Commonwealth of Virginia
Department of Education

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

Presented to the Board of Education on November 29, 2012

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PARTNERSHIPS AND COLLABORATIONS FOR VIRGINIA COLLEGES AND UNIVERSITIES

Executive Summary

Introduction

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

The review and approval of programs for the preparation of professional school personnel are a cooperative responsibility of institutions of higher education, school divisions, and the Department of Education. Programs are reviewed biennially and must demonstrate achievement of the accountability measures set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011.

This report specifically addresses the progress of the institutions of higher education in achieving accountability measures regarding ***partnerships and collaborations based on PreK-12 school needs***, (i.e., measures 7.a and 7.b.), as part of the biennial review administered during the 2011-2013 time period.

Part 1 – Education Programs - Accountability Measure 7.a

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

Summary Review of Results:

In August 2012, each of the 37 institutions of higher education electronically submitted evidence to the Virginia Department of Education that they had established partnerships and collaborations. The following information was provided for each of the partnerships and collaborations: name, description, PreK-12 school needs addressed, partners and collaborators, agreement type, and participating content area approved program(s). (Refer to the survey instrument in the appendices, "*Part 1: Education Programs*" and "*Part 2: Education Programs Matrix*.")

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

The types of partnerships and collaborations fall into the 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 954 partnerships and collaborations identified by the institutions. Approximately, 44 percent were in the field experience category; 41 percent were in the professional development category; and 15 percent were in the outreach activities category.

All of the institutions had at least one partnership and collaboration per each of their content area approved teaching program. In addition, 90 percent of all of the content area approved programs are engaged in two or more partnerships and collaborations. (Reference Table 1.)

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

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

Summary Review of Results:

In August 2012, each of the 19 institutions of higher education that offer an administration and supervision program electronically submitted evidence to the Virginia Department of Education that they had established partnerships and collaborations. The following information was provided for each of the partnerships and collaborations: name, description, school leadership needs addressed, partners and collaborators, and agreement type. (Refer to the survey instrument in the appendices, "*Part 3: Administration and Supervision Programs.*")

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

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

Overall, based on the documents submitted by the institutions:

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

Table 1

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

Institutions of Higher Education (IHE) that have Approved Teacher Education Programs	Number of "Partnerships and Collaborations" Reported	Number of Approved Programs* (as of September 2012)	Percentage of IHE Approved Programs that took part in at least one "Partnership and Collaboration"	Percentage of IHE Approved Programs that took part in two or more "Partnerships and Collaborations"
Averett University	10	14	100%	100%
Bluefield College	5	15	100%	100%
Bridgewater College	20	19	100%	100%
Christopher Newport University	16	14	100%	100%
The College of William and Mary	17	21	100%	100%
Eastern Mennonite University	22	18	100%	100%
Emory & Henry College	11	22	100%	100%
Ferrum College	5	16	100%	100%
George Mason University	115	32	100%	59%
Hampton University	5	11	100%	82%
Hollins University	5	12	100%	100%
James Madison University	117	32	100%	97%
Liberty University	31	26	100%	100%
Longwood University	57	25	100%	80%
Lynchburg College	32	20	100%	90%
Mary Baldwin College	19	18	100%	100%
Marymount University	26	12	100%	92%
Norfolk State University	19	22	100%	36%
Old Dominion University	124	32	100%	100%
Radford University	30	25	100%	100%
Randolph College	14	19	100%	100%
Randolph-Macon College	13	13	100%	69%
Regent University	16	8	100%	50%
Roanoke College	10	19	100%	100%
Saint Paul's College	5	7	100%	100%
Shenandoah University	7	18	100%	100%
Sweet Briar College	21	17	100%	100%
University of Mary Washington	23	27	100%	100%
University of Richmond	6	20	100%	100%
University of Virginia	38	23	100%	91%
University of Virginia's College at Wise	20	18	100%	100%
Virginia Commonwealth University	22	19	100%	74%
Virginia Intermont University	20	9	100%	100%
Virginia Polytechnic Institute and State University	21	23	100%	52%
Virginia State University	14	17	100%	100%
Virginia Union University	6	8	100%	75%
Virginia Wesleyan College	12	13	100%	100%
Total - All IHE	**954**	**684**	**100%**	**90%**

Notes: *a) Content area "Visual Impairment PreK-12" reflects program activities as members of the Visual Impairment Consortium and are not included in this count. George Mason University, James Madison University, Norfolk State University, Old Dominion University, and Radford University are consortium members. b) In addition, content area "Adapted Curriculum K-12" reflects program activities as members of the Special Education: Adaptive Curriculum Consortium for the following five consortium members: George Mason University, Norfolk State University, Radford University, University of Virginia, and Virginia Commonwealth University, and are not included in this count.*

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
The College of William and Mary	5
George Mason University	9
Hampton University	4
James Madison University	2
Liberty University	7
Longwood University	1
Lynchburg College	2
Marymount University	12
Norfolk State University	1
Old Dominion University	1
Radford University	3
Regent University	4
Shenandoah University	1
University of Mary Washington	2
University of Richmond	5
University of Virginia	2
Virginia Commonwealth University	12
Virginia Polytechnic Institute and State University	6
Virginia State University	14
Total - All IHE	**93**

APPENDICES

SURVEY INSTRUMENT FOR ACCOUNTABILITY MEASUREMENT OF PARTNERSHIPS AND COLLABORATIONS

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

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

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

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

Name of Institution: _____

Contact Person: _____

Phone No.: _____

Reporting Date: _____

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*School Social Worker*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Other Foreign Language PreK-12*	*Agricultural Education*	*Business and Information Technology*	*Marketing Education*	*Technology Education*	*Family and Consumer Sciences*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Library Media PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Hearing Impairments PreK-12*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Early Childhood 3-4 Yr Olds (add-on endorseme*	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*	*Speech Communication (add-on endorsement)*
No.	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																													
1.																																															
2.																																															
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10.																																															

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

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

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

AVERETT 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: Averett University
Contact Person: Dr. Pamela Riedel
Phone No.: (434) 791-5744
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Caswell County (North Carolina) Public Schools and Averett University Education Department Partnership	Averett University provides licensure renewal courses, workshops, tutoring, endorsement programs, licensed teachers, grant partnering, facilities, consultation, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides field placements for observations, teacher aiding, teacher 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 and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics Master's of Education, reading specialists Master's of Education, autism spectrum disorders training, and board membership.	Dr. Douglas Barker Division Superintendent Caswell County Public Schools (North Carolina)	Yes
2.	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, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides field placements for observations, teacher aiding, teacher 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 and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics Master's of Education, reading specialist Master's of Education, autism spectrum disorders training, and board membership.	Dr. Sue Davis Division Superintendent Danville City Public Schools	Yes

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

Name of Institution: Averett University
Contact Person: Dr. Pamela Riedel
Phone No.: (434) 791-5744
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
3.	Halifax 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, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides field placements for observations, teacher aiding, teacher 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 and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics Master's of Education, reading specialist Master's of Education, autism spectrum disorders training, and board membership.	Dr. Merle P. Herndon Division Superintendent Halifax County Public Schools	Yes
4.	Henry 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, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides field placements for observations, teacher aiding, teacher 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 and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics Master's of Education, reading specialists Master's of Education, autism spectrum disorders training, and board membership.	Dr. Jared A. Cotton Division Superintendent Henry County Public Schools (Virginia)	Yes

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

Name of Institution: Averett University
Contact Person: Dr. Pamela Riedel
Phone No.: (434) 791-5744
Reporting Date: August 2012

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.	Martinsville 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, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides field placements for observations, teacher aiding, teacher 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 and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics Master's of Education, reading specialists Master's of Education, autism spectrum disorders training, and board membership.	Pamela Heath Division Superintendent Martinsville City Public Schools	Yes
6.	Patrick 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, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides field placements for observations, teacher aiding, teacher 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 and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics Master's of Education, reading specialist Master's of Education, autism spectrum disorders training, and board membership.	Dr. Roger Morris Division Superintendent Patrick County Public Schools	Yes

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

Name of Institution: Averett University
Contact Person: Dr. Pamela Riedel
Phone No.: (434) 791-5744
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	Pittsylvania County (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, Teachers for Tomorrow visits, educational consultation, advising, expertise, tuition assistance, and master's degree programs. School division provides field placements for observations, teacher aiding, teacher 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 and competency acquisition, Teachers for Tomorrow, new endorsement programs or graduate cohorts as requested, driver education, gifted endorsement, mathematics Master's of Education, reading specialists Master's of Education, autism spectrum disorders training, and board membership.	Mr. James McDaniel Division Superintendent Pittsylvania County Public Schools	Yes
8.	Danville Science Center and Averett University	Averett University provides grant partnering, facilities, faculty for grant courses, educational consultation, assistance with marketing of grant courses, college credits for participants, and processing of participant admission and grades. Danville Science Center provides facilities, grant writing and implementation assistance, faculty to teach courses, marketing of grant offerings, tuition assistance through grant monies, and additional students for Averett's programs.	Identified needs of the Pre-K community are met through licensure renewal courses; courses to enhance Standards of Learning instruction in the sciences, grades K-12; and networking possibilities for regional teachers.	Dr. Jeff Liverman Director Danville Science Center	Yes
9.	Institute of Advanced Learning and Research (IALR)	Averett University provides grant and workshop partnering, facilities, faculty for grant courses and workshops, assistance with marketing of workshops and courses, and college credit for participants, if applicable. Institute of Advanced Learning and Research provides facilities, grant writing and implementation assistance for offerings, faculty to teach courses and workshops, marketing of offerings, and tuition assistance.	Identified needs of the Pre-K community are met through the courses and workshops for licensure renewal and to enhance Standards of Learning instruction in the sciences and technology, grades K-12, and networking opportunities for regional teachers.	Stephanie Hudson Academic Outreach Programs Institute of Advanced Learning and Research	Yes

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

Name of Institution: Averett University
Contact Person: Dr. Pamela Riedel
Phone No.: (434) 791-5744
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
10.	Danville Museum of Fine Arts and History (DMFAH)	Averett University provides students to visit the museum, take tours, and experience the guest speakers from Danville Museum of Fine Arts and History. Danville Museum of Fine Arts and History provides unique experiences and tours associated with history and art and written information on Standards of Learning connections for all grade levels.	Enhancement of Standards of Learning instruction in the areas of art and history.	Patsi Compton Education Coordinator Danville Museum of Fine Arts and History	Yes

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

Name of Institution: Averett University
Contact Person: Dr. Pamela Riedel
Phone No.: (434) 791-5744
Reporting Date: August 2012

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

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

Name of Institution: Averett University
Contact Person: Dr. Pamela Riedel
Phone No.: (434) 791-5744
Date: August 2012

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

BLUEFIELD 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: Bluefield College
Contact Person: Dr. Donna H. Watson
Phone No.: (276) 326-4475
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Tazewell County Public Schools	Undergraduate candidates seeking teacher licensure in PreK-6, 6-12, and PreK-12 are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Candidates observe in the classrooms, help with planning and preparation, and teach large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first year teachers to include classroom management, Virginia *Standards of Learning* assessment, technology, and parent involvement. Candidates often assist mentor teachers with technology tools.	Tazewell County Public Schools Dr. Brenda Lawson, Superintendent	Yes
2.	Bland County Public Schools	Undergraduate candidates seeking teacher licensure in PreK-6, 6-12, and PreK-12 are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Candidates observe in the classrooms, help with planning and preparation, and teach large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first year teachers to include classroom management, Virginia *Standards of Learning* assessment, technology, and parent involvement. Candidates often assist mentor teachers with technology tools.	Bland County Public Schools, Dr. Kyle Rhodes, Superintendent	Yes
3.	Mercer County (West Virginia) Public Schools	Undergraduate candidates seeking teacher licensure in PreK-6, 6-12, and PreK-12 are placed each semester in the public schools for field experience courses and for student teaching with classroom teachers serving as mentors. Candidates observe in the classrooms, help with planning and preparation, and teach large and small groups.	Formal and informational feedback from local principals and teachers indicate areas of emphasis for first year teachers to include classroom management, Virginia *Standards of Learning* assessment, technology, and parent involvement. Candidates often assist mentor teachers with technology tools.	Mercer County (West Virginia) Public Schools, Dr. Deborah Akers, Superintendent	Yes
4.	T.A.S.K.--Taking Action for Special Kids through Clinch Valley Community Action, Tazewell, Virginia	Undergraduate candidates seeking teacher licensure in PreK-6, 6-12, and PreK-12 may be placed in this summer program for field experience courses or for Introduction to the Exceptional Child course. Candidates work in and outside of the classroom with individual students or small groups, all of whom have IEPs.	Informal feedback from the director, teachers, and parents indicate that candidates are needed to provide individual tutoring and help for the students with various disabilities. Candidates often assist the teacher in preparing or teaching lessons and accompany students with disabilities on field trips to local sites for bowling and swimming activities.	T.A.S.K., North Tazewell, Virginia Patti Cettin, Director	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: Bluefield College
Contact Person: Dr. Donna H. Watson
Phone No.: (276) 326-4475
Reporting Date: August 2012

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.	Wade Community Center, Bluefield, West Virginia	Undergraduate candidates seeking teacher licensure in PreK-6, 6-12, and PreK-12 may be placed here to complete some of their field experience requirements. Candidates work in this after-school program with students who are struggling in school.	Candidates provide individual tutoring and individualized help for K-12 students who are struggling academically and socially. Candidates often assist in other ways such as preparing learning materials, serving food, and cleaning and painting the building.	Wade Community Center, Bluefield, West Virginia Jessica McDaniel, Director	No

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

Name of Institution: Bluefield College
Contact Person: Dr. Donna H. Watson
Phone No.: (276) 326-4475
Reporting Date: August 2012

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

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

Name of Institution: Bluefield College
Contact Person: Dr. Donna H. Watson
Phone No.: (276) 326-4475
Date: August 2012

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

BRIDGEWATER 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: Bridgewater College
Contact Person: Dr. Mark Hogan
Phone No.: (540) 828-5662
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	MidValley Consortium for Teacher Education	The MidValley Consortium for Teacher Education was formed in 1989 and has trained over 1,000 teachers to be clinical faculty, with approximately 650 active clinical faculty. Two all-day training sessions are held in the fall and spring with about 45 PreK-12 teachers in attendance at each training session.	The Consortium meets the identified needs of the PreK-12 community by developing a cadre of faculty who are trained to become exemplary role models of effective teaching and mentors for their student teachers. Faculty also develop leadership abilities and facilitate greater cooperation and communication among all teachers.	The following institutions of higher education (IHE) are members: Bridgewater College, Eastern Mennonite University, James Madison University, and Mary Baldwin College. The following public school systems are members: Augusta County, Harrisonburg City, Page County, Rockingham County, Shenandoah County, Staunton City, and Waynesboro City.	Yes
2.	Pre-service Clinical Experience - Student Teaching	As the final clinical experience, pre-service teachers are placed in local school systems for the entire semester. They are allowed to assume complete responsibility for the classroom during this time and engage in all activities related to teaching in the school community under the supervision of the supervising classroom teacher and a college supervisor who makes regular observational visits.	This collaboration meets the needs of the PreK-12 community by providing the opportunity for the classroom teacher to interact with the student teacher to discuss current/new instructional methodologies being taught at the college and new research the student teacher has read about/done. The student teacher also provides assistance to the classroom teacher to enhance student learning and works with students in various group configurations to promote further student learning. This partnership also prepares the student teacher to become a potential employee with knowledge and skills needed in that particular school system.	Student Teaching takes place in the following school systems: Augusta County, Harrisonburg City, Page County, Rockingham County, Shenandoah County, Staunton City, and Waynesboro City.	No

