

Virginia Board of Education Agenda Item



Agenda Item: H Date: October 26, 2017

Title	First Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Approve New Education (Endorsement) Programs at Averett University, The College of William and Mary, Radford University, Regent University, Roanoke College, Virginia State University, Virginia Wesleyan University, and Washington and Lee University (Rockbridge Teacher Education Consortium).		
Presenter	Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure		
E-mail	Patty.Pitts@doe.virginia.gov	Phone	(804) 371-2522

Purpose of Presentation:

Action required by Board of Education regulation.

Previous Review or Action:

No previous review or action.

Action Requested:

Other. Specify below:

Board action requested to waive first review and take action at this meeting.

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.) 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 Office of Teacher Education and content specialists in the Department of Education review the programs to ensure competencies and other requirements have been addressed. The Advisory Board on Teacher Education and Licensure 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, The College of William and Mary, Radford University, Regent University, Roanoke College, Virginia State University, Virginia Wesleyan University, and Washington and Lee University (Rockbridge Teacher Education Consortium) requested to add new endorsement programs in the following areas:

Institution	Endorsement Program Requested	Level of Program
Averett University	<ul style="list-style-type: none"> • Reading Specialist 	Graduate
The College of William and Mary	<ul style="list-style-type: none"> • English as a Second Language PreK-12 	Graduate
Radford University	<ul style="list-style-type: none"> • Special Education Early Childhood (birth through age 5) 	Undergraduate
Regent University	<ul style="list-style-type: none"> • Early/Primary Education PreK-3 	Undergraduate
Roanoke College	<ul style="list-style-type: none"> • Middle Education 6-8: Mathematics • Middle Education 6-8: History and Social Sciences) 	Undergraduate
Virginia State University	<ul style="list-style-type: none"> • Dance Arts PreK-12 	Undergraduate
Virginia Wesleyan University	<ul style="list-style-type: none"> • Biology 	Graduate
	<ul style="list-style-type: none"> • Chemistry 	Graduate
	<ul style="list-style-type: none"> • Earth Science 	Graduate
	<ul style="list-style-type: none"> • English 	Graduate
	<ul style="list-style-type: none"> • Foreign Language: French PreK-12 	Graduate
	<ul style="list-style-type: none"> • Foreign Language: German PreK-12 	Graduate
	<ul style="list-style-type: none"> • Foreign Language: Spanish PreK-12 	Graduate
	<ul style="list-style-type: none"> • Foreign Language: Latin PreK-12 	Graduate
	<ul style="list-style-type: none"> • History and Social Sciences 	Graduate
	<ul style="list-style-type: none"> • Mathematics 	Graduate
	<ul style="list-style-type: none"> • Music Education: Instrumental/Vocal PreK-12 	Graduate
Washington and Lee University (Rockbridge Teacher Education Consortium)	<ul style="list-style-type: none"> • Theatre Arts PreK-12 	Graduate
	<ul style="list-style-type: none"> • Visual Arts PreK-12 	Graduate
	<ul style="list-style-type: none"> • English 	Undergraduate
	<ul style="list-style-type: none"> • Mathematics 	Undergraduate
	<ul style="list-style-type: none"> • Middle Education 6-8: Mathematics • Middle Education 6-8: English) 	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*

applications 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. (Refer to the Appendix.) Each institution provided written documentation of its intent to partner with various school divisions. The institutions of higher education will submit a biennial report for the education programs for the period of September 1, 2017 to August 31, 2019.

Advisory Board on Teacher Education and Licensure's Recommendation

On September 27, 2017, the Advisory Board on Teacher Education and Licensure approved a recommendation to the Board of Education to add new education (endorsement) programs (listed on page C) at Averett University, The College of William and Mary, Radford University, Regent University, Roanoke College, Virginia State University, Virginia Wesleyan University, and Washington and Lee University (Rockbridge Teacher Education Consortium).

Impact on Fiscal and Human Resources:

There is minimum impact on resources.

Timetable for Further Review/Action:

Institutions of higher education officials will be notified of the Board of Education action, and approval of programs will be posted on the Department of Education's website.

Superintendent's Recommendations:

1. The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to add a new education (endorsement) program at Radford University.
2. The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to add new education (endorsement) programs at Averett University, The College of William and Mary, Regent University, Roanoke College, Virginia State University, Virginia Wesleyan University, and Washington and Lee University (Rockbridge Teacher Education Consortium).

