achievement by candidates completing the program....
6. Evidence of employer job satisfaction with candidates completing the program....
7. Partnerships and collaborations based on PreK-12 school needs....

**Summary of Important Issues:**

Averett University, Hollins University, Lynchburg College, Old Dominion University, Randolph College, Randolph-Macon College, Shenandoah University, Sweet Briar College, and Virginia Wesleyan College have submitted requests to add new endorsement programs in the areas noted on the following chart:

<b>Institution</b>	<b>Endorsement Program Requested</b>	<b>Level of Program</b>
Averett University	Administration and Supervision PreK-12	Graduate
Hollins University	Special Education: General Curriculum K-12	Graduate
Lynchburg College	Music Education – Instrumental PreK-12	Undergraduate
Old Dominion University	Foreign Language: French PreK-12	Undergraduate
Randolph College	Science: Earth Science	Undergraduate
Randolph-Macon College	Special Education: General Curriculum K-12	Undergraduate
Shenandoah University	Health and Physical Education PreK-12	Graduate
Sweet Briar College	Music Education – Instrumental PreK-12	Graduate
Virginia Wesleyan College	Music Education – Vocal/Choral PreK-12	Undergraduate
	Theatre Arts PreK-12	Undergraduate

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* form for each requested program endorsement area is attached in the Appendix. The institutions of higher education will submit a biennial report for the education programs.

Advisory Board on Teacher Education and Licensure’s Recommendations

1. On September 23, 2013, the Advisory Board on Teacher Education and Licensure unanimously approved a recommendation to grant approval to add new education (endorsement) programs at Averett University, Hollins University, Lynchburg College, Randolph College, Randolph-Macon College, Shenandoah University, Sweet Briar College, and Virginia Wesleyan College, including the accountability measurement of partnerships and collaborations based on PreK-12 school needs for each of the programs.

2. On September 23, 2013, the Advisory Board on Teacher Education and Licensure approved a recommendation to grant approval to add a new education (endorsement) program at Old Dominion University. Two ABTEL members recused themselves from voting on the recommendation.

**Impact on Fiscal and Human Resources:**

There is minimum impact on resources.

**Timetable for Further Review/Action:**

This item will be presented to the Board of Education for final review at the November 21, 2013, meeting.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the Advisory Board on Teacher Education and Licensure's recommendations to grant approval to add new education (endorsement) programs at Averett University, Hollins University, Lynchburg College, Old Dominion University, Randolph College, Randolph-Macon College, Shenandoah University, Sweet Briar College, and Virginia Wesleyan College, including the accountability measurement of partnerships and collaborations based on PreK-12 school needs for each of the programs.

## **APPENDIX**

### ***Virginia Board of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Forms***

**Averett University  
Hollins University  
Lynchburg College  
Old Dominion University  
Randolph College  
Randolph-Macon College  
Shenandoah University  
Sweet Briar College  
Virginia Wesleyan College**

**AVERETT  
UNIVERSITY**

**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:** Dr. Martha Wall-Whitfield  
**Phone No.:** (804) 502-6243  
**Date:** March 12, 2013

<b>Number</b>	<b>Administration and Supervision Programs - Partnership and Collaboration Name</b>	<b>Partnership and Collaboration Description</b> - Please provide a brief description of the partnership and collaboration (about 50 words or less).	<b>Description of School Leadership Needs</b> - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	<b>Partners and Collaborators</b> - Please list the names of the entities that took part in the partnership and collaboration.	<b>Evidence of Agreement</b> - Is there written documentation with the partners and collaborators? Yes or No?
1.	Danville City and Hampton City Public Schools; Dinwiddie County, Henrico County, Prince George County, and Roanoke County Public Schools; and the Averett University Education Department Partnership	Averett University will offer courses toward a Master of Education degree and a program for an Administration and Supervision PreK-12 endorsement. This will include a master's program, renewal courses, tutoring, facilities, advising, tuition assistance, field placements, and mentoring.	Licensed school administrators who are prepared in school improvement and technology are needed. The school divisions also need administrators who can interpret and apply educational data.	School Division Superintendents: Danville City; Hampton City; Dinwiddie County; Henrico County; Prince George County; and Roanoke County	Yes