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

Name of Institution: Bridgewater College
Contact Person: Dr. Mark Hogan
Phone No.: (540) 828-5662
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
3.	Pre-service Clinical Experience - Three-Week Practicum in Current Teaching Techniques	As an all day pre-student teaching experience, pre-service teachers are placed in local school systems for three weeks during the interterm for a total immersion into the school environment. Emphasis is placed on observation skills, modeling of desired teacher behaviors, and the development of two lesson presentations. This experience takes place in a collaborative manner with the classroom teacher and under the supervision of the college professor.	This partnership meets the needs of the PreK-12 community in much the same way as the student teaching experience but for a shorter period. The practicum pre-service teacher has the opportunity to discuss and be exposed to current teachings and methodologies. The practicum student also is able to assist the teacher in a variety of ways to enhance student learning while learning valuable skills himself/herself. This experience is valuable in that the practicum student will be a better student teacher and more effectively affect student learning.	The experience takes place in one of the following public school systems: Augusta County, Harrisonburg City, Rockingham County and Shenandoah County.	No
4.	Pre-service Field Experience for Elementary and Secondary Curriculum - 10 clock hours	This is a semester long field experience (8 times during the 14 week semester) in which local content teachers serve as mentors and content-specialist instructors for Bridgewater secondary and elementary education candidates. Emphasis is on lesson design, assessment planning, teaching with technology integration, and reflection on PreK-12 student learning. Bridgewater College candidates are placed in a classroom that will become their student teaching placement in order to build a working relationship with the PreK-12 practitioner and the PreK-12 students.	This partnership links the PreK-12 community toward the improvement of PreK-12 student learning by allowing the PreK-12 practitioner the opportunity to mentor and shape effective lesson planning, direct pedagogy, and efficient and effective learning environments. By placing the Bridgewater College candidate in the class in which (s)he will student teach, the PreK-12 practitioner becomes a content-specialist instructor and the Bridgewater College candidate enters student teaching better prepared to address student learning.	This experience takes place in one of the following public school systems: Augusta County, Harrisonburg City, Rockingham County Public, Shenandoah County.	No
5.	Pre-service Field Experience for Classroom Management - 20 clock hours	This field experience takes place in PreK-12 classrooms. The student is a participant observer in the classroom to observe and to learn exemplary classroom management strategies from the teacher and to participate in various group configurations to practice the implementation of management strategies. Discussions with the teacher concerning management strategies occur. Related readings and a reflective journal also are requirements of this field experience.	This partnership meets the needs of the PreK-12 community by providing assistance to the classroom teacher in a variety of ways that affect student learning.	This experience takes place in the following public school systems: Augusta County, Harrisonburg City, Page County, Rockingham County, Shenandoah County, Staunton City, and Waynesboro City.	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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6.	Pre-service Elementary Field Experience for Reading - 40 clock hours	This field experience takes place in a first grade after-school tutoring program with an emphasis on literacy activities. The elementary licensure-tract student is an active participant in the classroom to observe and to tutor emergent readers, to learn to analyze reading assessments, and to write prescribed lesson plans for the tutoring session. Journals and directed reflections are required for this field experience. The student is required to provide documentation of student learning.	This partnership meets the need of the PreK-6 community by tutoring emergent readers and students reading below grade level to improve their reading skills. The elementary licensure-tract students are in an after-school reading tutoring program at a school where many of the students have been identified as needing reading assistance. The students go to the school twice a week during the semester. Helping students to improve their reading skills will directly impact their future learning and interest in learning.	This experience takes place in the Rockingham County Public School system.	No
7.	Pre-service Secondary Field Experience for Reading - 20 clock hours	This field experience takes place in grades 6-12 classrooms with an emphasis on literacy activities. The PreK-12 and secondary licensure-tract students are involved in a variety of literacy activities in the content areas. Journals and directed reflections are required for this field experience.	This partnership meets the needs of the 6-12 community by tutoring emergent readers and below reading grade level students to improve their reading skills. The students go to the school once a week during the semester. Helping students to improve their reading skills will directly impact their future learning and interest in learning.	This experiences takes place in the following public school systems: Harrisonburg City and Rockingham County.	No
8.	Pre-service Field Experience for Working with Diverse Children with Exceptionalities - 10 clock hours	This field experience takes place in PreK-12 classrooms with an emphasis on pre-service teachers as participant observers working with public school children identified as having diverse cognitive, affective, behavioral, and social needs based on learning disabilities, giftedness, multicultural issues, and language differences. Journals, directed reflections, and end-of-course classroom presentations on the experience are required.	This partnership meets the needs of the PreK-12 community by providing assistance to the classroom teacher in a variety of ways that affect student learning. The students in these identified classrooms are able to receive additional attention to improve identified special needs. Also, their self-esteem is improved by having a college student willing to work and interact with them.	This experiences takes place in one of the following public school systems: Harrisonburg City, or Rockingham County.	No

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9.	Brethren Colleges Study Abroad Program (BCA)	This is a cooperative program sponsored by Bridgewater College and five other colleges affiliated with the Church of the Brethren. The BCA program provides an opportunity for Bridgewater College candidates to acquire first-hand knowledge of a foreign culture and an opportunity to become an active participant in the challenging task of creating a climate of mutual respect and understanding among the nations of the world.	The Bridgewater College candidate in the BCA programs will have a total immersion experience in which (s)he will develop cultural understanding and will develop cross-cultural communication skills in both the target language and English. The Bridgewater College candidate in the BCA program will be well prepared to teach in the multicultural and diverse classrooms present in the PreK-12 community.	BCA schools are located in the following countries: Spain, Mexico, Ecuador, France, Germany, China, Japan, and Greece. For more information please go to: www.bcanet.org.	Yes
10.	Future Educators Association (FEA) Local Leadership Conference	This program is a collaboration with eight (8) area Future Educators Associations (FEAs) and the Bridgewater College Teacher Education Program (BC-TEP) to provide a one-day leadership session in the education profession.	This collaboration provides high school students who are interested in the teaching profession with leadership skills development and current pedagogical theory and practice. They return to their high schools to use these skills in their PreK-12 internships during their high school careers.	The following school systems are involved in this collaboration: Harrisonburg City Public Schools (Harrisonburg High School); Rockingham County Public Schools (Broadway High School, East Rockingham High School, Spotswood High School, Turner Ashby High School); Shenandoah County Public Schools (Central High School, Stonewall Jackson High School, Strasburg High School); Warren County Public Schools (Warren County High School)	No

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11.	Bridgewater College Teacher Education Technology Committee (TETC) - Subcommittee of Committee on Teacher Education	This subcommittee continues to be a technology task force whose purpose is to help re-vision the technology skills with which pre-service teachers should exit Bridgewater College's Teacher Education Program.	The subcommittee meets the needs of the PreK-12 community by training future teachers to become producers of technologically enhanced learning rather than just users of technology. Curriculum and technology skills assessed and designed by this committee will enhance Bridgewater College candidates' impact on PreK-12 student learning.	Technology directors from Rockingham County and Harrisonburg City Schools, three ISTE NET for Teachers (NETS-T) certified teachers, staff from Bridgewater's Information Technology Department, a cross representation of Bridgewater faculty, two current Bridgewater students, and two Bridgewater College alumni who are currently teaching in the PeK-12 schools.	No
12.	Amigos Unidos (Tutoring Friendship Program)	This program brings together Bridgewater College students and the Hispanic community from a middle school to encourage a rich cultural exchange of ideas, customs, and activities, while also promoting lasting friendships.	This collaboration meets the needs of the PreK-12 community by providing role models for the Hispanic students by encouraging them to stay in school, becoming excited about school and learning, encouraging them to achieve in school, working with bilingual college students, providing them opportunities to practice English speaking and reading skills. This also increases the Hispanic students' self-esteem and enhances their learning.	The collaboration is among the Bridgewater College Teacher Education Program, the Bridgewater College World Languages Department, and Rockingham County Schools (Wilbur Pence Middle School).	No
13.	Shenandoah Valley Reading Council Young Authors Celebration (Northern Celebration)	This collaboration is a one-afternoon seminar in which an author reads from his/her works. The author talks to students in grades 1-5 about being writers. The students are then grouped to read their own writings and provide peer feedback monitored by Bridgewater College pre-service candidates.	This collaboration helps the students in grades 1-5 (approximately 165) to see themselves as future writers and broaden their perspective of writing through their interaction with a published author.	The collaboration is between the Shenandoah Valley Reading Council and Bridgewater College Teacher Education Program, involving Bridgewater College candidates and students from Harrisonburg City Public Schools, Page County Public Schools, Rockingham County Public Schools, Shenandoah County Public Schools, and six area private schools.	No

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Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
14.	College for a Day	Middle school students are invited to Bridgewater College for the day to experience what life is like at college.	This early introduction to college helps middle school-age students begin to focus on postsecondary education and is specifically targeted for low-achieving, disadvantaged youth.	Divisions include: Harrisonburg City Public Schools (Skyline Middle School); Rockingham County Public Schools (Montevideo Middle School and Wilbur Pence Middle School).	No
15.	Shenandoah Valley Writing Academy at Bridgewater College	The focus of the two-week (five days; six- hour days) writing academy is to help teachers understand themselves as writers and how to more effectively use a process approach of writing instruction that develops writers (their students), who cannot only write with an authentic voice but be communicators of critical thought. Using a writer's workshop approach, the academy works with teachers of all content levels, and across PreK-12 levels.	This collaboration meets the needs of the PreK-12 community by working with PreK-12 classroom teachers to develop a process and skills to ultimately enhance the writing skills of their students. This will lead to increases in student learning, better student writing skills, and SOL and SAT writing scores.	Invited divisions include: Augusta County Public Schools, Bath County Public Schools, Harrisonburg Public Schools, Page County Public Schools, Rockingham County Public Schools, and Shenandoah County public schools, as well as five private schools.	No
16.	Science, Technology, Engineering, and Mathematics (STEM) Partnership with four other institutions of higher education in a program entitled "Bridging the Valley"	The focus of the STEM Program, "Bridging the Valley," is to ensure that all eligible students with an interest in a STEM field are given academic encouragement and support to excel during their pre-college and/or undergraduate years.	This collaborative partnership enables pre-college students to become better prepared to consider a major in one of the STEM areas during their collegiate career. The program also helps them to become prepared to meet the demands of college-level courses and ultimately to excel in STEM coursework.	Local public school students and student and faculty staffing from Bridgewater and four other local colleges/universities participate in the program.	Yes
17.	Field Experience Component for Family and Consumer Science course FCS 400: Child Growth and Development - 20 clock hours	This field experience takes place in a pre-school lab setting in the Family and Consumer Science Department, with an emphasis on working with pre-school children in a structured environment. The PreK-6 licensure-tract students are involved in a variety of activities teaching the children. Lesson plans, journals, and directed reflections are required for this field experience.	This partnership meets the needs of the PreK-6 community by providing learning opportunities for our program completers to be better equipped to work with PreK-6 students. This will allow school systems to consider applicants for a position who have actually worked in the PreK-6 classroom.	Bridgewater Church of the Brethren pre-school students, Augusta County, Harrisonburg City, Page County, Rockingham County, Shenandoah County, Staunton City, and Waynesboro City.	No

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

Name of Institution: Bridgewater College
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Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
18.	Education Field Experience Component for the Course ENG/SPAN/FREN 317: ESL and Foreign Language Teaching (40 clock hours)	This field experience is an immersion experience for the pre-service candidate seeking English as a Second Language (ESL) licensure and takes place in an elementary classroom with an emphasis on identifying and meeting the needs of PreK-6 ESL students who are engaged in becoming acclimated to living in a culture other than their native one and learning English. The Bridgewater College pre-service candidate also works on developing an understanding of the whole child.	This partnership meets the need of the PreK-6 community by tutoring PreK-6 students with limited English proficiency to improve their reading and comprehension skills, which in turn impact these students' learning.	This experience takes place in either Harrisonburg City or Rockingham County public schools.	No
19.	Health and Human Sciences Field Experience component for Health and Physical Education course ES 385: Adapted Physical Education and Recreation	This field experience takes place in adaptive physical education settings in local schools with an emphasis on working with PreK-12 students with exceptional needs in a structured environment. The PreK-12 licensure-tract students are involved in a variety of activities working with and teaching the students. Lesson plans, journals, and directed reflections are required for this field experience.	This partnership meets the needs of the PreK-12 community by providing learning opportunities for program completers in the Bridgewater College Health and Physical Education program to be better equipped to work with PreK-12 students with exceptional needs. This will allow school systems to consider applicants for a position who have actually worked in a classroom serving students with exceptional needs. The experience also provides additional help/resources for the PreK-12 practitioner.	This experience takes place in PreK-12 Health and Physical Education classrooms in Rockingham County Schools.	No
20.	Bridgewater College Chapter of the Society of Physics Students (Physics Club) and the American Chemical Society (Chemistry Club)	The Physics Club and the Chemistry Club are actively involved in performing science demonstrations in some of the local PreK-12 schools. They have given group assembly performances and illustrations of science concepts using laboratory equipment. Other visits have been more hands-on with classroom students directly participating in and/or conducting experiments. In one of the local schools, the clubs participate in the school's "Math and Science Night" sponsored by the Parent Teacher Association.	This collaboration meets the needs of the PreK-12 community by increasing the interest of the PreK-12 students in the field of science by seeing college students conduct various interesting experiments. The PreK-12 students have learned and developed an understanding of some basic science concepts. This potentially could have an impact on their Standards of Learning science scores.	These experiences take place in the following Rockingham County public schools: Ottobine Elementary School, John Wayland Elementary School, and Peak View Elementary School.	No

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

Name of Institution: Bridgewater College
Contact Person: Dr. Mark Hogan
Phone No.: (540) 828-5662
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Family and Consumer Sciences*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																		
1.	MidValley Consortium for Teacher Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Pre-service Clinical Experience - Student Teaching	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Pre-service Clinical Experience - Three-Week Practicum in Current Teaching Techniques	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Pre-service Field Experience for Elementary and Secondary Curriculum - 10 clock hours	X	X	X		X	X				X	X	X	X	X	X	X	X		X
5.	Pre-service Field Experience for Classroom Management - 20 clock hours	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	Pre-service Elementary Field Experience for Reading - 40 clock hours	X			X		X						X	X	X	X	X	X		
7.	Pre-service Secondary Field Experience for Reading - 20 clock hours		X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X
8.	Pre-service Field Experience for Working with Diverse Children with Exceptionalities - 10 clock hours	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	Brethren Colleges Study Abroad Program (BCA)	X	X	X			X													
10.	Future Educators Association (FEA) Local Leadership Conference	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
11.	Bridgewater College Teacher Education Technology Committee (TETC) - Subcommittee of Committee on Teacher Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12.	Amigos Unidos (Tutoring Friendship Program)		X	X			X													
13.	Shenandoah Valley Reading Council Young Authors Celebration (Northern Celebration)	X																		
14.	College for a Day	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15.	Shenandoah Valley Writing Academy at Bridgewater College	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16.	Science, Technology, Engineering, and Mathematics (STEM) Partnership with four other institutions of higher education in a program entitled "Bridging the Valley"											X			X	X	X	X		X

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

Name of Institution: Bridgewater College
Contact Person: Dr. Mark Hogan
Phone No.: (540) 828-5662
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Family and Consumer Sciences*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																		
17.	Field Experience Component for Family and Consumer Science course FCS 400: Child Growth and Development - 20 clock hours	X			X															
18.	Education Field Experience Component for the Course ENG/SPAN/FREN 317: ESL and Foreign Language Teaching (40 clock hours)	X	X	X			X													
19.	Health and Human Sciences Field Experience component for Health and Physical Education course ES 385: Adapted Physical Education and Recreation							X												
20.	Bridgewater College Chapter of the Society of Physics Students (Physics Club) and the American Chemical Society (Chemistry Club)																X	X		

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

Name of Institution: Bridgewater College
Contact Person: Dr. Mark Hogan
Phone No.: (540) 828-5662
Date: August 2012

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

CHRISTOPHER NEWPORT 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: Christopher Newport University
Contact Person: Dr. Marsha Sprague
Phone No.: (757) 594-7388
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Newport News Public Schools (NNPS)	Newport News Public Schools (NNPS) act as co-administrator of the Christopher Newport University (CNU) Teacher Preparation Program, providing a laboratory setting for all required field experiences. In addition, CNU faculty and NNPS staff collaborate in research and instructional design and delivery.	CNU students offer assistance to NNPS students and teachers in meeting achievement benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Latanja Riley-Hedgepeth, Human Resources Coordinator; Deborah Richardson, Recruitment and Staff Development; NNPS	Yes
2.	NNPS: B.C. Charles Elementary School "Literacy Lab School"	Masters of Arts Teaching (MAT) students enrolled in ENGL 521 - Teaching Writing, work with elementary students in writing conferences; MAT students enrolled in Psyc 521 - Reading Acquisition and Development, tutor students in reading comprehension; and, school faculty study dialect issues with Dr. Rebecca Wheeler, CNU.	This program focuses on the NNPS Achievement Benchmark: Literacy to increase Standards of Learning (SOL) pass rates and SOL achievement for No Child Left Behind (NCLB) subgroups.	John Tupponce, Principal; Kay Dawson, Irene Koutsogianinis, and Marsha Jedlinski, teachers; NNPS	No
3.	NNPS: Watkins, Lee Hall, Denbigh, and Marshall Early Childhood Centers: Field Experience for TCHG 516: Curriculum and Instruction--Elementary	This three-credit course has a four to six hour field component in which students spend time observing at one of the four early childhood centers in Newport News Public Schools.	The NNPS system needs teachers who understand the unique curriculum and instruction of the PK environment.	Watkins, Lee Hall, Denbigh, Marshall Early Childhood Centers; NNPS	No
4.	NNPS: Gildersleeve Middle School: Field Experience for English 522 - Reading and Writing in the Content Areas	MAT students spend 12 clock hours tutoring students, utilizing strategies taught in the ENGL 522 - Reading and Writing in Content Areas course. Pre-MAT students who are interested in teaching meet in the school for the SOCL 314L - Education, Culture & Society Lab course. Students meet with a variety of school personnel as well as spend 30 clock hours observing and assisting.	These classes focus on the NNPS Achievement Benchmark: Literacy to increase SOL pass rates and SOL achievement for NCLB subgroups.	Kathleen Ward, teacher; Ben Hogan, Principal; Gildersleeve Middle School, NNPS	No
5.	NNPS: Dozier and Gildersleeve: Optional Field experience for Eng 511: Teaching English as a Second Language	MAT elementary and ESL students in this course have an optional field component. Students in this class work with individuals and small groups for Project Leap, a districtwide after-school program to assist the instructional and socio-emotional needs of English language learners.	This class provides individualized and small group remediation and assistance for English language learners.	Carla Williams, Director of ESL, NNPS	No
6.	NNPS: Hidenwood Elementary School: Field Experience for Soc 314L - Sociology of Education	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the SOCL 314L - Sociology of Education Lab course. Students meet with a variety of school personnel as well as spend 30 clock hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting achievement benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Jonathan Hochmann, Principal; Hidenwood Elementary, NNPS	No