Rationale for Action:

The majority of the requested programs are in critical teacher shortage areas. The education (endorsement) programs have been reviewed to ensure that they met the requirements set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia*, and the Advisory Board on Teacher Education and Licensure reviewed the requests and recommended approval.

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

College of William and Mary

Radford University

Regent University

Roanoke College

Virginia State University

Virginia Wesleyan University

Washington and Lee University
(Rockbridge Teacher Education Consortium)

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

Name of Institution: Averett University - Reading Specialist

Contact Person: Dr. Sue Davis

Phone No.: 434-791-5741

Reporting Date: June 16, 2017

Email Address: suedavis@averett.edu

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.
1	Danville City (Virginia) Public Schools and Averett University Education Department Partnership	Averett University provides licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, and master's degree programs. School divisions provide field placements for observations, teacher aiding, teacher assistance, tutoring, student teacher workshops, tuition and recruitment assistance, and grant partnering.	Identified needs of the Pre-K community are met through licensed teachers, grant partners, Standards of Learning improvement, licensure renewal courses, points, stipends, add-on endorsements, master's degrees, in-service workshops, and use of Averett facilities.	Dr. Stanley Jones Division Superintendent Danville City Public Schools
2	Pittsylvania County (Virginia) Public Schools and Averett University Education Department Partnership	Averett University provides licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, and master's degree programs. School divisions provide field placements for observations, teacher aiding, teacher assistance, tutoring, student teacher workshops, tuition and recruitment assistance, and grant partnering.	Identified needs of the Pre-K community are met through licensed teachers, grant partners, Standards of Learning improvement, licensure renewal courses, points, stipends, add-on endorsements, master's degrees, in-service workshops, use of Averett facilities, college visits, competency acquisition, and graduate cohorts as requested.	Dr. Mark R. Jones Division Superintendent Pittsylvania County Public Schools (Dr. Lillian Holland)

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

Name of Institution: The College of William and Mary - English as a Second Language

Contact Person: Dr. Denise Johnson

Phone No.: 757-221-1528

Reporting Date: May 26, 2017

Email Address: denise.johnson@wm.edu

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.
1	William & 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, including ESL teachers (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York County).	The mission of the William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers, including ESL 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 County (Dr. Chris Garies, Director)
2	Special Education Training and Technical Assistance Center (T/TAC Demonstration Projects)	The T/TAC at the College of William and Mary is part of a statewide network funded by the Virginia Department of Education with flow-through funds from the Individuals with Disabilities Education Act (USDOE). T/TAC W&M provides a variety of support services and assistance to educational professionals serving school-age students with mild to moderate disabilities, who also may be English Learners, in Eastern Virginia. The aim of these services is to improve student access and success through enhanced professional practice.	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to increase the capacity of educational professionals to improve outcomes for K-12 students with disabilities, including those who are English Learners. T/TAC W&M primarily serves schools in need of improvement under state and federal accountability systems.	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 (Dr. Lori Korinek, Principal Investigator)

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3	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, who also may be English Learners, 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, including English Learners, 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; Virginia Cross Sector Professional Development; Head Start; Virginia Interagency Coordinating Council; Virginia Department of Housing and Community Development; Virginia Department of Social Services; Virginia Childcare Development Block Grant; Interagency Partnership to Prevent and End Youth Homelessness; Governor’s Advisory Committee on Homelessness; U.S. Department of Education; National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; SchoolHouse Connection (Dr. Patricia Popp, State Coordinator)
4	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, who may also be English 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, including English Learners, 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)
5	Saturday/Summer Enrichment Programs (SEP)	Programs for high ability students are offered through the Center for Gifted Education for students in K through 9. These students may be English Learners. 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, including English Learners, 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 SEP 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)