**HOLLINS  
UNIVERSITY**

**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:** June 14, 2013

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.	Internship	The purpose of the internship is to acquaint the prospective teacher with the realities of classroom life and prepare him/her for the full semester student teaching experience.	Area schools need highly effective teachers. The internship is one of the integral steps in preparing graduates to fill that need.	Roanoke City, Roanoke County, Franklin County, and Arlington County Public Schools	Yes
2.	Student Teaching	This capstone experience takes place in area schools to further develop an 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.	Area schools need highly effective teachers. The student teaching experience is one of the integral steps in preparing graduates to fill that need.	Roanoke County and Salem City Public Schools	Yes
3.	Southwest Virginia Professional Educators Consortium (SWVAPEC)	The SWVAPEC was developed in 1998 to formalize the collaborations between the PreK-12 school divisions in the New River and Roanoke Valleys and the 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 PreK-12 schools.	The SWVAPEC is designed to do the following: develop a cadre of clinical faculty who are exemplary models of effective teaching and strong mentors for student teachers and new teachers; develop and nurture exemplary leadership abilities and instructional practices; facilitate greater cooperation and communication among members of the consortium; create a community of lifelong inquiry into learning; and teach and promote the development of school cultures that promote lifelong learning for all members of the communities.	Hollins University, Radford University, Roanoke College, Virginia Tech; Botetourt County, Carroll County, Floyd County, Giles County, Montgomery County, Pulaski County, Radford City, Roanoke City, Roanoke County, Salem City, and Wythe 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:** Hollins University  
**Contact Person:** Dr. Kristi S. Fowler  
**Phone No.:** (540) 362-6249  
**Reporting Date:** June 14, 2013

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.	School-Embedded Service Learning Projects	The Hollins University Education Department's School-Embedded Service Learning Projects provide during and afterschool academic support for students in grades PreK through 8. Preservice teachers experience hands-on opportunities through individual tutoring and small group work. Teacher candidates work in focused ways with children, examining how students learn best. These experiences combine the academic objectives of courses and community service. Assignments that engage preservice teachers inservice-oriented tasks linked to course criteria are implemented. The experiences cultivate reflection and add tremendously to class discussion and the conceptualization of course content. The service learning projects also develop cooperative and mutually beneficial relationships with members of the community.	The students with whom the institution works benefit from building new relationships and working with literacy mentors. The preservice teachers offer a mix of perspectives and approaches which create an enhanced learning environment. One-on-one and small group interaction improves opportunities for authentic assessment of student work and leads to increased potential for student learning. The preservice teacher inquiry groups conduct action research; the groups help identify student learning issues and implement best practices to address those issues.	Hollins University, Roanoke Community Youth Program, North Cross School, Community School, and the Salem Montessori 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:** Hollins University  
**Contact Person:** Dr. Kristi S. Fowler  
**Phone No.:** (540) 362-6249  
**Reporting Date:** June 14, 2013

<b>Education Program</b>		<i>Special Education-General Curriculum K-12</i>
<b>Number</b>	<b>Partnership and Collaboration Name</b>	
1.	Internship	X
2.	Student Teaching	X
3.	Southwest Virginia Professional Educators Consortium	X
4.	School-Embedded Service Learning Projects	X

**LYNCHBURG  
COLLEGE**

**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:** Dr. Jan S. Stennette  
**Phone No.:** (434) 544-8662  
**Reporting Date:** May 21, 2013