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

Name of Institution: Christopher Newport University
Contact Person: Dr. Marsha Sprague
Phone No.: (757) 594-7388
Reporting Date: August 2012

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.	NNPS: Menchville High School: Field Experience for Soc 314L - Sociology of Education	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the SOCL 314L - Sociology of Education lab course. Students meet with a variety of school personnel as well as spend 30 clock hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting achievement benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Bobby Surry, Principal; Menchville High School, NNPS	No
8.	NNPS: Carver Elementary School: Field Experience for Soc 314L: Sociology of Education	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the SOCL 314L - Sociology of Education lab course. Students meet with a variety of school personnel as well as spend 30 clock hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting achievement benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Dr. Melody Camm, Principal Carver Elementary NNPS	No
9.	NNPS: Crittenden Middle School: Field Experience for Soc 314L: Sociology of Education	Pre-MAT students who are interested in teaching and MAT students seeking licensure in all endorsement areas meet in the school for the SOCL 314L - Sociology of Education lab course. Students meet with a variety of school personnel as well as spend 30 clock hours observing and assisting.	CNU students offer assistance to NNPS students and teachers in meeting achievement benchmarks. In addition, CNU students become skilled teacher candidates for first-year hiring.	Felicia Barnett, Principal; Crittenden Elementary School, NNPS	No
10.	NNPS: Richneck Elementary School: Field Experience for MATH 570 - Teaching Mathematics	MAT students seeking elementary licensure utilize concepts taught in the 570 course to complete 12 clock hours of tutoring students who are experiencing difficulty in mathematics.	This class focuses on NNPS Achievement Benchmark: Mathematics to increase SOL pass rates and SOL achievement for NCLB subgroups.	Raquel Cox, Principal Richneck Elementary, NNPS	No
11.	NNPS: McIntosh Elementary School: Field Experience for Math 570 - Teaching Mathematics	MAT students seeking elementary licensure utilize concepts taught in the 570 course to complete 12 clock hours of tutoring students who are experiencing difficulty in mathematics.	This class focuses on NNPS Achievement Benchmark: Mathematics to increase SOL pass rates and SOL achievement for NCLB subgroups.	Steve Geiger, Lead Mathematics Teacher; Barbara Jenkins, Principal McIntosh Elementary, NNPS	No
12.	NNPS: Nelson Elementary School: Field Experience for MATH 570--Teaching Mathematics	MAT students seeking elementary licensure utilize concepts taught in the 570 course to complete 12 clock hours of tutoring students who are experiencing difficulty in mathematics.	This class focuses on NNPS Achievement Benchmark: Mathematics to increase SOL pass rates and SOL achievement for NCLB subgroups.	Kimberly Brock, Principal Nelson Elementary, NNPS	No
13.	Balboa Academy, Panama (K-12)	MAT students are given the opportunity to work for five weeks (almost half of the internship semester) in an American school in the Republic of Panama as part of their student teaching.	Balboa Academy seeks to prepare its graduates through the American educational system. Opportunities for teacher development are sought.	Jean Lamb, Director Balboa Academy, Panama City, Panama	Yes
14.	San Pedro Roman Catholic Primary School (K-8), Belize, Central America	MAT students may choose to select a course in "Teaching Across Cultures," which requires them to teach in a public school in Belize for two weeks while they analyze the contrasting educational system of that country.	San Pedro Roman Catholic Primary School seeks to introduce its students and teachers to effective teaching methodology.	Roxani Kay, principal, Roman Catholic Primary School, San Pedro, Belize	No

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

Name of Institution: Christopher Newport University
Contact Person: Dr. Marsha Sprague
Phone No.: (757) 594-7388
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
15.	Holy Cross Anglican School (K-8), Belize, Central America	MAT students may choose to select a course in "Teaching Across Cultures," which requires them to teach in a public school in Belize for two weeks while they analyze the contrasting educational system of that country.	Holy Cross seeks to introduce its students and teachers to effective teaching methodology.	Grace Williams, Principal; Olivia Tasher, Vice Principal; Lydaia Brown, Volunteer Coordinator Holy Cross Anglican School, Belize	No
16.	San Pedro High School (9-12), Belize, Central America	MAT students may choose to select a course in "Teaching Across Cultures," which requires them to teach in a public school in Belize for two weeks while they analyze the contrasting educational system of that country.	San Pedro High School seeks to introduce its students and teachers to effective teaching methodology.	Emil Vasquez, Principal; Conchita Flota, Assistant Principal Director, San Pedro High School, Belize	No

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

Name of Institution: Christopher Newport University
Contact Person: Dr. Marsha Sprague
Phone No.: (757) 594-7388
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.													
1.	Newport News Public Schools (NNPS)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	NNPS: B.C. Charles Elementary School "Literacy Lab School"	X													
3.	NNPS: Watkins, Lee Hall, Denbigh, and Marshall Early Childhood Centers: Field Experience for TCHG 516: Curriculum and	X													
4.	NNPS: Gildersleeve Middle School: Field Experience for English 522 - Reading and Writing in the Content Areas		X	X	X	X	X	X	X	X	X	X	X	X	X
5.	NNPS: Dozier and Gildersleeve: Optional Field experience for Eng 511: Teaching English as a Second Language	X				X									
6.	NNPS: Hidenwood Elementary School: Field Experience for Soc 314L - Sociology of Education	X													
7.	NNPS: Menchville High School: Field Experience for Soc 314L - Sociology of Education		X	X	X	X	X	X	X	X	X	X	X	X	X
8.	NNPS: Carver Elementary School: Field Experience for Soc 314L: Sociology of Education	X													
9.	NNPS: Crittenden Middle School: Field Experience for Soc 314L: Sociology of Education	X	X	X	X	X	X	X	X	X	X	X	X	X	
10.	NNPS: Richneck Elementary School: Field Experience for MATH 570 - Teaching Mathematics	X													
11.	NNPS: McIntosh Elementary School: Field Experience for Math 570 - Teaching Mathematics	X													
12.	NNPS: Nelson Elementary School: Field Experience for MATH 570--Teaching Mathematics	X													
13.	Balboa Academy, Panama (K-12)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14.	San Pedro Roman Catholic Primary School (K-8), Belize, Central America	X													
15.	Holy Cross Anglican School (K-8), Belize, Central America	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16.	San Pedro High School (9-12), Belize, Central America		X	X	X	X	X	X	X	X	X	X	X	X	X

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

Name of Institution: Christopher Newport University
Contact Person: Dr. Marsha Sprague
Phone No.: (757) 594-7388
Date: August 2012

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

THE COLLEGE OF WILLIAM AND MARY

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

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	New Horizons Family Counseling Center	The New Horizons Family Counseling Center is a long-standing partnership with public school systems in Williamsburg-James City County, Newport News, Hampton, York, Gloucester, and Poquoson through which supervised master's and doctoral interns provide family counseling to students experiencing serious emotional and behavioral problems that interfere with their academic progress.	This partnership aims to improve the welfare and academic progress of students in K-12 schools by providing free counseling services to students and to their families. The New Horizons Family Counseling Center provides services to students experiencing serious emotional and behavioral problems that school-based counseling services are not able to address.	Williamsburg-James City County, Newport News, Hampton, York, Gloucester, and Poquoson Public Schools (Dr. Johnston Brendel, Clinical Coordinator)	Yes
2.	William and Mary Clinical Faculty Program	The William and Mary Clinical Faculty Program is supported by competitive funding obtained through the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York County).	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
3.	Special Education Training and Technical Assistance Center (T/TAC) Demonstration Projects	The T/TAC Center at The College of William and Mary is part of a statewide network funded by the Virginia Department of Education to provide a variety of request-based support services and assistance to educational professionals serving school-age students with mild and moderate disabilities or transition needs in Eastern Virginia. The aim of these services is to improve student learning through enhanced professional practice.	The purpose of this partnership is to provide targeted professional development, services, resources, and assistance to educational professionals and local education agencies in order to service the needs of K-12 students with mild and moderate disabilities. Ultimately, the aim is to meet the identified learning and transition needs of individual students by improving student education through enhanced professional practice.	Region 2 (Accomack, Newport News, Southampton, Chesapeake, Norfolk, Suffolk, Franklin City, Northampton, Virginia Beach, Hampton, Poquoson, Williamsburg-James City, Isle of Wight, Portsmouth, York); Region 3 (Caroline, King George, Northumberland, Colonial Beach, King William, Richmond County, Essex, Lancaster, Stafford, Fredericksburg, Mathews, Spotsylvania, Gloucester, Middlesex, Westmoreland, King and Queen, Northern Neck, West Point); State Operated Programs (Virginia School for the Deaf and Blind, Children's Hospital of the King's Daughters, Eastern State Hospital); Virginia Department of Education (Drs. Lori Korinek and Sharon deFur, Co-Principal Investigators)	Yes
4.	Project EMPOWER	Project EMPOWER is a grant-funded project that was established to provide collaborative services to the neighboring communities of The College of William and Mary. The mission of Project EMPOWER is to provide school-based prevention programming through collaboration and community outreach, and to promote the social-emotional development of children.	This partnership aims to improve the achievement of K-12 students by providing school-based prevention programs that address students' social-emotional needs. Partnering schools work in collaboration with Project EMPOWER staff to identify students, needs, and programs.	Williamsburg-James City County Public Schools (Dr. Sandy Ward, Director)	Yes

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

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: August 2012

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.	Project HOPE-Virginia	Project HOPE-Virginia is the Virginia Education Program for Homeless Children and Youth and is a federally-funded grant authorized by the McKinney-Vento Homeless Assistance Act. Project HOPE-Virginia ensures the enrollment, attendance, and the success of homeless children and youth in school through public awareness efforts across the Commonwealth and the issuance of subgrants to school divisions. Project HOPE-Virginia collaborates with other federally-funded programs within Virginia, such as Title I, special education, and Head Start.	Homelessness increases risk for academic failure and identification for special education, and decreases the likelihood of high school graduation. Meeting the needs of children experiencing homelessness requires collaboration among state and local agencies supporting all areas of life, including food, shelter, health care, education, and a variety of social services.	Virginia Department of Education (VDOE) Office of Student Services; VDOE Office of Special Education; VDOE Office of Program Administration and Accountability; all 132 school divisions in Virginia; Early Childhood Special Education Priority Project; Head Start (national, state, and local levels); Virginia Department of Criminal Justice Services; Virginia Department of Housing and Community Development; Virginia Department of Social Services; Virginia Interagency Coordinating Council; Virginia Commission on Youth; Advisory Committee to the Special Advocates and Children's Justice Act Program; U.S. Department of Education Student Achievement and School Accountability Office; National Center for Homeless Education; National Association for the Education of Homeless Children and Youth; National Law Center on Homelessness and Poverty (Dr. Patricia Popp, Director)	Yes
6.	Focus on the Future	Focus on the Future is a career and academic planning experience for high-ability students, grades 6-12 and their parents. The program exposes high-ability learners to career opportunities related to the arts, humanities, mathematics, and sciences. The program also informs parents of considerations and guidelines for effective career and academic planning.	This project aims to promote the academic achievement of high-ability students in secondary schools by providing opportunities for students and their families to explore careers and to plan for post-secondary education. Focus on the Future complements and extends traditional guidance counseling that schools are able to provide, bringing resources, programs, and speakers to participants, including students and their families.	Statewide, with majority of participants from Superintendents' Study Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. Tracy Cross, Executive Director)	No

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

Name of Institution: The College of William and Mary
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Phone No.: (757) 221-2319
Reporting Date: August 2012

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.	Saturday and Summer Enrichment Programs (SSEP)	Saturday and Summer Enrichment programs for high ability students are offered through the Center for Gifted Education for students in grades K-9. The enrichment program enables students to explore specialized topics not typically studied in the regular classroom. Behaviors fostered by the enrichment program include students' abilities to apply process skills used in individual fields of inquiry, to recognize problems and approaches to problem-solving, to understand and appreciate individual differences, and to become self-directed learners.	This project aims to promote the academic achievement of high-ability students in grades K-9 by providing learning opportunities that extend beyond the conventional academic curriculum. The program develops students' abilities, talents, and interests. The SSEP also promotes the exploration of academic disciplines, 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 Superintendents' Study Regions 1 and 2; available to the general public as a service offered directly to families and children; Center for Gifted Education (Dr. Tracy Cross, Executive Director)	No
8.	The Eastern Virginia Writing Project (EVWP)	The mission of the Eastern Virginia Writing Project (EVWP) is to improve the teaching of writing and to improve learning in Eastern Virginia's schools. The EVWP recognizes the primary importance of teacher knowledge, expertise, and leadership. Through its extensive network of teachers, the EVWP seeks to promote exemplary instruction of writing in every classroom in our region of Virginia.	This partnership aims to improve the academic achievement and learning outcomes of students in K-12 schools by providing targeted professional development to classroom teachers in the teaching of writing. Writing is an essential skill and is highly correlated with academic achievement. Therefore, the improved teaching of writing addresses the need of improving students' writing abilities and their learning across subject areas.	Regions 1, 2, and 3; National Endowment for the Humanities; Virginia Foundation for the Humanities (Dr. James W. Beers, Director)	Yes
9.	School-University Research Network (SURN)	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and services among school division partners.	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN staff secure resources for research and professional development in service of the defined needs of the constituent school divisions.	Charles City, Franklin City, Gloucester, Hampton City, Hopewell, Isle of Wight, King and Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk, Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
10.	Tidewater Team for Mathematics Education	The Tidewater Team for Mathematics Education is dedicated to encouraging best practices in the teaching of mathematics in order to promote excellence in mathematics achievement for K-12 students. The effectiveness of the Tidewater Team is a result of the strong partnerships between The College of William and Mary and the surrounding Tidewater area school divisions. This program provides a high level of content-specific, application-rich mathematics instruction that leads to a deep understanding of functions and their behaviors within the context of mathematical modeling and data analysis.	This partnership aims to increase the number of teachers who are highly qualified to teach mathematics at all levels (PreK-12).	Brunswick, Charles City, Chesapeake, Dinwiddie, Gloucester, Hampton, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Poquoson, Portsmouth, Prince George, Richmond County, Suffolk, Surry, Virginia Beach, West Point, Williamsburg-James City, York (Dr. Marguerite Mason, Director)	Yes
11.	Noyce Scholars / Twenty-first Century Teachers (TCT)	With funds from the National Science Foundation, the Noyce Scholars and TCT programs aim to increase the number of K-12 teachers with strong mathematics and science content knowledge and excellent pedagogical preparation who will teach in high-needs middle and secondary schools in the region.	The project aims to have a broad impact on candidates, the K-12 students they serve, teacher education at The College of William and Mary, and national professional communities in science and mathematics education. Intended project outcomes include increased numbers of science and mathematics teachers in Virginia and improved quality of mathematics and science teaching.	Noyce Scholars complete field experiences in high-needs school divisions (including Hopewell City) and must commit to serving two years as a mathematics or science teacher in a high-needs local education agency within four years of graduation. (Dr. Marguerite Mason and Dr. Juanita Matkins, Principal Investigators)	Yes
12.	Achievable Dream	The College of William and Mary - Achievable Dream Partnership is designed to incorporate research-based practices in teacher education. The partnership promotes (1) rigorous and comprehensive training, (2) candidates in cohort groups, (3) ongoing, supervised experiences in high-needs schools, (4) support from mentor teachers, (5) induction support when candidates become teachers of record, (6) payment of a living-wage stipend, and (7) three-year service obligation in high-needs schools.	The partnership aims to have impact on candidate acquisition of essential knowledge, skills, and dispositions. The partnership also aims to strengthen the effectiveness of teachers for urban schools, where it has been well documented that the students most in need of high-powered instruction and nurturing relationships have had the least qualified and effective teachers.	The Achievable Dream Academy, Achievable Dream, Inc., and Newport News Public Schools. (Dr. Virginia McLaughlin, Principal Investigator)	Yes