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6	School University Research Network	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. These services include those for English Learners. 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, including English Learners, through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. The School University Research Network (SURN) secures resources for research and professional development in service of the defined needs of the constituent school divisions.	Charles City, Colonial Beach, Franklin, Gloucester, Greenville, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northampton, Northumberland, Petersburg, Poquoson, Portsmouth, Richmond County, Southampton, Suffolk, Surry, West Point, Williamsburg-James City, York, Virginia Department of Education (Dr. Amy Colley, Director)
7	Pathways Project Collaboration with Williamsburg-James City County Public Schools	Beginning with the collaborative development of a Virginia Department of Education (VDOE) High School Innovation Challenge Grant with Warhill High School, we have expanded our partnership with Williamsburg-James City County Public Schools to develop a subsequent innovation grant with the other high schools in the division to develop the Pathways Program. Together we have designed a school-within-a-school program built around design thinking, project-based learning, personalized learning, and career exploration. The Warhill High School Pathways program launched in Sept. 2016 with 100 students, including ESL. The next two school programs will launch in September 2017. William & Mary has led ongoing professional development focusing on curriculum design. A team of researchers from W&M has also been researching program outcomes.	When the High School Innovation Challenge Grants were announced by VDOE in 2015, the Superintendent approached Dean Niles seeking support from W&M to develop a vision for a new program. As the partnership evolved, we have worked closely with the division to design the professional development focus and approach as well as a comprehensive evaluation study of the first year of the program. We will present our findings to the School Board in July 2017 and continue to support the efforts in 2017-18 as the program expand to two additional schools.	Williamsburg-James City County Public School (Drs. Lindy Johnson, Mark Hofero, and Meredith Kier, Project Leads/Researchers; Dr. Jason Chen and doctoral students Katalin Wargo, Davis Clement, Leah Horrell, and Noel Williams, Research Team Members) Williamsburg-James City County Public School (Drs. Lindy Johnson, Mark Hofero, and Meredith Kier, Project Leads/Researchers; Dr. Jason Chen and doctoral students Katalin Wargo, Davis Clement, Leah Horrell, and Noel Williams, Research Team Members)

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

Name of Institution: Radford University - Early Childhood
Contact Person: Dr. Tamara Wallace
Phone No.: 540-831-6311
Reporting Date: August 25, 2017
Email Address: twallace8@radford.edu

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.
1	Radford Early Learning Center	This partnership with the Radford Early Learning Center provides teacher candidates in the Early Childhood Special Education program an opportunity to learn about early childhood development. They also are required to complete observation assignments Infant/Toddler Environment Rating Scale-Reversed (ITERS-R) observation tool, and keep running records) and some teaching during the field experiences.	The agency receives additional support for the children in the classroom, and the children receive additional input and instruction from our candidates.	Radford University College of Education and Human Development faculty; Radford Early Learning Center Director and teachers
2	New River Community Action Head Start	The partnership is a federally funded early childhood education program for the preschool age children from low income families. Interdisciplinary Studies Early Childhood (IDEC) junior students go to classrooms once a week for two hours for 10 weeks. Students interact with the young children, assist the teachers, observe the routines, and teach individual or small groups of students. They are also required to complete observation assignments (ITERS-R, and keep running records) and teach a small group activity during this field experience.	The agency receives additional support for the children in the classroom, including assistance with the Head Start requirement of in-kind contributions from volunteers, and the children receive additional input and instruction from our candidates.	Radford University College of Education and Human Development faculty; New River Community Action Head Start Director, Site Administrator and teachers
3	Rainbow Riders Child Care Center	This National Association for the Education of Young Children accredited early childhood education program serves children ages six weeks through 12 years. Interdisciplinary Studies Early Childhood junior students go to the center's infant and toddler rooms once a week for two hours for the 14 weeks. Students interact with the young children under the age of three, assist the teachers, provide instruction to small groups of students, and observe the routines. They also are required to complete observation assignments (ITERS-R, and keep running records) during the field experiences.	The agency receives additional support for the children in the classroom, and the children receive additional input and instruction from our candidates.	Radford University College of Education and Human Development faculty; Rainbow Riders Child Care Center Director, and classroom teachers

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4	Southwest Virginia Professional Education Consortium (SWVA PEC)	The consortium was developed to formalize the collaborations between PreK-12 schools in the New River and Roanoke valleys and regional institutions of higher education.	The partnership is intended to strengthen the connections between and among institutions of higher education and school divisions in the region and increase the efficiency and timeliness of their response to the current and emerging needs of PreK-12 education.	Superintendents, principals, central office personnel, and lead clinical faculty from Dalton Intermediate School; Pulaski Elementary School; Radford High School; Dublin Elementary School; Belle Heth Elementary School; Fairview Elementary School; Fishburn Park Elementary School; Roanoke Academy for Math and Science; 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; and Round Hill Elementary School; administrators and faculty from Radford University, Roanoke College, Hollins, and Virginia Tech.
5	School of Teacher Education and Leadership (STEL) - Early Childhood Special Education Distance Learning	This partnership with Lynchburg College delivers distance learning in early childhood special education preparation at the graduate level.	This partnership supports the need via distance learning to prepare teachers in the early childhood special education area.	Radford University, College of Education and Human Development faculty; Lynchburg College faculty
6	New River Valley Infant Toddler Connection (NRVITC)	The NRVITC meets the needs of the birth to 3 community of children with disabilities and their parents by providing early intervention, service coordination, assessment, and other therapy services. The program uses a coaching model to help parents help their children.	By partnering with the IDEC program and allowing our interns to participate, they learn valuable skills in working with families, caregivers, and community care providers, such as Early Head Start and child care programs. Radford University interns provided additional services to children who need more intense intervention through more visits, thus aiding the NRVITC in its mission of serving these children and their families.	Radford University College of Education and Human Development faculty; NRVITC staff