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.	Music Bridge Group Piano Program	Lynchburg College (LC) music education majors, The Ellington, and The Jubilee Family Development Center Partnership meet weekly (30 minutes per class) and provide small group instruction in piano and music theory.	The program provides music instruction for elementary at-risk students. The program is designed to improve students' skills in both piano performance and music theory.	Director of The Ellington; Director of Jubilee; LC students; and LC faculty members Cynthia Ramsey and Kara Eaton	Yes
2.	Music Bridge Drum Circle: Rhythms All Around	Lynchburg College music education majors, The Ellington, and The Jubilee Family Development Center Partnership meet weekly (45 minutes per class) and provide instruction in percussion performance and music theory.	The program is designed for music instruction targeted to middle school at-risk students. Students improve skills in percussion performance and music theory.	Director of The Ellington; Director of Jubilee; LC students; and LC faculty members Cynthia Ramsey and Kara Eaton	Yes
3.	Music Bridge Private Piano Program	Lynchburg College music education majors, The Ellington, and The Jubilee Family Development Center Partnership meet weekly (30 minutes per lesson) and provide private instruction for students interested in piano.	The program is designed for music instruction targeted to middle school students involved in the Music Bridge program who are seeking individual instruction in piano. One-on-one lessons with LC students are provided.	Director of The Ellington; Director of Jubilee; LC students; and LC faculty members Cynthia Ramsey and Kara Eaton	Yes
4.	Academy of the Arts Lynchburg, Virginia	Instrumental music students collaborate with community musicians/theatres to produce musicals.	Community musicians have the opportunity to coach and mentor LC students while the students receive practical experience in musical performance.	Dean of School of Communication and the Arts, Dr. Oeida M. Hatcher; LC students; and LC music faculty members Cynthia Ramsey and Kara Eaton	No
5.	Music Faculty Presentations	Faculty members make annual presentations related to music education and performance for area schools.	Area music educators request music faculty to provide adjudication and rehearsals in preparation for musical assessment.	LC faculty and area middle/high schools	No
6.	Field Experience I - Elementary and Special Education	Preservice teachers observe K-5 classes twice weekly and assist music educators with music instruction and performances.	Preservice music educators assist classroom specialists by conducting, teaching micro-lessons, and leading sectional rehearsals.	LC students; LC faculty; Campbell County and Lynchburg City Public Schools' music educators grades K-5	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:** Dr. Jan S. Stennette  
**Phone No.:** (434) 544-8662  
**Reporting Date:** May 21, 2013

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.	Field Experience II – Secondary Education	Preservice teachers observe grades 6-12 classes twice weekly and assist music educators with music instruction and performances.	Preservice music educators assist classroom specialists by conducting, teaching micro-lessons, and leading sectional rehearsals.	LC students, LC faculty, Bedford County and Lynchburg City Public Schools' music educators grades 6-12	No
8.	Elizabeth Early Learning Center	Preservice teachers observe and provide music instruction twice a month for preschool children.	Preservice music educators prepare age-appropriate music lessons and implement instruction for children in a preschool setting.	LC students, LC faculty, and LC faculty and staff	No
9.	Local Church Partnerships	Preservice music educators provide music for area religious performances.	Students work with area music directors to provide musical accompaniments for works performed throughout the liturgical year.	LC students, LC faculty, and area church music directors	No
10.	School Musicals/Orchestra Performances	Instrumental music education students and area high school musicians collaborate to produce musicals and orchestral performances.	Area high school students have opportunities to perform large-scale theatre productions and orchestral works, thereby improving their skills. LC students receive practical experience in coaching and performance.	LC students, LC faculty, and music directors from Lynchburg 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 2: Education Programs Matrix (excluding Administration and Supervision Programs)**

**Name of Institution:** Lynchburg College  
**Contact Person:** Dr. Jan S. Stennette  
**Phone No.:** (434) 544-8662  
**Reporting Date:** May 21, 2013