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

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: August 2012

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13.	Science, Technology, Engineering, and Mathematics (STEM) Education Alliance (formerly N-STAR)	This Virginia demonstration project, sponsored by the Office of Naval Research and the National Defense Education Program, which began in 2004, involves The College of William and Mary, Stafford County Schools, and the Naval Warfare Center Dahlgren Division in an innovative partnership effort to increase the science, mathematics, and technology skills of middle school students and their interest in pursuing future careers in science and engineering.	This partnership aims to improve middle school students' achievement in science, mathematics, and technology and to promote their interest in pursuing future careers in science and engineering. The promotion of careers in STEM disciplines (science, technology, engineering, and mathematics) is a targeted need identified by the federal government, as well as the Commonwealth of Virginia.	Stafford County Schools, Office of Naval Research, and the Naval Warfare Center Dahlgren Division (Dr. Gail Hardinge, Principal Investigator)	Yes
14.	Project Civics	With funds from the U.S. Department of Education, this program will demonstrate how the implementation of advanced, research-based curriculum in social studies, combined with enrichment and talent skills, will enhance civic awareness for underachieving learners in diverse settings.	This project is designed to: (1) implement research-based social studies curriculum units in grades 6-7; (2) pilot test innovative talent development strategies aimed at reversing underachievement for at-risk students; (3) develop curriculum models for teachers; and (4) conduct research on student learning and motivational gains.	Implemented in selected school divisions in Virginia and school districts in Alabama; project partners include the Colonial Williamsburg Foundation, Streetlaw Inc., and the Southern Poverty Law Center. (Dr. Jeremy Stoddard and Dr. Carol Tieso, Principal Investigators)	Yes
15.	Preparing Inclusive Educators (PIE)	Funded by the federal Office of Special Education Programs through a personnel preparation grant, this project seeks to improve the recruitment, preparation, and retention of special education and general education teachers, with specific focus on employing evidence-based instructional practices and effectively reaching students from culturally and linguistically diverse backgrounds.	This five-year project seeks to address the need to prepare and retain greater numbers of professional teachers in the critical shortage area of special education and to meet the need to reach increasingly diverse populations of students from culturally and linguistically diverse backgrounds.	Local school divisions in the geographic service area of The College of William and Mary (including Williamsburg-James City, York, New Kent, Gloucester, Newport News, and Hampton). (Dr. Sharon deFur and Dr. Christopher Gareis, Co-Principal Investigators)	Yes
16.	English as a Second Language (ESL) Partnership for Preparation	This collaboration between faculty at The College of William and Mary with selected school divisions exists to facilitate the process of arranging and supervising field experiences for teacher candidates seeking dual-endorsement in teaching English as a Second Language (ESL) while completing their initial preparation in elementary, secondary, or special education teaching.	The Commonwealth of Virginia continues to experience significant growth in its English as a Second Language (ESL) population in K-12 schools, and ESL is a critical shortage area in teaching. This collaboration aims to result in the preparation of increased numbers of general and special education teachers who hold a dual endorsement in ESL.	Williamsburg-James City, Newport News, and Henrico (Dr. Gail McEachron, Program Coordinator)	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: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
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17.	VISTA--Virginia Initiative for Science Teaching and Achievement	The Virginia Initiative for Science Teaching and Achievement (VISTA) is a partnership among school divisions, six universities, and the Virginia Department of Education, with funding from the U.S. Department of Education, to create an innovative community of support for sustained, intensive professional development of science teachers.	VISTA is dedicated to (1) research-based reform of science instruction at all grade levels to meet the needs of diverse students including rural students and students with disabilities and limited English proficiency and (2) sustained professional growth and support for science teachers and leaders. The ultimate aim is improved student learning outcomes in science through improved teaching.	Newport News, Poquoson, Portsmouth, Virginia Beach, Williamsburg-James City, York, Norfolk, Chesapeake, Martinsville, Gloucester, Hampton, Isle of Wight, Suffolk, Surry (Dr. Juanita Jo Matkins, Principal Investigator)	Yes

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

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Reporting Date: August 2012

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

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

Name of Institution: The College of William and Mary
Contact Person: Christopher R. Gareis, Ed.D.
Phone No.: (757) 221-2319
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	William and Mary Clinical Faculty Program	The William and Mary Clinical Faculty Program is supported by competitive funding obtained through the Virginia Department of Education to prepare experienced teachers to mentor and support pre-service and beginning teacher development in six school divisions (Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York County).	The mission of The William and Mary Clinical Faculty Program is to work through ongoing collaboration and professional development among School of Education faculty and exemplary cooperating teachers in order to improve the practica and student teaching experiences of aspiring teachers and the first-year experiences of novice teachers in K-12 school settings so that the most highly qualified teachers enter, remain in, and contribute to the profession, thereby resulting in improved K-12 student learning.	Gloucester, Hampton, New Kent, Newport News, Williamsburg-James City County, and York Public Schools; Virginia Department of Education (Dr. Chris Gareis, Associate Dean, Director)	Yes
2.	School-University Research Network (SURN)	The mission of the School-University Research Network is to improve teaching and learning for all learners through collaborative field-based research that informs the delivery of educational services. The goals include identifying best practices for resolving current instructional, administrative and policy issues and sharing proven strategies and services among school division partners.	The aim of this partnership is to improve the teaching and learning of all students through targeted research and professional development. Superintendents and specialists collaboratively define annual priorities for the partnership. SURN staff secure resources for research and professional development in service of the defined needs of the constituent school divisions.	Charles City, Franklin City, Gloucester, Hampton, Hopewell, Isle of Wight, King and Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News, Norfolk, Northumberland, Petersburg, Poquoson, Portsmouth, Prince George, Southampton, Suffolk, Surry, Virginia School for the Deaf and Blind, West Point, Williamsburg-James City, York, Chesapeake, Virginia Department of Education (Dr. Jan Rozzelle, Director)	Yes

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

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3.	Educational Policy, Planning, and Leadership (EPPL) K-12 Preparation Cohort	The purpose of the EPPL K-12 Preparation Cohort is to identify, recruit, prepare, and support highly-qualified teachers to serve as building- and division-level leaders in local educational agencies.	This partnership aims to increase the number of committed, qualified professionals who will enter and remain in educational leadership roles at the school and division levels in local educational agencies. The School of Education works in partnership with local educational agencies to identify, recruit, prepare, and support cohort members, thereby addressing the need for highly-qualified and well-prepared educational leaders.	York, Williamsburg-James City, Hampton, Isle of Wight, Gloucester, New Kent, Poquoson, Charles City, and Middlesex (Dr. Mike DiPaola, Coordinator).	Yes
4.	School Leadership Institute (SLI)	The purpose of the School Leadership Institute is to consistently provide a high-quality professional development venue for educational professionals from partnering school divisions. The SLI meets needs of teacher leaders and professionals in formal positions of educational leadership, including assistant principals, principals, program directors, etc.	The purpose of the School Leadership Institute is to consistently provide a high-quality professional development venue for educational professionals from partnering school divisions. As an arm of the School-University Research Network (SURN), the School Leadership Institute provides high-quality professional development in areas identified by partnering school divisions. For example, themes of the SLI in recent years have included focus on literacy, research-based instruction, data-driven decision-making, and professional learning communities.	School University Research Network; Albemarle, Charles City, Chesterfield, Dinwiddie, Fairfax, Franklin City, Gloucester, Hampton, Hanover, Hopewell, Isle of Wight, King & Queen, King William, Lancaster, Martin, Mathews, Mecklenburg, Middlesex, Montgomery, New Kent, Newport News, Norfolk, Northumberland, Patrick, Petersburg, Poquoson, Portsmouth, Prince George, Roanoke City, Southampton, Stafford, Suffolk, Surry, West Point, Williamsburg-James City, York, Chesapeake, Virginia School for the Deaf and Blind, and Virginia Department of Education (Dr. Jan Rozzelle, Director).	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
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5.	Virginia Model for School Improvement: District Leadership Support Teams	Through a grant administered by the Virginia Department of Education, The College of William and Mary is providing extended professional development, support, and direction to division-level Leadership Support Teams in 58 school divisions identified as needing to make improvement in meeting No Child Left Behind annual targets.	A number of school divisions in Virginia are in need of support to address challenges associated with meeting Annual Yearly Progress standards in compliance with the No Child Left Behind Act. Promoting a model of division-level support, teaming, and professional coaching, The College of William and Mary faculty facilitate ongoing professional development for school division personnel and external coaches.	Accomack, Albemarle, Alleghany, Amherst, Augusta, Bedford, Brunswick, Campbell, Caroline, Charles City, Craig, Culpeper, Danville, Dinwiddie, Essex, Fairfax, Fauquier, Fluvanna, Franklin City, Frederick, Fredericksburg, Grayson, Greene, Greensville County, Hampton, Henrico, King and Queen, King George, Lancaster, Lunenburg, Lynchburg, Madison, Middlesex , Montgomery, Newport News, Norfolk, Northampton, Orange, Page, Pittsylvania, Portsmouth, Prince William, Pulaski, Richmond City, Richmond County, Roanoke, Rockbridge, Shenandoah, Smyth, Spotsylvania, Stafford, Suffolk, Tazewell, Virginia Beach, Warren, Westmoreland, Williamsburg-James City, Wythe, Virginia Department of Education (Dr. Mike DiPaola, Dr. Steve Staples, and Dr. Lucia Sebastian, Directors).	Yes

EASTERN MENNONITE 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: Eastern Mennonite University
Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Early Learning Center	The Early Learning Center serves as the laboratory school for the PreK-3 and PreK-6 endorsement programs.	Under the supervision of Early Learning Center faculty, Eastern Mennonite University (EMU) PreK-3 and PreK-6 candidates plan and implement developmentally appropriate curriculum for children ages two to four years old.	PreK-3 and PreK-6 teacher education candidates, EMU teacher education faculty, and the Early Learning Center	Yes
2.	Early Bird Tutoring	The field experience allows candidates to work with a K-5 student in need of assistance in a one-on-one tutoring setting. Candidates will provide extra support in literacy with the hopes of gaining valuable information about the reading and writing process, and to help advance the literacy skills of the K-5 student.	The Rockingham County School Division has requested that our candidates work with their K-5 students who need extra support in reading and writing. This one-on-one setting provides extra support for the K-5 student and provides valuable teaching experiences for our candidates.	Rockingham County Public Schools' K-5 teachers and EMU Candidates	Yes
3.	Literacy Block - Harrisonburg City Public Schools placements	The field experience allows candidates to work with K-6 teachers in the regular classroom setting with the goal to integrate literacy and language arts in the classroom setting. Candidates will provide extra support to the classroom teacher during reading and writing small group and whole group sessions.	Harrisonburg City Schools has requested that our candidates work with their K-6 classroom teachers in order to provide extra support during language arts. This provides help for the teacher and valuable classroom experiences for our candidates.	Harrisonburg City Public Schools' K-5 teachers and EMU Candidates	Yes
4.	Assistive Technology Practical Day - EDS 333 Medical Issues and Assistive Technology for Individuals with Exceptional Learning Needs	Special Education pre-service candidates visit and serve students in the Harrisonburg City school system. Pre-service candidates use assistive technology to assist students with learning, life skills, and communication skills.	Provide students with disabilities one-on-one or small group support on mastering living skills.	Pre-service special education candidates and students with severe disabilities in the elementary setting in Harrisonburg City Public Schools	Yes
5.	Assistive Technology Collaboration with Rockingham County Schools	The Assistive Technology Club at EMU, including pre-service special education candidates, will collect instructional materials from teachers in Rockingham County schools, augment the material to make it more accessible to all learners, and return the instructional materials to the teachers for use with PreK-12 students in special education classes.	This allows students with disabilities in the Rockingham County schools access to the general curriculum.	EMU Assistive Technology Club participants and all Rockingham County Public Schools	Yes
6.	LIT 330 Literature for Children and The Early Learning Center	Candidates enrolled in LIT 330 present storytelling to children two to four years old at EMU's Early Learning Center. The director of the Early Learning Center collaborates with the LIT 330 professor to teach the university candidates about storytelling with young children.	At the request of the director of the Early Learning Center, the young children are benefited as they are given the opportunity to hear stories embracing characteristics of effective storytelling from 20 or more university candidates.	LIT 330 Professor; 20 students from LIT 330; director of the Early Learning Center; and 30 children two to four years old	No

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

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7.	Practicum in seven school divisions and a private school	Curriculum and methods courses require a practicum supervised by EMU teacher education faculty, ranging from 20-60 clock hours, to allow students to link classroom theory with practice in schools.	Practicum students assist cooperating teachers with PreK-12 student achievement.	EMU practicum students and faculty, and faculty in the following school divisions: Augusta County, Page County, Rockingham County, Shenandoah County, Waynesboro City, Harrisonburg City, Staunton City, and Eastern Mennonite School	Yes
8.	Student Teaching in seven school divisions and a private school	The culminating teacher education experience is supervised student teaching.	With a cooperating teacher and a student teacher in the classroom, PreK-12 students increase the contact time with a teacher. Student teachers introduce cooperating teachers to new teaching practices. School divisions get an early start on mentoring beginning teachers as many student teachers are later hired by the hosting school division.	EMU student teachers, clinical faculty identified by the following school divisions: Augusta County, Rockingham County, Page County, Shenandoah County, Waynesboro City, Harrisonburg City, Staunton City, and Eastern Mennonite School	Yes
9.	MidValley Consortium	The MidValley Consortium trains and supports a cadre of over 650 clinical faculty who supervise area student teachers. Clinical faculty are nominated by member school divisions and complete two days of intensive training for working with student teachers.	By training public school teachers to effectively supervise area student teachers, the quality of the student teaching experience is enhanced and PreK-12 students benefit from the positive learning experience.	EMU student teachers, clinical faculty identified by the following school divisions: Augusta County, Rockingham County, Page County, Shenandoah County, Waynesboro City, Harrisonburg City and Staunton City	Yes
10.	Waterman Elementary School Family Fun Night	Faculty and teacher candidates in Health and Physical Education and in Special Education General Curriculum K-12 partner with the faculty/staff of Waterman Elementary School (Harrisonburg City Public Schools) to host a Family Fun Night with learning centers and activity centers (hosted on the campus of EMU).	The event provides a venue for family/K-12 school/university partnership, exposure to learning centers regarding the Virginia Standards of Learning curriculum, and communication with parents, including those with cultural/linguistic diversity.	Waterman Elementary School faculty and administration, Health and Physical Education faculty, and special education faculty	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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11.	EMU's Hostetter Natural History Museum	The EMU Natural History Museum provides educational presentations and field trips to area elementary and middle school students.	Hands-on workshops focus on grades K-2 or grades 3-5 and are developed to enhance the Virginia Standards of Learning. Workshops include Exploring the World Around You, Amazing Adaptations, Getting to Know Rocks and Fossils, and Discovering Owls. There also is a Discovery Room open every Sunday afternoon.	Harrisonburg City Public Schools, Rockingham County Public Schools, Augusta County Public Schools and other school divisions send students to the EMU Natural History Museum, where EMU students and professors present the workshops	No
12.	Lacey Spring Business Partnership	EMU is a partner in education with Lacey Spring Elementary School to achieve established goals and objectives in promoting excellence in education.	This partnership provides practicum and student teaching opportunities for EMU candidates; resource speakers for cultural awareness days; career days or other special programs; assistance with staff development; assistance with tutoring at-risk students; computer assistance in the classroom; Spanish translation of written materials; assistance in maintaining a student newspaper; opportunities for pen pals; and transportation for indigent parents to school conferences.	Lacey Spring Elementary School and EMU's education department	Yes
13.	EMU's Master of Arts in Education - Harrisonburg City Schools - Teaching English as a Second Language Internships	EMU has partnered with Harrisonburg City Public Schools to provide graduate classes in Teaching English as a Second Language.	Harrisonburg City Public Schools has a 30 percent or higher population of English language learners. Harrisonburg City Public Schools has required all administrators and teachers to take at least one ESL class to better meet the needs of K-12 English language learners.	Harrisonburg City Public Schools Central Office staff, and EMU's Master of Arts in Education program	Yes
14.	Master of Arts in Education - Waynesboro City Public Schools (WCPS), Master of Arts Cohort in Curriculum and Instruction	The Waynesboro City School administration and Master of Arts in Education administration have partnered to offer the Master of Arts in Education in a cohort format, on-site in Waynesboro City Public Schools, that is tailored to meet the needs of Waynesboro City Public Schools.	The Master of Arts in Education program allows a cohort of Waynesboro City Public Schools teacher practitioners to work collaboratively within their schools on graduate programs while achieving a master's degree.	EMU Master of Arts in Education Department and Waynesboro City Public Schools	Yes
15.	Master of Arts in Education - Rockingham County Schools, Reading Specialist Practicum	EMU has partnered with Rockingham County Public Schools to provide practicum sites for candidates working toward the reading specialist endorsement.	Rockingham County Public Schools encourages their teachers enrolled in the literacy track of EMU's Master of Arts in Education program to participate in a summer school reading program designed for elementary pupils who struggle with reading difficulties.	Rockingham County Public Schools Central Office Administration and the director of EMU's Master of Arts in Education program	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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16.	Master of Arts in Education - Shenandoah County Public Schools, Technology Courses	EMU has partnered with Shenandoah County Public Schools to offer technology courses to Shenandoah County teacher practitioners.	Shenandoah County Schools encourages their teachers to enroll in a set of technology classes designed to improve classroom instruction.	Shenandoah County Public Schools Central Office Administration and the director of EMU's Master of Arts in Education program	Yes
17.	Master of Arts in Education - Rockingham County Public Schools, Technology Courses	EMU has partnered with Rockingham County Public Schools to offer technology courses to Rockingham County teacher practitioners.	Rockingham County Public Schools encourages their teachers to enroll in a set of technology classes designed to improve classroom instruction.	Rockingham County Public Schools Central Office Administration, the director of EMU's Master of Arts in Education, and instructor Stephanie Failes	Yes
18.	Thomas Harrison Middle School Writing Partnership	EMU teacher candidates enrolled in ED 391 Middle School Curriculum and Organization partnered with Thomas Harrison Middle School 8th graders in a reading support class to write and reply to letters throughout the semester. Each group visited partners on the other campus.	The partnership provided 8th grade reading support students at Thomas Harrison Middle School the individual attention and support of an EMU teacher candidate who learned about middle school from these 8th graders. The middle school students also were introduced to the college environment.	Thomas Harrison Middle School teacher Margot Zahner and EMU Professor Beth Lehman	Yes
19.	Rockingham County Public Schools College for a Day	EMU education department provides classes and orientation for 7th grade students visiting campus for a day from Rockingham County Public Schools.	Rockingham County Public Schools wanted to provide middle school students with an introduction and overview of college studies and enrollment procedures.	Rockingham County Public Schools middle schools and Central Office, EMU's ED 391 Middle School Curriculum and Organization class, and EMU's Admissions Office staff	Yes
20.	Writing to Learn: Idea Exchange	Professor Beth Lehman met with Rockingham County Public Schools leaders Johna MacFarland and Doug Alderfer to exchange ideas related to writing to learn, teaching writing, writing partnerships and professional development. As a result of this meeting Beth Lehman will provide writing to learn professional development for one session for all Rockingham County Public Schools administrators.	Rockingham County Public Schools is seeking a professional development strand or theme for the entire division and considering if writing is the focus.	Johna MacFarland, Doug Alderfer and Beth Lehman met for the initial sharing session.	No
21.	Augusta County Mathematics Course	EMU's Master of Arts in Education program developed a three credit course for K-12 teachers and K-12 administrators to teach methods and best teaching practices dealing with mathematics.	Augusta County's Director of Curriculum Instruction requested that EMU's Master of Arts in Education program develop a course that focuses on methods and best teaching practices in mathematics.	Augusta County School Division teachers and principals in grades K-12 and EMU Master of Arts in Education program faculty/staff	Yes

