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Commonwealth of Virginia Department of Education

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

August 29, 2008

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Executive Summary

Introduction

There are thirty-seven (37) institutions of higher education (IHEs) in Virginia with approved programs for the preparation of preK-12 teacher and support personnel. Eighteen (18) of the thirty-seven IHEs also have approved programs for the preparation of preK-12 administrative and supervision personnel. (Ref. Table 1)

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

This report specifically addresses the progress of the IHEs in achieving accountability measures regarding *partnerships and collaborations based on preK-12 school needs*, i.e., measures 7.a and 7.b.

Part 1 – Education Programs - Accountability Measure 7.a

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

Summary Review of Results:

In August 2008, each of the thirty-seven IHEs electronically submitted evidence to the Virginia Department of Education that they had established partnerships and collaborations. The following information was provided for each of the partnerships and collaborations: name, description, preK-12 school needs addressed, partners and collaborators, agreement type, and participating content area approved program(s). (See survey instrument in Appendix, “Part 1: Education Programs” and “Part 2: Education Programs Matrix”.)

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

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

- 1) Field experience – The partnerships and collaborations (PCs) address the identified needs of the preK-12 community via such activities as internships,

- practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring preK-12 students.
- 2) Professional development – The PCs address the identified needs of the preK-12 community via staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.
 - 3) Community outreach activities – The PCs address the identified needs of the preK-12 community via after school and summer programs and camps, field trips, mentors for preK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

There were a total of nine hundred and sixteen (916) partnerships and collaborations identified by the IHEs. Approximately, 43% were in the field experience category; 39% in the professional development category; and 18% in the outreach activities category.

All of the IHEs, i.e. 100%, had at least one partnership and collaboration per each of their content area approved teaching program. In addition, 91% of all of the content area approved programs are engaged in two or more partnerships and collaborations. (Ref. Table 1.)

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

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

Summary Review of Results:

In August 2008, each of the eighteen IHEs electronically submitted evidence to the Virginia Department of Education that they had established partnerships and collaborations. The following information was provided for each of the partnerships and collaborations: name, description, school leadership needs addressed, partners and collaborators, and agreement type. (See survey instrument in Appendix, “Part 3: Administration and Supervision Programs”.)

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

- identification, screening and recruiting of potential school leaders;
- preparing, training, mentoring and professional development of school leaders; and
- internships, practica and field experiences in school leadership.

Overall, based on the documents submitted by the IHEs:

- Ninety (90) partnerships and collaborations are identified.
- Each of the IHEs, i.e. 100%, is engaged in at least one partnership and collaboration.
- Thirteen (13) out of eighteen (18) of the IHEs are engaged in more than one partnership and collaboration.

Table 1

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

Institutions of Higher Education (IHE) that have Approved Teacher Education Programs	Number of "Partnerships and Collaborations" Reported (August 2008)	Number of Approved Programs* (as of 08/29/2008)	Percentage of IHE's Approved Programs that took part in at least one "Partnership and Collaboration"	Percentage of IHE's Approved Programs that took part in two or more "Partnerships and Collaborations"
Averett University	8	15	100%	100%
Bluefield College	5	13	100%	100%
Bridgewater College	18	19	100%	100%
Christopher Newport University	10	13	100%	77%
College of William and Mary	13	17	100%	100%
Eastern Mennonite University	26	19	100%	89%
Emory & Henry College	6	25	100%	100%
Ferrum College	10	16	100%	100%
George Mason University	142	29	100%	45%
Hampton University	10	12	100%	83%
Hollins University	4	12	100%	100%
James Madison University	24	33	100%	55%
Liberty University	15	26	100%	100%
Longwood University	43	26	100%	77%
Lynchburg College	45	19	100%	79%
Mary Baldwin College	17	18	100%	100%
Marymount University	42	16	100%	100%
Norfolk State University	16	21	100%	90%
Old Dominion University	149	35	100%	97%
Radford University	21	31	100%	94%
Randolph College	19	20	100%	100%
Randolph-Macon College	8	12	100%	75%
Regent University	23	5	100%	60%
Roanoke College	21	18	100%	100%
Saint Paul's College	16	7	100%	100%
Shenandoah University	6	20	100%	90%
Sweet Briar College	21	18	100%	100%
University of Mary Washington	20	26	100%	100%
University of Richmond	5	18	100%	100%
University of Virginia	46	24	100%	100%
University of Virginia at Wise	20	17	100%	100%
Virginia Commonwealth University	29	22	100%	77%
Virginia Intermont University	13	7	100%	100%
Virginia Polytechnic Institute and State University	8	27	100%	100%
Virginia State University	19	15	100%	100%
Virginia Union University	8	8	100%	100%
Virginia Wesleyan College	10	13	100%	100%
Total All IHEs	916	692	100%	91%

*** Notes:**

- a) Content area *Other Foreign Language* includes Arabic, Chinese, Russian, and/or Italian; and is counted only once for the purpose of this reporting.
- b) Content area *"Adapted Curriculum"* includes the former *Severe Disabilities K-12* content area. IHE's are in the process of transitioning programs from *Severe Disabilities* to *Adapted Curriculum*, or have already completed this transition; and are counted only once for the purpose of this reporting.
- c) Content area *"General Curriculum"* includes *Emotional Disturbance K-12*, *Learning Disabilities K-12* and *Mental Retardation K-12*. IHE's are in the process of transitioning *ED*, *LD*, and *MR* to *General Curriculum*, or have already completed this transition; and are counted only once for the purpose of this reporting.
- d) Content area *"Visual Impairment PreK-12"* reflects program activities as members of the *Visual Impairment Consortium* and are not included in this count. James Madison University, George Mason University, Norfolk State University, Old Dominion University, Radford University, and Virginia Commonwealth University are consortium members.

Table 2

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

Institutions of Higher Education (IHE) that have an Approved Administration and Supervision Program	Number of Partnerships and Collaborations Reported (August 2008)
College of William and Mary	4
George Mason University	9
Hampton University	1
James Madison University	1
Liberty University	3
Longwood University	1
Lynchburg College	7
Marymount University	18
Norfolk State University	1
Old Dominion University	5
Radford University	6
Regent University	7
Shenandoah University	1
University of Mary Washington	6
University of Virginia	3
Virginia Commonwealth University	7
Virginia Polytechnic Institute and State University	3
Virginia State University	7
Total - All IHEs	90

**APPENDIX : SURVEY INSTRUMENT FOR
ACCOUNTABILITY MEASUREMENT OF
PARTNERSHIPS AND COLLABORATIONS**

Virginia State 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)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: _____
Contact Person: _____
Phone No.: _____ **Fax No.:** _____ **E-mail Address:** _____
Reporting Date: _____

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement - Is there a written agreement with the partners and collaborators? Yes or No?
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

*Virginia State 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.b)
 Part 3: Administration and Supervision Programs*

Name of Institution: _____
 Contact Person: _____
 Phone No.: _____ Fax No. _____ E-mail Address: _____
 Date: _____

Number	Administrative and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement - Is there a written agreement with the partners and collaborators? Yes or No?
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					