<b>Education Program</b>		<i>Music Education - Instrumental PreK-12</i>
Number	Partnership and Collaboration Name	
1.	Music Bridge Group Piano Program	X
2.	Music Bridge Drum Circle: Rhythms All Around	X
3.	Music Bridge Private Piano Program	X
4.	Academy of the Arts, Lynchburg, Virginia	X
5.	Music Faculty Presentations	X
6.	Field Experience I - Elementary and Special Education	X
7.	Field Experience II - Secondary Education	X
8.	Elizabeth Early Learning Center	X
9.	Local Church Partnerships	X
10.	School Musicals/Orchestra Performances	X

**OLD DOMINION  
UNIVERSITY**

**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:** Dr. Leigh Butler  
**Phone No.:** (757) 683-6448  
**Reporting Date:** September 13, 2013

<b>Number</b>	<b>Education Programs - Partnership and Collaboration Name</b>	<b>Partnership and Collaboration Description</b> - Please provide a brief description of the partnership and collaboration (about 50 words or less).	<b>Description of PreK-12 School Needs</b> - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	<b>Partners and Collaborators</b> - Please list the names of the entities that took part in the partnership and collaboration.	<b>Evidence of Agreement</b> - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field Experiences: Poquoson City, Virginia Beach City, Northampton County, Suffolk City, Hampton City, Chesapeake City, Norfolk City, York County, Portsmouth City, Newport News, and Williamsburg-James City Public Schools	Preservice 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 school divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Marilyn Barr (Poquoson); Bernard Platt (Virginia Beach); Leigh Bennett (Suffolk); Carrie Byrd (Hampton); Muriel Barfield (Chesapeake); Ida Ostrowski (York); Talitha Parker (Portsmouth); La Tanja Riley-Hedgepeth (Newport News); Diane Pollard (Isle of Wight); Leigh L. Butler (Old Dominion 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:** Old Dominion University  
**Contact Person:** Dr. Leigh L. Butler  
**Phone No.:** (757) 683-6448  
**Reporting Date:** September 13, 2013

<b>Education Program</b>		<i>Foreign Language: French PreK-12</i>
Number	Partnership and Collaboration Name	
1.	Field Experiences: Poquoson City, Virginia Beach City, Northampton County, Suffolk City, Hampton City, Chesapeake City, Norfolk City, York County, Portsmouth City, Newport News, and Williamsburg-James City Public Schools	X

**RANDOLPH  
COLLEGE**

**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:** September 13, 2013

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.	Jubilee Family Development Center <i>Standards of Learning</i> (SOL) Achievement Partnership	Teacher science content institutes are coupled with summer science camps for area children from low income families. Lessons are inquiry based and are based on the <i>Standards of Learning</i> . Students participate in a study to measure attitude and achievement in science.	Faculty and candidates work with students to increase interest and persistence in the sciences during middle school and high school.	Director of Jubilee Family Development Center, Mr. Sterling Wilder and Randolph College faculty: Dr. Peggy Schimmoeller and Dr. Peter Sheldon	Yes
2.	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.	Faculty work with teachers to increase the implementation of scientifically-based instructional practices for students with learning disabilities. Faculty provide teachers assistance in working with students on an individualized basis.	New Vistas School Head, Ms. Charlotte Morgan and Randolph College faculty, Dr. Peggy Schimmoeller	Yes
3.	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.	Randolph College faculty collected data and identified the need for increased breadth of college coursework to increase teacher quality. These areas include classroom management, differentiation, assessment and data driven instructional practices.	Presidents at each institution (Randolph College: Mr. John Klein; Sweet Briar College: Dr. Jo Ellen Parker; Lynchburg College: Dr. Kenneth Garren)	Yes
4.	Dunbar Middle School Afterschool Mathematics Achievement Academy	Dunbar Middle School sixth- through eighth-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.	The school principal and teachers identified the need for increased achievement in Dunbar mathematics <i>Standards of Learning</i> test scores and the inclusion of more science, technology, engineering, and mathematics in class lessons.	College faculty: Professor Conseulla Woods and Dr. Peggy Schimmoeller; P.L. Dunbar Middle School Principal Brian Wray	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:** September 13, 2013