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

Name of Institution: Eastern Mennonite University
Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Reporting Date: August 2012

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?
22.	Master of Arts in Education - Page County Schools - Teaching English as a Second Language Internships	EMU has partnered with Page County Public Schools to provide graduate classes in Teaching English as a Second Language to Page County teacher practitioners.	With a cooperating teacher and a graduate intern in the classroom, PreK-12 students increase the contact time with a teacher. Graduate interns introduce cooperating teachers to new teaching practices.	Page County Public Schools Central Office staff and EMU's Master of Arts in Education program faculty/staff	Yes

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

Name of Institution: Eastern Mennonite University
Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Reporting Date: August 2012

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

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

Name of Institution: Eastern Mennonite University
Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Priamry Education PreK-3*	*Elementary Education PreK-6*	*Reading Specialist*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Special Ed. - General Curriculum K-12*	*Journalism (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																	
19.	Rockingham County Public Schools College for a Day				X	X	X	X	X	X	X	X	X	X	X	X	X		
20.	Writing to Learn: Idea Exchange	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21.	Augusta County Mathematics Course	X	X												X				
22.	Master of Arts in Education - Page County Schools - Teaching English as a Second Language Internships						X												

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

Name of Institution: Eastern Mennonite University
Contact Person: Cathy Smeltzer Erb
Phone No.: (540) 432-4638
Date: August 2012

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

EMORY AND HENRY 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: Emory and Henry College
Contact Person: Janet Crickmer/Laree Hinshelwood
Phone No.: (276) 944-6658/(276) 944-6218
Reporting Date: August 2012

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.	Special Education Swim Program	This six-week swim program involves students enrolled in special education at Abingdon High School and E. B. Stanley Middle School with assistance and instruction provided by Emory and Henry (E&H) students enrolled in the course Physical Education 335.	This program provides enrichment experience and physical activity for special education students.	Emory & Henry College faculty and students, along with special education teachers from Washington County Public Schools	Yes
2.	Ready, Set, Run!	With assistance and instruction provided by E&H students enrolled in PHED 222 and by the Washington County Parks and Recreation Department, this twelve-week afterschool experiential learning program engages students enrolled at Meadowview Elementary School.	This program provides experiential learning opportunities in an afterschool setting which incorporates and promotes physical activity, health and pro-social behaviors.	Emory & Henry College faculty and students, E&H Appalachian Center for Community Service, Washington County Parks and Recreation, and Washington County Public Schools	Yes
3.	Service Learning Program	This is an ongoing program of service learning and community service in which students enrolled in PHED 211 and 222 are required to complete 10 clock hours of service specific to their discipline in various schools throughout Washington County.	Service learning provides an opportunity for Washington County teachers to collaborate with E&H students regarding "best practices" in Physical Education.	Emory & Henry College faculty and students, E&H Appalachian Center for Community Service, Physical Education teachers from Washington County Public Schools	Yes
4.	United States Department of Education and Virginia Department of Education Mathematics and Science Partnership Science Grant	This is a grant-funded initiative designed to provide science professional development to a cohort of K-5 teachers from 16 school divisions.	This grant provides teacher development in grades K-5 science instruction and provides tools for preparing students for content changes in Virginia Science Standards of Learning and the Nature of Science.	Southwest Virginia Public Education Foundation, Inc. and 16 participating school systems	Yes
5.	United States Department of Education (USDOE) and Virginia Department of Education (VDOE) Mathematics and Science Partnership Mathematics Grant	This is a grant-funded initiative designed to provide mathematics professional development to a cohort of fourth- through sixth-grade teachers from 19 school divisions.	This grant provides teacher development in grades four through six mathematics instruction and provides tools for preparing students for content changes in Virginia Mathematics Standards of Learning.	USDOE, VDOE and 19 school systems in Southwest Virginia	Yes
6.	Teacher Program Advisory Committee	School administrators meet with our faculty once each semester to discuss how our program interfaces with the schools, communicate current offerings and opportunities, receive feedback, and identify needs.	The Advisory Committee assists in coordinating program development to meet the needs of our region.	Emory and Henry College Education faculty and administrators from Bristol, Russell, Smyth, and Washington County Public Schools, divisions that mentor most of our student teachers	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: Emory and Henry College
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Phone No.: (276) 944-6658/(276) 944-6218
Reporting Date: August 2012

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.	Region 7 Schools Superintendents' Group (Teacher Placement)	This group advises and exchanges information on student teacher and intern placements and staffing needs in the divisions.	The primary goal of the group is to keep school divisions informed about our students who are available as student teachers, interns, and beginning teachers.	Division superintendents in Region 7 and Emory and Henry faculty.	Yes
8.	Summer Scholars Program	With supplemental funding from the school divisions, middle school students attend a week long summer session on the Emory and Henry Campus.	The program provides enrichment experiences in summer for middle school students.	Attendees are students from public school divisions. Staff are drawn from EHC faculty, EHC staff, EHC students, and public school personnel.	Yes
9.	Annual B. G. Raines Education Forum	Currently in its twenty-fourth year, this annual forum for teachers, students, administrators and the general public takes place in the spring of each academic year. (Web page - http://www.ehc.edu/neffcenter/forum)	Nationally known speakers in the field of education present research findings and views on current topics of interest. The Forum provides an opportunity for teachers and administrators to come together to share and learn.	Region 7 schools, Emory and Henry College, award-winning teachers (Virginia Teacher of the Year and McGlothlin Award winners), speakers, and other teacher education programs in the region	Yes
10.	Mentor Teacher Training	Mentor teacher training is an ongoing program of training classroom teachers to aid in mentoring student teachers with sessions offered at times that are convenient for teachers.	This training is offered to area teachers and public schools in the teacher training activity.	EHC faculty and student teachers along with teachers from regional schools, primarily Washington and Smyth Counties and the City of Bristol school divisions	Yes
11.	Brazil Collaboration Program	Teacher preparation students teach English as a Second Language in schools in Brazil. Our teacher preparation students learn about global education from Brazilian teachers.	Students gain experience with learners from a culture different than their own.	EHC faculty and teacher preparation students and Assessoria para Assuntos Internacionais Universidade Metodista de Piracicaba faculty and students	Yes

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

Name of Institution: Emory and Henry College
Contact Person: Janet Crickmer/Laree Hinshelwood
Phone No.: (276) 944-6658/(276) 944-6218
Reporting Date: August 2012

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

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

Name of Institution: Emory and Henry College
Contact Person: Janet Crickmer/Laree Hinshelwood
Phone No.: (276) 944-6658/(276) 944-6218
Date: August 2012

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

FERRUM

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: Ferrum College
Contact Person: Dr. Mary Ann Norman
Phone No.: (540) 365-4605
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Early Field Experiences / Internships	In each education course, students are required to complete a 20-40 hour internship. The Ferrum College Teacher Education Program Director requests teachers from Franklin County as volunteers to participate with approval from their principal and central administration.	Ferrum students provide tutorial assistance as well as clerical assistance for teachers in Franklin County Public Schools. As students progress in the Teacher Education Program, they begin to practice teaching lessons under the tutelage of cooperating teachers.	Franklin County Public Schools, Mr. Phillip Poff, Director of Human Resources (phillip.poff@frco.k12.va.us); Approximately 75 teachers volunteer each semester - list of volunteers found at both Franklin County and Ferrum College.	Yes
2.	Student Teaching Placements	Area school systems provide opportunities for preservice teachers to complete program requirements for licensure.	Ferrum College graduates apply for and gain employment in nearby rural school divisions, which may often be hard-to-staff areas.	(1) Franklin County Public Schools, Contact: Mr. Phillip Poff. Director of Human Resources (phillip.poff@frco.k12.va.us); (2) Roanoke City Public Schools, Contact: Ms. Alycia Garrison, Licensure Specialist (agarrison@rcps.info) ; (3) Roanoke County Public Schools, Contact: Ms. Shannon Dogan (sdogan@rcs.k12.va.us) ; (4) Fairfax County Public Schools (Russian only), Contact: Ms. Betsy Sandstrom (ecstandstrom@fcps.edu)	Yes
3.	Clinical Faculty Partnership	Public school teachers have a clinical faculty representative from Ferrum College who coordinates and supervises early field experiences.	Public school teachers provide feedback to Ferrum College, via the clinical faculty, concerning the needs of their classrooms, as well as reporting on the success of student interns in field experiences. The placement of a high school clinical faculty representative has increased internal communication within Franklin County High School.	Franklin County Public Schools, Contact: Mr. Phillip Poff, Director of Human Resources (phillip.poff@frco.k12.va.us)	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: Ferrum College
Contact Person: Dr. Mary Ann Norman
Phone No.: (540) 365-4605
Reporting Date: August 2012

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.	America Reads	Ferrum College receives funds for work study initiatives that assist local schools with additional tutorial assistance during school hours in the area of reading.	Additional assistance in reading is identified by local schools in partnership with Ferrum College. Work study students are matched to students at local schools.	Franklin County Public Schools Contact: Mr. Phillip Poff, Director of Human Resources, (phillip.poff@frco.k12.va.us)	Yes
5.	The Center of Energy Efficient Design, or CEED Project	Ferrum College is collaborating with The Gereau Center (Franklin County Public Schools) to develop lesson plans using the data from CEED. This project is in its beginning stages of planning.	This innovative center connects the college's sustainability theme to the real time data generated by this recently honored United States Department of Education Green Ribbon School. Students will be developing lesson plans that can be used by teachers worldwide. By partnering with CEED, Ferrum College will be assisting the local community with lesson planning using actual real-time data from CEED. In addition, students will be able to deliver these developed lesson plans to students in middle school during their internships.	Franklin County Public Schools, The Gereau Center for Applied Technology and Career Exploration, Contact: Mr. Kevin Bezy, Principal, (kevin.bezy@frco.k12.va.us)	Yes

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

Name of Institution: Ferrum College
Contact Person: Dr. Mary Ann Norman
Phone No.: (540) 365-4605
Reporting Date: August 2012

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

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

Name of Institution: Ferrum College
Contact Person: Dr. Mary Ann Norman
Phone No.: (540) 365-4605
Date: August 2012

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

GEORGE MASON 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: George Mason University
Contact Person: Dr. C. Stephen White
Phone No.: (703) 993-2031
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Early Childhood Education Program (ECE) and Fairfax County Public Schools (FCPS)	The Early Childhood Education program and FCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. FCPS teachers teach as adjuncts in the Early Childhood Education program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school. ECE students teach intersession classes at modified year-round schools.	Fairfax County Public Schools Personnel	Yes
2.	Early Childhood Education Program and Alexandria City Public Schools (ACPS)	The Early Childhood Education program and ACPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. ACPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Alexandria City Public Schools Personnel	No
3.	Early Childhood Education Program and Arlington County Public Schools (APS)	The Early Childhood Education program and APS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. APS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Arlington County Public Schools Personnel	No
4.	Early Childhood Education Program and Prince William County Public Schools (PWCS)	The Early Childhood Education program and PWCS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. PWCS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Prince William County Public Schools Personnel	No
5.	Early Childhood Education Program and Loudoun County Public Schools (LCPS)	The Early Childhood Education program and LCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school.	Loudoun County Public Schools Personnel	No
6.	Early Childhood Education Program and District of Columbia (DC) Public Schools	The Early Childhood Education program at George Mason University and DC Public Schools formed a partnership to provide DC teachers with an opportunity to pursue a Master of Education in Early Childhood Special Education.	The Master of Education program provided by ECE enabled teachers to develop the knowledge and skills needed to effectively work with diverse young children with disabilities and their families.	District of Columbia teachers employed by DC Public Schools	Yes

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

Name of Institution: George Mason University
Contact Person: Dr. C. Stephen White
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7.	Early Childhood Education Program and Teach for America (TFA)	The Early Childhood Education program at George Mason University and TFA have formed a partnership to provide TFA teachers with an opportunity to pursue a Master of Education in Curriculum and Instruction, with a concentration in early childhood education leading to PreK-3 licensure.	The TFA teachers are employed teachers who are provisionally licensed. The Master of Education program provided by ECE enables teachers to develop the knowledge and skills needed to teach effectively and enables them to become licensed teachers.	Teach for America teachers employed in the District of Columbia Public Schools, District of Columbia Charter Schools, and Prince George's County Public Schools	Yes
8.	Early Childhood Education Program and Infant/Toddler Connection of Fairfax/Falls Church	The Early Childhood Education program and the Infant/Toddler Connection of Fairfax/Falls Church have formed a partnership that enables students to participate in the internships required for licensure and field experiences required for their coursework.	The students engaged in internships and field experiences provide additional support within the classroom and in the school.	The Infant/Toddler Connection (ITC) of Fairfax/Falls Church, Allan Phillips, ITC Director	No
9.	Early Childhood Education Program and Manassas City Public Schools (MCPS)	The Early Childhood Education program and MCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. MCPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students that are engaged in internships and field experiences provide additional support within the classroom and in the school. ECE students teach intersession classes at modified year-round schools.	Manassas City Public Schools Personnel, Dr. Michaelene Meyer, Deputy Superintendent of Curriculum and Instruction	No
10.	Special Education Outreach: Loudoun County (Outreach Cohort)	This Cohort Program is designed to deliver special education - general curriculum licensure and Masters of Education programs for school divisions in Superintendents' Region 4 and the Teach for America Washington, D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Loudoun County Public Schools, Connie Smith and Christina Lebo	No
11.	Special Education Outreach: Page County (Outreach Cohort)	This Cohort Program is designed to deliver special education - general curriculum licensure and Masters of Education programs for school divisions in Superintendents' Region 4 and the Teach for America Washington, D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Page County, Donna Smith	No
12.	Special Education Outreach: Teach for America (Outreach Cohort)	This Cohort Program is designed to deliver special education - general curriculum licensure and Masters of Education programs for school divisions in Superintendents' Region 4 and the Teach for America Washington, D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Special Education Outreach: Teach for America (Outreach Cohort), Stephanie Amann-Kapsis	No