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7	Easterseals UPC North Carolina and Virginia (Salem)	Easterseals UPC meets the needs of the birth to age three community of children with disabilities and their parents by providing early intervention, service coordination, assessment, and other therapy services. The program uses a coaching model to help parents help their children.	By partnering with the IDEC program and allowing our interns to participate, they learn valuable skills in working with families, caregivers, and community care providers. Interns engage with the children during home visits, which allows service coordinators and family members to discuss services, needs, and progress, thus assisting the agency with its mission of supporting families and children. The Radford University interns also help teach during parent/children play groups allowing the children to receive more one-on-one attention so that parents and caregivers can feel more comfortable taking a break during this time.	Radford University College of Education and Human Development faculty; Easterseals North Carolina and Virginia Director, service coordinators and service providers

**Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations
Education Programs Matrix (excluding Administration and Supervision Programs)**

Name of Institution: Regent University - Early/Primary Education
Contact Person: Kurt Kreassig
Phone No.: 757-352-4372
Reporting Date: June 17, 2017
Email Address: kkreassig@regent.edu

Education Programs Matrix	Grade Level	Support Personnel	Foreign Language PreK-12	Career and Technical Education	PreK-12 Endorsements	Secondary Grades 6-12	Special Education	Add-on Endorsements																																							
									Early/Primary Education PreK-3	Elementary Education PreK-6	Middle Education 6-8	Adult Education	Math Specialist for Elem./Middle Ed.	Reading Specialist	School Counselor PreK-12	School Psychology	School Social Worker	French	German	Spanish	Latin	Other Foreign Language	Agricultural Education	Business and Information Technology	Marketing Education	Technology Education	Family and Consumer Sciences	Visual Arts	Dance Arts	English as a Second Language	Health and Physical Education	Library Media	Music Education - Instrumental	Music Education - Vocal/Choral	Theatre Arts	Computer Science	English	History & Social Science	Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science	Science - Physics	Early Childhood (Birth through Age 5)	Hearing Impairments PreK-12	Adapted Curriculum K-12	General Curriculum K-12
Content Areas																																															
Section A: Place a 'Y' under each content area proposed program to be offered by your institution.	Y																																														
Section B:	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. (Please note that the first twenty "Partnership and Collaboration" names that you entered on Part 1 are automatically transferred to this table.)																																													
1	Regent/TCC MOU	X																																													
2	Regent /VBCPS	X																																													
3	Regent /CPS	X																																													
4	Regent/ASC	X																																													