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?
5.	Lynchburg City Schools, Nelson County Schools, Appomattox County Schools Internship Partnership Program	Intern teachers are placed in elementary, middle, and high schools in these school divisions for the student teaching experience.	Teacher candidates teach with a master teacher in the required licensure/endorsement area for over 500 contact hours. Master teachers are prepared by the college faculty to align expectations of the college program and the school program.	Randolph College faculty: Dr. Peggy Schimmoeller, Professor Consuella Woods, and Professor Robbi Parker	No
6.	Bedford County Schools, Campbell County Schools, Amherst County Schools	Intern teachers are placed in elementary, middle, and high schools in these school divisions for the student teaching experience.	Teacher candidates teach with a master teacher in the required licensure/endorsement area for over 500 contact hours. Master teachers are prepared by the college faculty to align expectations of the college program and the school program.	Randolph College faculty: Dr. Peggy Schimmoeller, Professor Consuella Woods, and Professor Robbi Parker	No
7.	Amazement Square, Lynchburg City	Undergraduate and graduate candidates will complete practica hours (EDUC 314, 600, 603) with city and county public school students in the areas of science and art education.	Teacher candidates work with groups of students at the museum on a variety of educational programs. All programming is connected to the <i>Virginia Standards of Learning</i> .	Randolph College faculty: Dr. Peggy Schimmoeller, Professor Robbi Parker, Professor Consuella Woods, and Director of Amazement Square: Mort Sajadian	Yes
8.	Young Women's Christian Association (YWCA)	Graduate students enrolled in EDUC 600 work with ninth- and tenth-grade high school girls on academic tutoring and mentoring for leadership skills.	Graduate candidates work with high school females on academics and mentoring.	Randolph College faculty: Professor Robbi Parker, Dr. Peggy Schimmoeller, YWCA Director: Ms. Terry Miller	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 College  
**Contact Person:** Dr. Peggy Schimmoeller  
**Phone No.:** (434) 947-8505  
**Reporting Date:** September 13, 2013

<b>Education Program</b>		<i>Science: Earth Science</i>
Number	Partnership and Collaboration Name	
1.	Jubilee Family Development Center <i>Standards of Learning (SOL)</i> Achievement Partnership	X
2.	New Vistas School Special Education Partnership	X
3.	Tri-College Consortium	X
4.	Dunbar Middle School Afterschool Mathematics Achievement Academy	X
5.	Lynchburg City Schools, Nelson County Schools, Appomattox County Schools Internship Partnership Program	X
6.	Bedford County Schools, Campbell County Schools, Amherst County Schools	X
7.	Amazement Square, Lynchburg City	X
8.	Young Women's Christian Association (YWCA)	X

**RANDOLPH-MACON  
COLLEGE**

**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:** Dr. Brenda M. Davis  
**Phone No.:** (804) 752-3149  
**Reporting Date:** September 13, 2013

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 and Field Experience Placements in Hanover Schools	Randolph-Macon College has a long-standing, written partnership with Hanover County schools. The partnership includes participation from college faculty and students who serve the schools in various ways. Hanover County provides practicum and student teaching placements to develop future teachers.	The partnership meets the needs of PreK-12 and special needs students because college students provide tutorial services during practicum placements, enrichment activities, and ongoing special events on the college campus. College faculty serve on various school and county advisory committees.	Over 100 practicum and student teaching placements are made annually at elementary, middle, and high schools throughout the county. Pre-service teachers provide tutoring and instruction under the supervision of classroom 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 2: Education Programs Matrix (excluding Administration and Supervision Programs)**