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13.	Special Education Outreach: Fairfax County (Outreach Cohort)	This Cohort Program is designed to deliver special education - general curriculum licensure and Masters of Education programs for school divisions in Superintendents' Region 4 and the Teach for America Washington, D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Fairfax County, Nicki Connors	No
14.	Special Education Outreach: Prince William County (Outreach Cohort)	This Cohort Program is designed to deliver special education - general curriculum licensure and Masters of Education programs for school divisions in Superintendents' Region 4 and the Teach for America Washington, D.C. Program.	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Prince William County, Sherley Channing	No
15.	Special Education Outreach: Applied Behavior Analysis Certificate Courses for Virginia Beach and Norfolk	This Cohort Certificate Program is designed to deliver advanced and specialized skills supporting learners with autism. This 15-credit certificate program is designed to increase the professional training of individuals responsible for designing, implementing, and monitoring behavioral treatment and verbal behavior training programs in schools, private practices, and agencies such as psychiatric hospitals and training centers. Certificate does not meet teacher licensure requirements.	The Certificate Program in Applied Behavior Analysis prepares students to become competent practitioners of behavior analysis and contributors to the discipline. Content of the courses in this program is derived from the Task List published by the national Behavior Analyst Certification Board (BACB) as well as the Board's Guidelines for Responsible Conduct. It is approved to meet course requirements to sit for the Behavior Analyst Certification Examination.	Virginia Beach, Daisy Wood; Norfolk Public Schools, Valerie Wolter	No
16.	Special Education Leadership Certificates with Loudoun County Public Schools, Prince William County Public Schools, and Fairfax County Public Schools	This Cohort Certificate Program is designed for those who administer or lead program implementation efforts for learners with exceptional needs. This certificate is appropriate for central office personnel in special education, building level supervisors of special education, and lead teachers/department chairs. It also is appropriate for general education administrators who have an interest in expanding their knowledge and skills regarding special education program administration.	The long-term goal of the Special Education Leadership Certificate is to better prepare program administrators to support the educational needs of a diverse collection of learners, both directly and indirectly. The objective of this program is to prepare program administrators in the knowledge and skills necessary for leading school reform in which all participants in the educational process are led to better support each and every learner.	Loudoun County Public Schools, Connie Smith and Christina Lebo; Prince William County Public Schools, Sherley Channing; Fairfax County Public Schools, Nicki Connors	No

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17.	Skill Survey for Student Teachers Working with Students with Disabilities (King-Sears)	This is a multi-year research project in which student teachers in general and special education programs are queried about their skills in working with students with disabilities during their student teaching experiences. Student teachers self-rate their skills using a Likert-scale rating system, and their respective school-based supervising/cooperating teachers and college/university supervisors also rate the student teachers. The purpose of this research is to compare participants' responses, and multiple comparisons occur, such as general education student teachers' self-ratings compared to special education student teachers' self-ratings.	Beginning general and special education teachers need to graduate from teacher preparation programs that have prepared them well to teach students with disabilities. Analyzing data from student teaching personnel at the pre-service level enables teacher preparation programs to be responsive to programmatic needs so that if there are areas that need to be addressed within the teacher preparation program to better prepare general and special educators to teach students with disabilities, that can occur.	Johns Hopkins University, Dr. Debbie Carran; Marywood University; York College, Dr. Stacey Dammann; University of South Florida	Yes
18.	George Mason University - Burke School (Fairfax County Public Schools) (Margo Mastropieri)	This is a research partnership to teach expressive writing to students with serious emotional disabilities at the middle school. The research project is a subcontract with Penn State University and funded by the US Department of Education, Institute of Education Sciences. *(This partnership ends in summer 2012.)*	Students in the eighth grade are required to take the writing SOL exam. The GMU research project is designed to teach students with serious emotional disabilities a persuasive writing strategy designed to facilitate their writing in school and to generalize to performance in other classes and on the high stakes tests.	George Mason University; Burke School; Fairfax County Public Schools, Jill Jakulski; Penn State University	No
19.	Kellar Institute for Human disAbilities (KIHD) - The VI Consortium	The VI Consortium is made up of five universities: George Mason University, James Madison University, Norfolk State University, Old Dominion University, and Radford University, to prepare teachers to be highly skilled at working with students with visual impairment and blindness.	The VI Consortium enables teachers to develop the knowledge and skills needed to be highly skilled at working with students with visual impairment and blindness.	James Madison University, Brianna Quinn; Norfolk State University, June Harris; Old Dominion University, Steve Tonelson; Radford University, Liz Alteiri	Yes
20.	Virginia School for the Deaf and the Blind (VSDB)	The Virginia School for the Deaf and the Blind (VSDB) partnership provides professional development opportunities.	The partnership between Kellar Institute for Human disAbilities and VSDB provides professional development to teachers in the knowledge and skills needed to be highly skilled at working with students with visual impairment and blindness. Specifically, VSDB provides dormitory space for summer face-to-face courses taught through the VI Consortium and supports internship placements.	Virginia School for the Deaf and the Blind, Nancy Armstrong, Director	Yes

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21.	Virginia Department for Blind and Vision Impaired (DBVI)	DBVI and AIM-VA (Accessible Instructional Materials - Virginia) have created a collaborative partnership to offer greater access to instructional materials. The Library and Resource Center is a component of the DBVI. Resource Center services are provided to local school divisions to support education of visually impaired and blind children.	DBVI and AIM-VA collaborate to support local school divisions in the education of children who are visually impaired and blind.	DBVI, Barbara McCarthy, Director of Library and Resource Center; AIM-VA, Joyce Sharp and Michael Behrmann	Yes
22.	George Mason University (GMU) - Falls Church City Public Schools (all) (Kelley Regan and Sheri Berkeley)	This is a research partnership to explore the initial steps/process of Response to Intervention (RtI) launched countywide (two elementary schools, one middle school, and one high school). The research project includes surveys, interviews, and observations.	The division has an RtI coordinator and has been a division cohort of the state for RtI over the past two to three years. The George Mason University research project is working closely with teachers and the RtI coordinator to identify current strengths and overall perceptions of teachers, administrators, etc. in order to plan future initiatives and professional development in the area of RtI.	George Mason University, Falls Church City Public Schools (all), Gloria Guba, Assistant Superintendent	Yes
23.	The Strategic Instruction Model (SIM) - Training and Technical Assistance Center (TTAC) and Warren County Public Schools, Virginia	The Strategic Instruction Model (SIM), a program of the University of Kansas Center for Research on Learning, is in the fourth year of a Long Term Technical Assistance (LTTA) plan. Coordination of Professional Development (PD) and implementation of SIM occurred in Warren County Middle School, Warren County and Skyline High Schools.	The partnership involves a multi-year plan of a systematic approach for training school personnel in obtaining the knowledge and skills necessary to improve literacy in the content areas for all students. SIM is an adolescent literacy and Response to Intervention (RtI) approach.	Judith Fontana-TTAC, Loretta Stevens-Director of Student Services and Michael Hirsch-Special Education Director in Warren County Public Schools, and administrators from Warren County Middle School and Warren County and Skyline High Schools	Yes
24.	The Strategic Instruction Model (SIM) - Training and Technical Assistance Center (TTAC) and Culpeper County Public Schools, Virginia	The partnership is in the final year of a LTTA with Culpeper County Public Schools and will receive technical assistance on program sustainability of SIM in a Middle and High School for the 2012-2013 school year.	SIM was brought in to the middle and high school to improve literacy skills among students.	Judith Fontana-TTAC, Jocelyn Washburn, SIM and Content Literacy Continuum (CLC) Coordinator-Culpeper County Public Schools, Angela Neeley-Special Education Director in Culpeper County Public Schools, and school administrators at Floyd T. Binns Middle School and Eastern View High School	Yes

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25.	The Content Literacy Continuum (CLC) and SIM - Training and Technical Assistance Center and Manassas City Public Schools, Virginia	This is the second year and early implementation stage of the Content Literacy Continuum, a five-level system of tiered supports. The partnership Involves coordination between the TTAC specialist, the project manager from the University of Kansas, and the co-site coordinator. Professional Development (PD) occurs at least three days a month in the form of training, coaching, and leadership meetings.	Manassas City was selected as a CLC demonstration site by the Virginia Department of Education (VDOE) in spring of 2010. The exploration phase began in May 2010. Teacher interviews and surveys explored school culture, instructional methods and resources. Data on student performance and population diversity is collected regularly. PD is designed to meet school and teacher needs based on student data.	Judith Fontana-TTAC, Tom Manthey-VDOE, Diane Gillam, Kendall Hunt, and J. Neduchal-The University of Kansas, M. Meyer-Deputy Superintendant of instruction in Manassas City Public Schools, Administrators at Metz Middle School and Osbourn High School, Teacher leader teams of approximately 15 members per school	Yes
26.	The Training and Technical Assistance Center Early Childhood Child Find Board	This is an ongoing community of practice of early childhood administrative leaders who share resources, develop solutions, and discuss current critical issues. Participants are from Virginia Superintendents' Region 4 school divisions, as well as from the TTAC at George Mason University (GMU), and faculty from GMU's Special Education Department.	This partnership meets to share resources and answer questions on legal issues, curriculum, and teacher education, among others topics, in order to build capacity in the region. TTAC staff facilitate monthly meetings, arrange trainings and presentations, as requested.	Sheryl Fahey, Kris Ganley, Lynn Wiley-TTAC, Colleen Johnson-Loudoun County Public Schools, Cary Dougher-Prince William County Public Schools, Elaine Barker-Arlington County Public Schools, and numerous other Early Childhood (EC) Coordinators from schools in Fairfax, Prince William, Frederick, and Culpeper County Public Schools, as well as Alexandria, Falls Church, Manassas, Manassas Park, and Winchester City Public Schools are in regular attendance.	No

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27.	The Training and Technical Assistance Center Statewide Conference: Creating Connections to Shining Stars, Virginia's Early Childhood Conference	TTAC staff coordinate a collaborative effort between Virginia's Early Intervention Office, the Early Childhood Special Education leadership at the Virginia Department of Education, the Partnership for People with Disabilities, the Department of Behavioral, Health and Developmental Services, Project HOPE, and the Head Start Office, to provide an annual conference for early childhood educators and administrators across the state.	This conference provides seminars and workshops to promote evidence-based practices in early childhood education for practitioners on topics of relevance including, but not limited to, social-emotional development, autism, literacy, mathematics, environment, and developmentally appropriate practices for young children.	Lynn Wiley, Sheryl Fahey, Kris Ganley-TTAC, Phyllis Mondak-the VDOE, Sandy Wilberger-The VDOE's statewide system of Training and Technical Assistance Centers, The Virginia Department of Behavioral Health and Developmental Services, Deana Buck-The Partnership for People with Disabilities, Cori Hill-The Integrated Training Collaborative (ITC), The Virginia Head Start Collaboration Office, The Virginia Division for Early Childhood, Pat Popp-The Virginia Education Program for Homeless Children and Youth	No
28.	The Training and Technical Assistance Center Inclusive Placement Options for Preschoolers (IPOP)	This is a multi-year state project with targeted school divisions. The ongoing professional development is designed to provide administrators and teachers the knowledge and strategies to provide inclusive placement opportunities for preschoolers in their communities.	TTAC provides professional development, resources, and ongoing support to incorporate these practices into daily activities for all children.	Kris Ganley, Sheryl Fahey-TTAC and personnel in the public school systems, Carol Felton-Shenandoah, Loudoun, Fairfax Counties and Ralph Reese-the Northwestern Regional Educational Partnership (NREP), providing services to Winchester City and Frederick County	Yes
29.	The Training and Technical Assistance Center and Communities of Practice in Autism (COPA) for Early Childhood and Early Intervention	This Community of Practice meets face-to-face monthly and shares resources, training, and evidence-based practices (EBPs) for very young children with Autism Spectrum Disorder (ASD).	Partnership members review and discuss evidence-based best practice interventions and strategies for the education of children, birth through age five years.	Karen Berlin, Kris Ganley-TTAC, and autism coordinators in schools in Prince William, Fairfax, Arlington, and Loudoun County, and Alexandria City. Char Crane is a contact person for Loudoun County Public Schools.	No

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30.	The Training and Technical Assistance Center and the Region 4 Local Education Agencies (LEAs) Autism Consultation to School Teams	This is a professional development and technical assistance in implementing evidence-based practices (EBPs) provided to school teams for learners with Autism Spectrum Disorder (ASD).	The partnership builds the capacity and skills of pre-K through 12th grade special education personnel to become competent and proficient in implementing EBPs for learners with ASD.	Karen Berlin, Kris Ganley-TTAC, Diane Laskey, Special Education Director of Clarke County, and personnel from Clarke County High School, Poe Middle School in Fairfax County, Locust Grove Elementary and Gordon Barbour Elementary in Orange County, Greenville Elementary School in Fauquier County, Page Technical Center in Page County, the Hearing Impaired and Vision Programs in Prince William County Schools, and St. Louis School of the Arlington Catholic Archdiocese	No
31.	The Training and Technical Assistance Center and the Matthews Learning Center for students with autism, Manassas, Virginia	This is a professional development partnership in which school personnel complete monthly online learning modules, attend workshops, complete practice activities and engage in implementation fidelity checks provided by Karen Berlin-TTAC.	This partnership provided training for Center personnel to become competent in implementing EBPs for learners with ASD.	Karen Berlin-TTAC, and Betsy O'Dell at the Matthew's Learning Center, Manassas, Virginia	Yes
32.	The Training and Technical Assistance Center and the National Professional Development Center in Autism (NPDC)	This is a professional development partnership with NPDC Region 4 school divisions to promote implementation of EBPs by school personnel for learners with ASD.	This partnership meets the need of providing highly qualified personnel competent and proficient in implementing EBPs for learners with ASD.	Kris Ganley, Karen Berlin-TTAC, Ann Cox-Principal Investigator from NPDC grant, University of North Carolina at Chapel Hill, Belmont Station Elementary and Pinebrook Elementary in Loudoun County, and Emerald Hill Elementary in Culpeper County	Yes
33.	The Training and Technical Assistance Center and the Northern Virginia Autism Support Team	This is a Community of Practice that meets bi-monthly to share resources, training and strategies information regarding Autism Spectrum Disorder.	The partnership members review and discuss EBPs and share resources for students with ASD, Pre-Kindergarten through grade 12 (Pre-K-12).	Kris Ganley, Karen Berlin-TTAC, personnel from Arlington, Fairfax, Loudoun, Prince William County Public Schools	Yes

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34.	The Training and Technical Assistance Center and the Communities of Learning in Autism (CoLA)	This Community of Practice meets face to face twice a year and maintains a wiki to share resources, training, and EBP information for learners with ASD.	The partnership members review and discuss evidence-based best practice interventions and strategies for the education of students with ASD, PreK-12.	Kris Ganley, Karen Berlin-TTAC, Winchester City and Frederick, Clarke, Warren, Page, Madison, Orange, Shenandoah, Culpeper, and Fauquier County Public Schools, and Steven Celmer-the Virginia Commonwealth University (VCU) Autism Center for Excellence	Yes
35.	The Training and Technical Assistance Center and the VCU Autism Center for Excellence (ACE)	This collaboration promotes the VCU-ACE and facilitates coordination of professional development for Local Educational Agency (LEA) Autism Specialists in Region 4 on EBPs for learners with ASD.	The partnership provides much needed and highly specialized training and professional development in evidence-based practices for personnel in Region 4 who support instruction for learners with ASD. It builds the capacity of schools to serve these students by providing opportunities for educators to learn from well-known researchers and instructors in the field of autism.	Karen Berlin, Kris Ganley-TTAC, Steven Celmer-the VCU-ACE, and public schools teachers of students with autism in Falls Church City, Manassas City, Manassas Park City, Alexandria City, and Arlington, Fairfax, Loudoun, Prince William, Winchester, Frederick, Clarke, Warren, Page, Madison, Orange, Shenandoah, Culpeper, and Fauquier Counties	Yes
36.	The Training and Technical Assistance Center's Region 4 Local Educational Agency (LEA) Short-term Equipment Loan Request Program	This is a short-term equipment loan program with the TTAC at GMU and the PreK-12 Special Education personnel participants of professional development.	This partnership affords Pre-K-12 Special Education personnel the opportunity to participate in professional development and TA and then use iPad apps for communication and instructional support and cameras for video modeling. The special educators use the equipment on a loan-basis to implement EBPs for learners with ASD in their classrooms.	Karen Berlin-TTAC, Joe Berret-Poe Middle School in Fairfax County, and public school personnel from Barrett Middle School in Arlington County, James Brumfield School in Fauquier County and Page County Public Schools Technical Center, The Matthews Learning Center and Aurora School in Manassas	Yes