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

Name of Institution: Regent University - Early Primary Education

Contact Person: Kurt Kreassig

Phone No.: 757-352-4372

Reporting Date: June 17, 2017

Email Address: kkreassig@regent.edu

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.
1	Regent University College of Arts and Sciences and Tidewater Community College (TCC)	MOU between Regent University and Tidewater Community College: AIM is to provide another licensure avenue for TCC graduates with an Associate of Applied Science in Early Childhood Education. Offering an early/primary preK-3 endorsement would afford options to students seeking licensure.	This preK-3 endorsement partnership with Tidewater Community College (TCC) seeks to serve TCC graduates with Associate of Applied Science in Early Childhood Development and their need to be licensed teachers serving public school children.	Kurt Kreassig, Regent University Maggie Charlton, TCC
2	Regent University College of Arts and Sciences and Virginia Beach City Public Schools (VBCPS)	Partnership agreement between Regent University and VBCPS to place preK-3 practicum students in preK-3 classrooms who desire licensure through the Virginia Department of Education (VDOE).	Field experiences should establish a bond between theory and practice (learning experiences and application) while providing opportunities for independent and guided practice, feedback, coaching and reflection. Field experiences are designed to engage prospective preK-3 teachers in active learning experiences and to provide cooperating teachers opportunities for continued professional growth.	Kurt Kreassig and program faculty of Regent University and VBCPS Human Resources, Placement Specialists Cindy Mosely
3	Regent University College of Arts and Sciences and Chesapeake Public Schools (CPS)	Partnership agreement between Regent University and CPS to place preK-3 practicum students in preK-3 classrooms who desire licensure through VDOE.	Field experiences should establish a bond between theory and practice (learning experiences and application) while providing opportunities for independent and guided practice, feedback, coaching and reflection. Field experiences are designed to engage prospective preK-3 teachers in active learning experiences and to provide cooperating teachers opportunities for continued professional growth.	Kurt Kreassig and program faculty of Regent University and CPS Human Resources, Placement Specialist Carol Stanek
4	Regent University College of Arts and Sciences and Atlantic Shores Christian Lower School (ACLS)	Partnership agreement between Regent University and ACLS to place preK-3 practicum students in preK-3 classrooms who desire licensure through VDOE.	Field experiences should establish a bond between theory and practice (learning experiences and application) while providing opportunities for independent and guided practice, feedback, coaching and reflection. Field experiences are designed to engage prospective preK-3 teachers in active learning experiences and to provide cooperating teachers opportunities for continued professional growth.	Kurt Kreassig and program faculty of Regent University and ACLS, Keisha Thomas, Director if the Lower School

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

Name of Institution: Roanoke College - Middle Education 6-8

Contact Person: Dr. Maria Stallions

Phone No.: 540-378-5167

Reporting Date: June 1, 2017

Email Address: stallions@roanoke.edu

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.
1	Partner Schools: Middle School	Roanoke College and its 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 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to its partner schools: 1) Preservice teacher volunteers to serve as tutors and mentors for 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, Forest I. Jones, Principal (City of Salem); Woodrow Wilson middle School, Rosalind Henderson, Principal (Roanoke City).
2	Southwest Virginia Professional Education Consortium	The Southwest Virginia Professional Education Consortium (SWVAPEC) provides consistent and ongoing communication and collaboration between regional PreK-12 local education agencies and regional institutions of higher education.	SWVAPEC serves the PreK-12 community by: 1) providing clinical faculty training, 2) preparing interns and student teachers, 3) coordinating Virginia Department of Education grant funding for programs that support clinical faculty professional development, and 4) supporting mentoring programs for new teachers.	5 IHEs: Virginia Tech, Radford, Hollins, Ferrum and Roanoke College; and nine K-12 Divisions -- Botetourt County, Craig County, Giles County, Montgomery County, Pulaski County, Radford City, Roanoke City, Roanoke County, Salem City.
3	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 2017 institute was its 17 th annual offering.	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.	Over 100 participants attended MSCI 2017. These individuals reflected multiple Virginia public school divisions and Virginia independent schools as well as out-of-state participants.
4	Teacher Education Advisory Committee (TEAC)	This committee is comprised of local education alumni (both teachers and administrators) and local and community partners. The committee meets twice a year (fall/spring) to review department initiatives, national accreditation, program completers data and to facilitate alignment between Roanoke College Education Department offerings and current needs in local schools. The committee's feedback is a key component of the program quality control system.	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.	Current members of TEAC represent multiple school divisions (Roanoke City Schools, Roanoke County Schools, City of Salem Schools, etc.) and community partners such as LEAP-City of Salem and WestEnd-Roanoke County.

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.
5	Mentoring "High Risk" Students	Roanoke College preservice teachers in the EDUC 210 and EDUC 435 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.	Radford University, College of Education and Human Development faculty; Lynchburg College faculty
6	Partner Schools: International	Roanoke College and its 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 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to international schools: 1) student field placements, and 2) professional development for teachers through the Margaret Sue Copenhaver Institute for Teaching and Learning.	England-Cohbam International School and Norway-Manglerud Skole International School.