**Name of Institution:** Randolph-Macon College  
**Contact Person:** Dr. Brenda M. Davis  
**Phone No.:** (804) 752-3149  
**Reporting Date:** September 13, 2013

<b>Education Program</b>		<i>Special Education - General Curriculum K-12</i>
<b>Number</b>	<b>Partnership and Collaboration Name</b>	
1.	Student Teaching and Field Experience Placements in Hanover Schools	X

**SHENANDOAH  
UNIVERSITY**

**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:** Dr. Mary Bowser  
**Phone No.:** (540) 545-7277  
**Reporting Date:** Spring 2013

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.	Health and Physical Education (HPE) Practicum	Shenandoah University (SU) students and faculty collaborate with PreK-12 faculty in developing and attending professional development sessions.	As assessment of performance for teachers and students becomes more important, the collaboration increases. PreK-12 school divisions need ways to measure students' performance in physical education classes and to help ensure students are active for a lifetime. SU students collaborate with K-12 teachers to implement new assessment techniques.	Director of Instruction, Winchester Public Schools; Directors of Instructional Services, Frederick County Public Schools; Director, Department of Personnel Services, Loudoun County Public Schools	Yes
2.	Health and Physical Education (HPE) Student Teaching/ Internship	Various performance assessment curriculum models have been shared with the area PreK-12 school divisions; SU student teachers/ interns collaborate with their cooperating teachers to demonstrate the effectiveness of those models.	As assessment of performance for teachers and students becomes more important, the collaboration increases. PreK-12 school divisions need ways to measure students' performance in physical education classes and to help ensure students are active for a lifetime. SU students collaborate with K-12 teachers to implement new assessment techniques.	Director of Instruction, Winchester Public Schools; Directors of Instructional Services, Frederick County Public Schools; Director of Personnel Development, Warren County Public Schools; Director, Department of Personnel Services, Loudoun County Public Schools	Yes

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 Part 2: Education Programs Matrix (excluding Administration and Supervision Programs)*

**Name of Institution:** Shenandoah University  
**Contact Person:** Dr. Mary Bowser  
**Phone No.:** (540) 545-7277  
**Reporting Date:** Spring 2013

<b>Education Program</b>		<i>Health and Physical Education PreK-12</i>
Number	Partnership and Collaboration Name	
1.	Health and Physical Education (HPE) Practicum	X
2.	Health and Physical Education (HPE) Student Teaching/ Internship	X

**SWEET BRIAR  
COLLEGE**

**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:** Dr. Holly Gould  
**Phone No.:** (434) 381-6546  
**Reporting Date:** September 13, 2013

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.	Tye River Elementary 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 (Makenzie Walstrom) and Sweet Briar College (Holly Gould)	No
2.	Tye River Big Sister Partnership	Sweet Briar students 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 continues throughout the Sweet Briar student's college career.	SBC students provide support, academically and/or emotionally, for select students at Tye River Elementary School.	Tye River Elementary School (Makenzie Walstrom) and Sweet Briar College (Holly Gould)	No
3.	Amherst County Public Schools/Sweet Briar Partnership	Sweet Briar College entered into a signed, formal agreement with Amherst County Public Schools in the mid-90s 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 PreK-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. Jo Ellen Parker, President)	Yes
4.	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 PreK-12. They meet with their Clinical Faculty supervisors during the fall study group to design <i>Standards of Learning</i> - based, differentiated instruction that they help to implement as a field experience one hour per week.	Amherst County Public Schools (Julie Rogers) and Sweet Briar College (Dr. Holly Gould)	No
5.	Clinical Faculty, Mentors, Pre-service and Arts and Sciences: A Continuing Partnership for Quality Teaching and Learning	Sweet Briar College participates in a block grant from the Virginia Department of Education 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, Nelson, and Lynchburg City.	Based on needs assessments provided by each school division's participants, this partnership focuses on inservice and preservice teacher staff development aimed at increasing teacher effectiveness, retention, and student learning in PreK-12.	Education Department Faculty from each of the three colleges and central office administrators from each of the six school divisions	Yes