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37.	The Training and Technical Assistance Center and the statewide initiative for Effective Schoolwide Discipline (ESD)	ESD is a team-based process designed to address student discipline/behavior in a school building. School divisions have a division level coordinator and schools select a coach, who is the point of contact for the school. School teams attend a series of training events based on the phases of the positive behavioral support model. Schools submit data at various points in the process.	The partnership builds the rationale and support for ESD in order to spread the model throughout the state. It ensures that the model is done with fidelity in each school. Additionally, school outcomes data is collected and analyzed to measure the impact of the model on target areas of concern.	Kay Klein-TTAC, Dr. John Wood-Kenmore Middle School in Arlington County, Madison High School in Madison County, Unionville Elementary in Orange County, Henderson Middle School in Falls Church City, W.G. Coleman Elementary in Fauquier County, Grace Miller Elementary in Fauquier County, and North Fork Middle School in Shenandoah County are only a small number of schools currently involved in ESD in Region 4	Yes
38.	The Training and Technical Assistance Center and the statewide initiative for Effective Schoolwide Discipline (ESD)	ESD is a team-based process designed to address student discipline/behavior in a school building. School divisions have a division level coordinator and schools select a coach, who is the point of contact for the school. School teams attend a series of training events based on the phases of the positive behavioral support model. Schools submit data at various points in the process.	The partnership builds the rationale and support for ESD in order to spread the model throughout the state. It ensures that the model is done with fidelity in each school. Additionally, school outcomes data is collected and analyzed to measure the impact of the model on target areas of concern.	Kay Klein-TTAC and Countess Merten-Coordinator, Prince William County Public Schools: Beville Middle School, Potomac High School, Bull Run Middle School, Graham Park Middle School, Parkside Middle School, Saunders Middle School, Woodbridge Middle School, Dale City Elementary, Penn Elementary, Yorkshire Elementary, Marstellar Middle School, Bel Air Elementary, Lake Ridge Elementary, Leesylvannia Elementary, King Elementary, Mullen Elementary, Potomac View Elementary, Rosa Parks Elementary, and Victory Elementary Schools	Yes

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39.	The Training and Technical Assistance Center and the Northern Virginia (NOVA) Assistive Technology (AT) Coordinators	The NOVA AT Coordinators is a community of practice that shares AT resources and develops AT solutions for the needs of students with disabilities in Region 4 schools. The AT Coordinators are leaders in Region 4 school divisions. This group was formed in fall of 2006 and is facilitated by the AT Coordinators at the VDOE TTAC at GMU.	The TTAC collaborates with the NOVA AT Coordinators to support them with AT events including workshops, trainings, and conferences. There also is a group blackboard site where coordinators share information.	Soojin Jang, Estela Landeros-TTAC and Mark Nichols-Loudoun County Public Schools AT Coordinator, and AT Coordinators from schools in Alexandria City, Arlington County, Clarke County, Fairfax County, Falls Church City, Fauquier County, Frederick County, Loudoun County, Prince William County, Shenandoah County, Winchester City, Spotsylvania County	Yes
40.	The Training and Technical Assistance Center and the Northern Virginia (NOVA) Assistive Technology (AT) Coordinators Assistive Technology Share Fair	The AT Share Fair was organized by the NOVA AT Coordinators group and the Training and Technical Assistance Center at GMU. It is held annually on the campus of GMU.	This is a one-day conference for teachers and school professionals in the NOVA area in order to share a variety of topics in AT teaching and learning solutions for students with disabilities.	Estela Landeros, Soojin Jang-TTAC, Mark Nichols, Loudoun County Public Schools AT Coordinator, and AT Coordinators in Alexandria City, Arlington County, Clarke County, Fairfax County, Falls Church City, Fauquier County, Frederick County, Prince William County, and Shenandoah County Public Schools	No
41.	The Training and Technical Assistance Center and the Parent Educational Advocacy Training Center (PEATC)	PEATC serves parents of children with disabilities. The TTAC and PEATC often collaborate to support parents with resources and trainings.	Several trainings were provided by TTAC staff to parents on the use of Assistive Technology with their children with disabilities. The training was conducted in Spanish by Estela Landeros-TTAC, for Hispanic family members.	Estela Landeros, Soojin Jang-TTAC and Irene Moore-PEATC in Falls Church, Virginia	No
42.	The Training Technical Assistance Center and the Northern Virginia Detention Centers	The TTAC staff provided ongoing technical assistance and training to teachers of middle and high school students on the use of technology to facilitate instruction.	A series of professional development (PD) sessions on the use of technology was provided to teachers so they could support their students who are incarcerated at one of the detention centers. These students need to take the same state assessments as their peers in the public school systems of Virginia.	Estela Landeros, Soojin Jang-TTAC, Alisa Shreve-Juvenile Detention Center, Fairfax County, and other administrators of Detention Centers in Loudoun County, Winchester City, and Alexandria City	Yes

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43.	Lynn Wiley and the Fairfax County Public School (FCPS) Advisory Council for Students with Disabilities (ACSD)	This is a School Board appointed position. Lynn Wiley is the Institution of Higher Education (IHE) representative on Fairfax County Public School Advisory Council for Students with Disabilities.	This committee consists of FCPS School Board appointed parents of students with disabilities and community representatives who meet monthly to work on an annual charge from the FCPS School Board. The group researches the year's charge and submits a formal Annual Report of Recommendations to the Board in May. Along with school personnel, this group sponsors an annual Special Education Conference for parents, students, and teachers.	Lynn Wiley-TTAC, Judy Farabaugh-FCPS ACSD co-president, members of the ACSD committee, and FCPS school personnel, Kim Dockery-FCPS Director of Special Education, Irene Meier-Office of Student Instruction, and Gail Holloman-FCPS Parent Resource Center	Yes
44.	The Training and Technical Assistance Center and the Family Involvement Network	This is a collaborative partnership between the TTAC and the Region 4 Parent Resource Centers. Both support efforts and respond to the needs of families with respect to improving educational options for students with disabilities.	Regular meetings between the TTAC staff and the PRC staff focus on collaboration on trainings, events, and resources to support parents in their quest to help their children with disabilities. Professional development has been provided by the TTAC to parents. Resources have been disseminated and shared. An example of a collaborative event is the highly acclaimed Youth and Parent Summit.	Nancy Anderson, Diane Loomis, Bonnie Bell-TTAC, Irene Moore-PRC and other members of the PRC; Melanie Sterling, Dana Yarbough-Center for Family Involvement	No
45.	The Training and Technical Assistance Center and the Virginia Network of Consultants for the Deaf and Hard of Hearing (VNOCC)	This is a state network that addresses the needs of professionals who work with deaf and hard of hearing children, birth through age 21. The TTAC have two staff members who were selected to be a part of this network.	The VNOCC network meets twice a year for updates and professional development. State leader, Ann Hughes, facilitates these meetings. Ann also contacts us to be consultants to professionals in Virginia, based on the request and our expertise.	Nancy Anderson, Lynn Wiley-TTAC and Ann Hughes-Director of VNOCC	Yes
46.	The Training and Technical Assistance Center and the VDOE statewide systems of TTACs with the I'm Determined Project	I'm Determined is a VDOE statewide project for developing self-determination skills in students with disabilities.	The TTAC staff work to provide materials/tools, online modules, and face-to-face presentations and coaching for teachers who, in turn, help their students learn to advocate for their own learning.	Diane Loomis, Nancy Anderson-TTAC, John McNaught-VDOE Lead at James Madison University, and public school teachers in Arlington, Fairfax, Loudoun, Page, Culpeper, Orange, and Prince William County, as well as Alexandria City, and Manassas City Public Schools	Yes

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47.	The Training and Technical Assistance Center, the Virginia Department of Education, and Region 4 school personnel and the Virginia Youth Summit	The Virginia Youth Summit is an annual summer forum for leadership development for youth with disabilities. The TTAC partners with school divisions to send youth and teams of middle and high school teachers to this event.	Youth with disabilities have the opportunity to develop leadership and self-determination skills. Region 4 supports the attendance of a large contingent of students. The TTAC also provide honoraria to school teaching teams who collaborate with each other to facilitate self-advocacy and determination in their students.	Diane Loomis, Nancy Anderson-TTAC, Marianne Moore-VDOE, and school personnel in Fairfax, Loudoun, Culpeper, Orange, and Shenandoah Counties, and Falls Church City, Alexandria City, and Manassas City Public Schools	Yes
48.	The Training and Technical Assistance Center and the Northern Virginia Transition Coalition on Future Quest	The TTAC collaborates with the Northern Virginia Transition Coalition to sponsor an event, every other year, for students, parents, and professionals. The Coalition is a group of Transition Coordinators in Region 4 who are administrator-leaders in area schools, along with community and local college/university representatives.	This event focuses on students with disabilities and their quest to prepare for the future, whether it is to continue their education after high school or enter the work force. The event is an all-day event, held on a Saturday. In Fall 2011, more than 800 participants were at the event. There are keynote speeches, sessions on issues related to college and career, and vendors from agencies and universities.	Bonnie Bell, Diane Loomis-TTAC, Toni Cary-Transition Coordinator in Warren County Public Schools, and other members of the NoVA Transition Coalition. All TTAC at GMU staff members support this effort on the day of the event.	No
49.	The Training and Technical Assistance Center and the VDOE Traumatic Brain Injury (TBI) State Team	This partnership supports VDOE in their efforts to provide guidance and information on concussions and other brain injuries. TTAC staff are members of the state action team, along with representatives from selected schools in Region 4.	This is a multi-day training for team members held during the summer to provide information to school personnel on identifying symptoms and responding to needs of injured students. The team also is focused on identifying needs of schools and disseminating critical information on TBI to all personnel.	Bonnie Bell, Clare Talbert-TTAC, Debbie Pfeiffer-VDOE, and school personnel from Fairfax County Public Schools	No
50.	The Training and Technical Assistance Center and the VDOE Embedded Technical Assistance in Schools	This was a pilot program in the 2011 - 2012 school year. One TTAC staff member was embedded for one day each week in Grace Miller Elementary School in Fauquier County. Technical assistance is provided to special education teachers and others who work with students with disabilities in the school building.	The embedded process focuses on building relationships with staff in a school in order to increase the effectiveness of providing assistance to those who work with students with disabilities. Once a relationship between the TA provider and the educational providers was established, the staff was more receptive to support and training on instructional strategies and resources for mathematics and reading.	Judy Stockton-TTAC, Theresa Lee-VDOE, and Judith Williams, Principal at Grace Miller Elementary School in Fauquier County	Yes

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51.	The Training and Technical Assistance Center and the Region 4 Mathematics Supervisors Consortium	The TTAC staff supports the initiative of the Region 4 mathematics supervisors to create a new Community of Practice for mathematics co-teaching teams in the schools.	The primary goal is to increase mathematics achievement for students with disabilities. Regular meetings will provide a network of support and an avenue of critical sharing of effective best practices with the goal of building capacity within divisions.	Judy Stockton-TTAC, Margaret Chung-mathematics Coordinator in Arlington County, Kim Raines-mathematics Coordinator in Fauquier County, and Loretta Stevens and Diedra Cardemone from Warren County	Yes
52.	The Training and Technical Assistance Center and the Virginia Department of Education with The TTAC Online Web Site	TTAC Online offers a Web-based community for teachers, parents, and professionals working with students with disabilities. TTAC Online is supported by the statewide TTAC system and the VDOE.	The Web site is a central location for accessing information on events, effective best practices in teaching, online training, and resources related to students with disabilities. The Standards of Learning (SOL) Enhanced Scope and Sequence is a popular section that features differentiated instructional strategies linked to the Virginia SOL.	Clare Talbert, Seunghun Ok-TTAC, Shuangbao Wang and Mike Behrmann-GMU, and Pat Abrams-VDOE	No
53.	The Training and Technical Assistance Center and Page County Public Schools : Academics and Literacy (School Improvement) Collaboration	This initiative with TTAC staff and Page County Public Schools is underway with training to increase the understanding and the use of research-based co-teaching practices. Training was for staff of both middle schools and both high schools in Page County.	Page County Middle School is in "improvement" status based on student outcomes. The Special Education Director and the Assistant Superintendent of Page County requested support with improving the middle and high school teaching practices. Efforts to improve instructional practices within the division will focus on building inclusive and collaborative school environments.	Kathy Nutt, Judy Stockton-TTAC, Donna M. Smith-Page County Public Schools, special education teachers, specific general education teachers, administrators, and Central Office staff	Yes
54.	The Training and Technical Assistance Center and the Transition Practitioners Council in Region 4 and Region 5	The TTAC staff of GMU and James Madison University (JMU) and The Transition Practitioners Council (TPC-West) collaborate to provide professional development to all school divisions in Regions 4 and 5.	The TTAC and The Transition Practitioners Council provide professional development for educators and rehabilitation counselors in Regions 4 and 5 to support successful transition of students with disabilities from high school to postsecondary life. The group's most recent focus has been on assistive technology.	Diane Loomis-TTAC at GMU, Sally Chappel-TTAC at JMU, Kristi Lockhart-Division of Aging and Rehabilitative Services, and members of the Council from the public schools in the counties of Arlington, Fairfax, Loudoun, Frederick, Fauquier, Page, Madison, Orange, Shenandoah, Culpeper, and Prince William, Winchester and Manassas City, and Accotink Learning Academy	No

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55.	The Training and Technical Assistance Center and the Region 4 Transition Council	This is a partnership with school divisions in Region 4 and the Division of Rehabilitative Services. Transition coordinators, rehabilitation counselors, and special educators support students in the transition process in order to ensure successful transition from school to work or higher education.	The Region 4 Transition Council meets three times a year for networking and professional development, based on the expressed needs of the coordinators.	Diane Loomis-TTAC, Jason Bryant-Division of Rehabilitative Services, and transition coordinators in the public schools in the counties of Arlington, Fairfax, Loudoun, Frederick, Fauquier, Page, Madison, Orange, Alexandria, Culpeper, and Prince William, Winchester and Manassas City, and Accotink Learning Academy	No
56.	Lexia Research Project	This is a research partnership to investigate the effects of a computer assisted instruction (CAI) program on the reading performance of elementary school students with disabilities. The studies conducted during the project employed a single-subject research design and qualitative interviews to establish feasibility and social validity.	Fairview Elementary is currently implementing a tiered intervention system to help provide targeted instruction to students at-risk. CAI has the potential to assist teachers with differentiated instruction during the school's flight time (remediation block). The study conducted with GMU researchers will help them to establish efficacy of the selected CAI intervention (Lexia SOS).	Sheri Berkeley and Kelley Regan, George Mason University; Fairview Elementary School, Fairfax County Public Schools, Kim Dockery, Assistant Superintendent	Yes
57.	Maryland School for the Blind	The Maryland School for the Blind offers Professional Development and training.	Students in the VI Consortium are offered internship placements at the Maryland School for the Blind during the summer Extended School Year Program.	Maryland School for the Blind-VI Consortium	Yes
58.	Department of the Blind and Visually Impaired (DVBI) - VI Consortium	This partnership results in provision of instructional materials for students in the VI Consortium.	DBVI generously donates and shares instructional materials to students in the VI Consortium through the Kellar Institute for Human disAbilities Finley Library. Any student in the program across the five universities can access these materials.	DBVI, Barbara McCarthy; VI Consortium, Holly Lawson	Yes