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

Name of Institution: Virginia State University - Dance

Contact Person: Dr. Robert N. Corley

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Reporting Date: May 25, 2017

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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.
1	Field Experiences Chesterfield County Public Schools	Pre-candidate/candidates from the Professional Education Programs Unit complete field experiences in agreed-upon placements in the division.	Pre-candidates/candidates participate in a variety of activities which include: observations, individual, and small group tutoring and instruction.	Virginia State University Professional Education Programs and Chesterfield County Public Schools
2	Field Experiences Richmond City Public Schools	Pre-candidate/candidates from the Professional Education Programs Unit complete field experiences agreed-upon placements in the division.	Pre-candidates/candidates participate in a variety of activities which include: observations, individual, and small group tutoring and instruction.	Virginia State University Professional Education Programs and Richmond City Public Schools

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

Name of Institution: Washington and Lee University (RTEC) - Middle Education

Contact Person: Haley Sigler/ Kim Kearney

Phone No.: 540-458-8284/540-261-8542

Reporting Date: June 21, 2017

Email Address: siglerh@wlu.edu/kim. Kearney@svu.edu

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.
1	Clinical Experiences Program	Schools provide cooperating teachers for students who are seeking licensure and need fieldwork experience and student teaching placements from Southern Virginia University (SVU) and Washington and Lee (W&L) University.	Extra assistance in the classroom and opportunity for professional growth for cooperating teachers are provided.	Rockbridge County Schools Superintendent's office; Lexington City Schools Superintendent's Office; Buena Vista City Schools Superintendent's Office; W&L, and SVU; Montessori Head Start; Pre-Schools at Rockbridge County, Buena Vista City, and Lexington City
2	Gifted Advisory Board	W&L and SVU faculty serve as members on the advisory board.	The Advisory Board provides advice and assistance to the gifted programs.	Rockbridge County Superintendent's office
3	Professional Development with Boxerwood Educational Association	In collaboration with Boxerwood, a local nature park, W&L Teacher Education faculty provided professional development institutes in science inquiry on the middle school level.	Workshops address the need to improve science instruction and provide local professional development for teachers.	Rockbridge County Schools Superintendent's office; Lexington City Superintendent's Office; Buena Vista City Schools Superintendent's Office; W&L
4	Special Education Advisory Board	W&L and SVU faculty serve as members of the advisory board.	The Advisory Board provides advice and assistance to the special education programs.	Rockbridge County Schools Superintendent's office
5	Burish Service Leadership Internship	The W&L Teacher Education Program and Burish Service Leaders work as volunteer coordinators and tutors in each of the Rockbridge County schools to recruit and train W&L student volunteers.	A request has been made for reading and mathematics tutors during and after school by the respective divisions.	Rockbridge County; W&L
6	On Campus Tutoring	SVU students tutor local Middle School and High School students five days a week.	A request has been made for tutors in Math, Spanish, and Science by the respective divisions.	Buena Vista City Schools Superintendent's office; SVU

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

Name of Institution: Washington and Lee University (RTEC) - Secondary English and Mathematics

Contact Person: Haley Sigler/ Kim Kearney

Phone No.: 540-458-8284/540-261-8542

Reporting Date: June 21, 2017

Email Address: siglerh@wlu.edu/kim.kearney@svu.edu

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.
1	Clinical Experiences Program	Schools provide cooperating teachers for students who are seeking licensure and need fieldwork experience and student teaching placements from Southern Virginia University (SVU) and Washington and Lee (W&L) University.	Extra assistance in the classroom and opportunity for professional growth for cooperating teachers are provided.	Rockbridge County Schools Superintendent's office; Lexington City Schools Superintendent's Office; Buena Vista City Schools Superintendent's Office; W&L, and SVU; Montessori Head Start; Pre-Schools at Rockbridge County, Buena Vista City, and Lexington City
2	Gifted Advisory Board	W&L and SVU faculty serve as members on the advisory board.	The Advisory Board provides advice and assistance to the gifted programs.	Rockbridge County Superintendent's office
3	Professional Development with Boxerwood Educational Association	In collaboration with Boxerwood, a local nature park, W&L Teacher Education faculty provided professional development institutes in science inquiry on the middle and elementary school levels.	Workshops address the need to improve science instruction and provide local professional development for teachers.	Rockbridge County Schools Superintendent's office; Lexington City Superintendent's Office; Buena Vista City Schools Superintendent's Office; W&L
4	Burish Service Leadership Internship	The consortium was developed to formalize the collaborations between PreK-12 schools in the New River and Roanoke valleys and regional institutions of higher education.	There is a need for reading and mathematics tutors during and after school.	Rockbridge County; W&L
5	On Campus Tutoring	SVU students tutor local Middle School and High School students five days a week.	There is a need for tutors in Math, Spanish, and Science.	Buena Vista City Schools Superintendent's office; SVU