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6.	Henry County Public Schools Differentiation Project	Henry County Public Schools has a continuing grant from the Harvest Foundation to provide professional development to PreK-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.	PreK-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. Holly Gould)	No
7.	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.	PreK-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 faculty	No
8.	Tutoring for PreK-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 as well as education students in SVEA are assigned.	Assessment data in local schools indicates some students would benefit 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. Holly Gould)	No
9.	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 from the high school.	Sweet Briar College (Deborah Powell) and Amherst County High School (Haywood Hand)	No

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10.	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 PreK-12 students, parents, and the community on topics and issues related to local needs. For example, Lynchburg College hosts the Schewel Lecture on issues related to education and diversity.	Presidents of the three colleges: Lynchburg College - Mr. Ken Garren; Randolph College - Dr. John Klein; Sweet Briar College - Dr. Jo Ellen Parker	Yes
11.	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 PreK-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 Stennette), Randolph College (Dr. Margaret Schimmoeller), and Sweet Briar College faculty	No
12.	Campbell County Public Schools Differentiation Project	Campbell County Public Schools Differentiation Project	Campbell County Public Schools has committed to train a core cadre of teachers to build expertise in differentiation. Sweet Briar College faculty provide instruction and coaching on differentiation and have been offered a reduced rate on classes.	PreK-12 students in Campbell 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.	No

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**Name of Institution:** Sweet Briar College  
**Contact Person:** Dr. Holly Gould  
**Phone No.:** (434) 381-6546  
**Reporting Date:** September 13, 2013

Education Program		Music Education - Instrumental PreK-12
Number	Partnership and Collaboration Name	
1.	Tye River Elementary Partnership	X
2.	Tye River Big Sister Partnership	X
3.	Amherst County Public Schools/ Sweet Briar Partnership	X
4.	Differentiation Study Group	X
5.	Clinical Faculty, Mentors, Pre-service and Arts and Sciences: A Continuing Partnership for Quality Teaching and Learning	X
6.	Henry County Public Schools Differentiation Project	X
7.	Frederick County Public Schools Differentiation Project	X
8.	Tutoring for PreK-12 Students in the Local Community	X
9.	Sweet Briar High School Scholars Program	X
10.	Tri-College Consortium	X
11.	Tri-College Colloquium	
12.	Campbell County Public Schools Differentiation Project	X

**VIRGINIA WESLEYAN  
COLLEGE**

**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:** Dr. Karen A. Bosch  
**Phone No.:** (757) 455-3403  
**Reporting Date:** September 13, 2013

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 Placements (Virginia Beach, Chesapeake, Norfolk, Suffolk Public Schools)	Student teachers are placed in two settings in two participating school divisions. Students seeking an elementary endorsement are placed in grades Kindergarten, grades 1-3 and grades 4-5; students seeking secondary endorsements are placed in middle and high schools; special education students are placed in elementary and high schools; and students seeking K-12 endorsements are placed in elementary and high schools.	Students are responsible for all aspects of the day-to-day instruction in each of their seven-and-a-half week placements. Students plan and provide direct instruction under the supervision of a cooperating teacher and college supervisor.	Director of field experiences; student teaching supervisors; cooperating teachers from participating school divisions; and, administrators from participating school divisions	Yes
2.	Practicum Field Experiences Elementary PreK-6, Secondary 6-12, K-12, Middle School, Special Education (Virginia Beach, Chesapeake, Norfolk Public Schools)	All practicum students spend a total of 80 clock hours (50 supervised) in the field, covering all areas of their licensure levels. Students seeking an endorsement in special education spend an additional 25 clock hours in a placement with a school psychologist to observe and participate in testing administration and interpretation of assessment data.	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.	Director of field experiences; course instructors; cooperating teachers from participating school divisions	Yes
3.	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 (SEVA) National Board Certified Teacher Regional Network, has developed and coordinates the program to support Virginia Region 2 teachers in all aspects of National Board Certification, including all PreK-12 content areas.	The program offers pre-candidates and active candidates 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; the National Board for Professional Teaching Standards; and the Southeast Virginia National Board Certified Teacher Regional Network	Yes
4.	The Take Five Program	In collaboration with school divisions in Southside Hampton Roads school divisions, Virginia Wesleyan College provides a 50 percent tuition reduction for all provisionally licensed teachers.	The Take Five Program provides provisionally licensed teachers an academic and financial incentive to complete Virginia Board of Education licensure requirements.	Virginia Wesleyan College; Norfolk Public Schools; Chesapeake Public Schools; Suffolk Public Schools; Virginia Beach City Public Schools; and Portsmouth Public Schools	Yes

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5.	Marlins Read	Virginia Wesleyan College Education student volunteers read every other Friday for 30-minute increments with students in a one-on-one setting. The program is coordinated with Diamond Springs and Newtown Elementary.	In the fall of 2009, students began volunteering with the Marlins Read program.	Diane Hotaling, Virginia Wesleyan College; Community Service, Virginia Wesleyan College Students; and Bayside Community members	Yes
6.	Virginia Wesleyan College Neighborhood Tutoring Program	Virginia Wesleyan College Education licensure students serve as tutors through the neighborhood tutoring program, working with students grades one through five every Tuesday and Thursday during the semester.	Students are given an opportunity to work one-on-one, or in a small group, with K-12 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.	Diane Hotaling, Virginia Wesleyan College; Community Service, Virginia Wesleyan College Students; and Bayside Community	Yes
7.	Verizon Foundation for Independent Colleges Grant-Teaching with Today's Technology	High school teacher cadet students are brought to campus to learn about Verizon's Thinkfinity software programs and ways to implement this technology into the lessons they teach in their designated classrooms.	High school teacher cadet students work with local public school students in a large group or one-on-one tutoring basis. The Thinkfinity resources can be used to enhance the sessions and make the learning more interactive.	Dr. Hilve Firek, Professor, Virginia Wesleyan College; Teacher Cadet Instructors; and students from Oscar Smith High, Chesapeake Public Schools	Yes
8.	De La Salle Blackfeet School (Montana)	Virginia Wesleyan College students enroll in INST 304-Blackfeet Immersion. Students and faculty spend a week working with students in grades four through eight at the De La Salle Blackfeet School in Browning, Montana.	The children enrolled at De La Salle School live in impoverished situations in rural Montana. Browning is extremely isolated, so the immersion program helps the children learn about people from outside the reservation. The program exposes the children to students who value education and are pursuing college degrees.	Dr. Hilve Firek, Professor, Virginia Wesleyan College; De La Salle Blackfeet School	Yes

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**Contact Person:** Dr. Karen A. Bosch  
**Phone No.:** (757) 455-3403  
**Reporting Date:** September 13, 2013

Education Programs		<i>Music Education - Vocal/Choral PreK-12</i>	<i>Theatre Arts PreK-12</i>
Number	Partnership and Collaboration Name		
1.	Student Teaching Placements (Virginia Beach, Chesapeake, Norfolk, Suffolk Public Schools)	X	X
2.	Practicum Field Experiences Elementary PreK-6, Secondary 6-12, K-12, Middle School, Special Education (Virginia Beach, Chesapeake, Norfolk Public Schools)	X	X
3.	Virginia Wesleyan College National Board Certification Support Program	X	X
4.	The Take Five Program	X	X
5.	Marlins Read	X	X
6.	Virginia Wesleyan College Neighborhood Tutoring Program	X	X
7.	Verizon Foundation for Independent Colleges Grant-Teaching with Today's Technology	X	X
8.	De La Salle Blackfeet School	X	X