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59.	Applied Behavioral Analyses (ABA) Practicum and Intensive Practicum: Virginia Beach Public Schools, Norfolk Public Schools, Prince William County Public Schools, and various private schools and private practices	This is a partnership with public school systems in the Tidewater area and in Prince William County, and with several private schools and numerous private practices, to provide guidance, consultation, and supervision to employees who are participating in GMU ABA Practicum Training at those sites.	Faculty and Adjunct Faculty Supervisors who are Board Certified Behavior Analysts met a minimum of once or twice per week with teachers and other instructional staff in these entities and provided guidance, feedback, and consultation to improve instruction from a behavior analytic framework.	Prince William County Public Schools, Norfolk Public Schools, Virginia Beach Public Schools: Matthew's Center School, Alternative Paths School, and Aurora School; A Piece of Mind, LLC, Acts for Behavioral Change, LLC, Alexandria Behavior Analysts, LLC, Applied Behavior Consulting, LLC, Autism Learning Center, LLC, Autism Services, International, LLC, Behavioral Consulting Service, LLC, Capital ABA, LLC, Continuum Autism Spectrum Alliance, LLC, Farr Beyond, LLC, Pavint Pathways, LLC, and The Learning Ladder, LLC	Yes - Practicum Supervision Contracts
60.	Kellar Institute for Human disAbilities (KIHD) - the Severe Disabilities (SD) consortium	The SD consortium is made up of five universities across the state of Virginia. The consortium's primary goal is to prepare teachers across the state to be highly skilled at working with learners with significant disabilities.	The program is designed to increase the number of fully endorsed teachers by providing training to new full-time pre-service personnel and to accelerate the training for those already teaching on provisional licenses.	Dr. Liz Altieri, Radford University; Drs. Donna Gilles and Beth Bader, Virginia Commonwealth University; Dr. June Harris, Norfolk State University; Dr. Lauren Bennett (new), University of Virginia; John Eisenberg, VADOE	Yes
61.	Virginia Beach Public Schools	This research partnership is with Virginia Beach Public Schools to provide teachers with training and professional development to implement Functional Behavior Assessments and Behavior Intervention Plans in the classrooms.	This project is to support the training and implementation of behavior support plans for teachers who work with students who have not responded to universal and targeted interventions and have required individualized interventions to be successful in the classroom.	Virginia Beach Public Schools: Kings Grant Elementary, Brandon Middle School, and Princess Ann Middle School (Kristy Lee Park)	Yes
62.	Kellar Institute for Human disAbilities (KIHD) - the Virginia Applied Behavior Analysis (ABA) Consortium	The Virginia ABA Consortium is made up of four universities across the state of Virginia. The consortium's primary goal is to provide the ABA Certificate program to teachers who are interested in sitting for the BCBA exam.	The program is designed to increase the number of teachers in Virginia who are eligible to sit for the BCBA exam. In addition, GMU is providing support to the participating universities in the process of obtaining BCBA approved programs at their universities.	Vicky Spencer, George Mason University; Ann Maydosz, Old Dominion University; Selena Joy, Virginia Commonwealth University; Gena Barnhill, Lynchburg College	No

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63.	GMU; Division of Special Education and Human disAbility Research: Co-Teaching Research; currently with Loudoun County Public Schools; anticipating expanding to other school systems (Peggy King-Sears)	The research is designed to triangulate, from multiple data sources, perspectives about what is happening in co-taught classes. Descriptive study analyzes co-teachers' behaviors when demonstrating new content; co-teachers and their students complete surveys (some responses compared); they interview with co-teachers.	Although results are aggregated across schools and school systems, school personnel acquire a greater awareness of how co-teachers demonstrate new content (one teacher? shared? varied demonstrations?) and how students perceive the instruction they receive (one teacher in charge? both teachers instructing?)	School Year 2011-2012: Loudoun County Public Schools (anticipating adding more school systems during 2012-2013), Dr. Mary Kealy, Assistant Superintendent for Pupil Services in Loudoun County Public Schools	Yes
64.	GMU; Division of Special Education and Human disAbility Research: Self-Management Research using the LiveScribe Pen; with Fairfax County Public Schools (Peggy King-Sears and Anya Evmenova)	This research involves: 1) Acquiring survey feedback and conducting interviews with students in physics classes whose teachers have used LiveScribe for homework; 2) Using control and treatment group of students self-managing their sustained attention, and determining effectiveness of self-management.	FCPS has implemented a year-long Innovation Institute of Professional Development for teachers' use of the LiveScribe pen. GMU has worked with FCPS teachers who desired to participate in action research or more rigorous research. As such, the research adds another type of data to determine the effectiveness of LiveScribe as an innovation.	School Year 2011-2012: Fairfax County Public Schools, Dr. Kim Dockery, Assistant Superintendent of Special Services, Fairfax County Public Schools	Yes - Approvals from GMU and school system's HSRBs
65.	Textbook Use Research Project (AIM-VA)	This is a research partnership to investigate the use of textbooks in the special education, inclusion, and general education classrooms. A qualitative study is conducted across grade levels, subject areas, and schools in Virginia. The data are collected via interviews with teachers, multiple face-to-face or Skype observations, and daily teacher logs.	AIM-VA Center provides accessible instructional materials in alternative formats to eligible students with print disabilities across Virginia. In order to support the use of textbooks in alternative formats, this research study is designed to explore the ways in which regular textbooks are commonly used in various classrooms.	Anya Evmenova (George Mason University) and Digital Rights Managers (DRMs) from Fairfax County Public Schools, Loudoun County Public Schools, Craig County Public Schools, Prince-William County Public Schools, Smith County Public Schools, Wythe County Public Schools, Nelson County Public Schools, Henrico County Public Schools, Buchanan County Public Schools	Yes - GMU and Schools' Research Boards
66.	AIM-VA Longitudinal Study	This is a research partnership to investigate the effects of accessible instructional materials provided in a variety of alternative formats to eligible students with print disabilities across Virginia. The longitudinal data on the implementation of AIM-VA materials is collected via a survey and linked to the students' SOL test scores.	This research study is designed to investigate how teachers are currently using AIM-VA materials with their students in various settings as well as to examine the effectiveness of AIM-VA materials for students with print disabilities across grade levels and subject areas.	Anya Evmenova and Yoosun Chung, George Mason University, and Digital Rights Managers (DRMs) across Virginia	Yes

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67.	Mathematics Education Leadership - Mathematics Specialist Leader (EDLE MSLR): Fairfax County Public Schools Cohort	GMU entered into a collaboration with the Fairfax County Public Schools to offer the mathematics courses (mathematics 610, 611, 612, 613, and 614) to a cohort at an FCPS school site from Spring 2012-Fall 2013. Twenty-five FCPS teachers entered the program in Spring 2012.	Fairfax County Public Schools needs to strengthen mathematics teaching and learning experiences for K-8 teachers and students. This collaboration trains 30 FCPS teachers as school-based mathematics specialists.	GMU and FCPS, Rita Cloutier, Acting Coordinator for Professional Learning and Accountability Operations	Yes
68.	Elementary Art Methods Practicum	As part of AVT 691, the elementary practicum assignment focuses on observation, participation and evaluation of the practice of art instruction. Masters of Teaching (MAT) students are paired with exemplary elementary art teachers and their students to attend essential dimensions of art teaching and learning.	This program meets the need for well-prepared art teachers to observe contemporary art education practice resulting in high quality student art work in area elementary schools.	Fairfax County Public Schools, Tamra Ferreira, Fine Arts Coordinator	No
69.	Secondary Art Methods Practicum	As part of AVT 692, the secondary practicum assignment focuses on observation, participation and evaluation of the practice of art instruction. MAT students are paired with exemplary middle and high school art teachers and their students to attend essential dimensions of art teaching and learning.	This program meets the need for well-prepared art teachers to observe contemporary art education practice resulting in high quality student art work in area middle and high schools.	Fairfax County Public Schools, Tamra Ferreira, Fine Arts Coordinator	No
70.	Student Teaching Internship	In AVT 695, MAT students teach in the elementary and secondary schools under direct supervision of cooperating teachers. Cooperating teachers guide the students' gradual assumption of the full-time responsibilities in their role as art teachers. University supervisors make periodic site visits to observe and critique each student's progress.	Working under the guidance of exemplary art teachers in area elementary and secondary schools, MAT student teachers pilot original, standards-based art units. The resulting high quality student art work is exhibited at the Art of Teaching Art Showcase, celebrating student artists, their families and cooperating art teachers.	Fairfax County Public Schools, Tamra Ferreira, Fine Arts Coordinator	Yes
71.	AVT 495/595 School Observations	By visiting the art rooms of diverse area schools, pre-service art teachers will become familiar with art teaching while discovering a variety of ways art is taught and evaluated to meet the multiple educational needs of today's students. Students develop observation skills and analytical abilities to interpret and evaluate instructional practices.	This program meets the need for potential art teachers to observe contemporary art education practices, resulting in high quality student art work in area elementary, middle, and high schools.	Fairfax County Public Schools, Tamra Ferreira, Fine Arts Coordinator	No

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72.	Artful Adventures at Washington, DC Art Museums	Pre-service students actively explore a selected Washington, DC art museum to collaboratively design, implement, and evaluate object-specific family tours on the first weekend in March. After which they are engaged in researching an art object in order to create an instructional resource and an object-inspired artwork, that are shared with the institution.	This program meets the need for well-prepared art teachers to engage area parents and children in meaningful art learning with original art objects in museum settings.	Kreeger Museum, Phillips Collection, National Museum of Women in the Arts, and National Portrait Gallery	No
73.	School Counseling Leadership Team (SCLT)	The SCLT is a collaboration between counselor educators, school district supervisors, and state level professional school counseling leaders. The SCLT identifies best practices and provides professional development and advocates for issues pertaining to school counseling programs in Virginia.	The SCLT supports school counselors in their development of comprehensive school counseling programs that align with the mission of schools and assure that all students are provided with the resources needed to help all students achieve. The SCLT also advocates for school counseling positions and has supported state initiatives.	GMU Counseling and Development Faculty ; Marymount, Dr. Tammy Davis; Virginia Tech, Dr. Pam Brott; George Washington Counselor Educators, Dr. Sam Steen; Fairfax, Marcy Miller; Loudoun, Marilyn Jackson and Beth Doyle; Prince William, Debbie Ransom; Arlington County, Marcia Jackson; State-level School Counseling Leadership	No
74.	Arlington/Alexandria Coalition for Homeless/Career Counseling Outreach Program (CAACH)	Students provide supervised traditional and non-traditional career counseling services to underserved populations in the community.	Career education is a PreK-12 standard of learning, and providing career counseling services is a component of all school counseling programs. School counseling students receive training by providing career education and counseling to homeless families.	GMU Counseling and Development faculty; Arlington/Alexandria Coalition for Homeless/Career Counseling Outreach Program Counselors, John Woodard	No

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75.	George Mason University School of Dance Partnership with Woodbridge High School Center for the Arts Dance Program	The partnership in intended to prepare both undergraduate dance majors at George Mason for the challenges of teaching in a high school magnet dance program, and high school dancers for the rigors of a selective undergraduate dance degree program. George Mason dance majors and faculty observe and teach master classes at Woodbridge, and Woodbridge dancers (grades 9 - 12) visit George Mason to observe classes, attend workshops, and see performances.	The partnership provides grades 9-12 dancers opportunities to investigate and experience dance as an art form in a broader perspective than is available in the secondary school or in popular culture. Woodbridge dancers participate in university production workshops, learn audition skills from university faculty, discuss technique training with dance majors, and investigate career opportunities with George Mason dance alumni. The goal is for Woodbridge dancers to develop individual goals and interests in the dance discipline, and understand pathways to achieving those goals.	George Mason University School of Dance; Woodbridge High School Center for the Arts Dance Program, Nancy Gross	No
76.	Professional Development School Network - Fairfax County Public Schools	Interns completing full-year internships and interns completing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training, and schools have highly trained interns. Faculty lead teachers in action research.	Annandale Terrace Elementary, Jennifer Orr; Beech Tree Elementary, Kristen H. Robinson; Brookfield Elementary, Jamie Stratford; Colin Powell Elementary, Suzanne Sorenson; Freedom Hill Elementary, Julianne Roque; Kings Glenn Elementary, Kathy Smith; Kings Park Elementary, Julie Ross; Lutie Lewis Coates Elementary, Heather Hapworth; Lynnbrook Elementary, Barbara Kelly; Mosby Woods Elementary, Charmona Whitfield; Parklawn Elementary, Kathy Freeman; Pine Springs Elementary, Shawneen Peterson; Providence Elementary, Ann Mallon; Westlawn Elementary, Kerri Fulginiti; Hunters Woods Elementary, Cathy Leahy	Yes

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Contact Person: Dr. C. Stephen White
Phone No.: (703) 993-2031
Reporting Date: August 2012

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?
77.	Professional Development School Network - Arlington Public Schools	Interns completing full-year internships and interns completing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training, and schools have highly trained interns. Faculty lead teachers in action research.	Randolph Elementary School, Angela Lewis	Yes
78.	Professional Development School Network - Prince William County Schools	Interns completing full-year internships and interns completing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training, and schools have highly trained interns. Faculty lead teachers in action research.	Old Bridge Elementary School, Adrianne Harrison; Occoquan Elementary School, Jessica Starzyk	Yes
79.	Professional Development School Network - Loudoun County Public Schools	Students completing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training, and schools have highly trained interns.	Cool Spring Elementary, Donna Fauber; Dominion Trail Elementary, Amanda Jones; Sugarland Elementary, Stephanie Duenas	No
80.	Community Outreach Activities - Fairfax County Public Schools - mathematics Summer Camp	Elementary education students enrolled in a mathematics methods course plan and deliver instruction in collaboration with in-service elementary teachers during a summer mathematics camp experience.	Elementary students in grades three to five recommended by classroom teachers from Annandale Elementary and Westlawn Elementary receive no-cost mathematics instruction in a summer camp environment.	Annandale Elementary, Jennifer Orr; Westlawn Elementary, Kerri Fulginiti	No
81.	FAST TRAIN English for Speakers of Other Languages (ESOL) Endorsement Outreach Initiatives	The program partnership involves marketing, recruiting, staffing, and grant work.	The program offers an opportunity to acquire preparation in ESOL endorsement.	Albemarle, Trisha Moya; Alexandria, Bethany Nickerson; Arlington, Faith Tabatabi and Nancy Belcher; Chesterfield, Ed Walent and Laura Kutti; Washington, D.C., Deborah Maatta; Frederick, Sylvia Restivo; Fairfax, Nicki Connors and Darina Walsh; Hanover, Stephanie Stockman; Henrico, Wendy Crickavich; Loudoun, John O'Connor; Manassas City, Megan Moore; Manassas Park, Virginia Bowerman	Yes

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

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82.	FAST TRAIN Elementary Program Endorsement Outreach Initiatives	The program partnership involves marketing, recruiting, staffing, and grant work.	The program offers an opportunity to acquire preparation in elementary education PreK-6 and International Baccalaureate (IB) Teacher Award Level I which is required for IB elementary Primary Years Programme (PYP) schools.	Alexandria, Jodie Peters; Arlington, Mary Austin; Washington, D.C., Albert Dupont; Prince William, Carol Bass; Washington International School, Dawn Darling	Yes
83.	FAST TRAIN ESOL Endorsement Cohorts	The partnership involves ESOL endorsement course offerings for each cohort.	The program offers an opportunity to acquire preparation in ESOL through FAST TRAIN cohort.	Alexandria, Bethany Nickerson; Fairfax, Nicki Connors and Darina Walsh; Loudoun, John O'Connor; Manassas City, Megan Moore; Manassas Park, Virginia Bowerman	Yes
84.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a six-credit seminar and practicum in which they tutor a child or adolescent experiencing difficulty learning to read.	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Woodburn Elementary, Dr. Thana Vance; Fairfax County Public Schools, Alicia Hill	No
85.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a six-credit seminar and practicum in which they tutor a child or adolescent experiencing difficulty learning to read.	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	West Gate Elementary, Barbara Rohr; Prince William County Public Schools, Barbara Rohr	No
86.	Foreign Language: GMU Star Talk: 21st Century Skills-Teaching Critical Need Languages	GMU is working with Fairfax County Public Schools to co-host "21st Century Skills: Implications for Teaching Critical Need Languages." The two week Summer 2012 institute focuses on heritage speakers of Arabic and Chinese and actively engages teachers in a series of professional development workshops on learner-centered approaches to language teaching as effective tools for addressing pedagogical issues.	This institute provides opportunities to help fill the void in the paucity of both Arabic and Chinese teachers in the Washington, D.C. Metro area. In-service as well as pre-service teachers are engaged in practical applications of theory-to-practice, while working with students attending the FCPS children's summer language camps held at GMU.	Fairfax County Public Schools, Dr. Gregory Jones	Yes

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87.	Foreign Language and English as a Second Language (ESL) Field Experience and Teaching Internship	Foreign Language and English as a Second Language (ESL) field experiences in public schools are required throughout the program: a maximum of 15 clock hours per course or 30 clock hours per semester. Teacher Interns assume semester-long co-teaching and independent teaching responsibilities at the PreK-12 levels.	Interns support and contribute to the work of regular classroom teachers, thus enriching the learning experiences of the PreK-12 community. They help meet the community's various needs by bringing in cutting edge knowledge, skills, and strategies.	Foreign Language Placements: Fairfax County Public Schools, Dr. Gregory Jones ESL Placements: Fairfax County Public Schools, Teddi Predaris	No
88.	Student Teaching in Music Education - Instrumental	The Music Education program and Arlington Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. APS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well-prepared music teachers.	Arlington Public Schools, Mary-Hannah Klontz	No
89.	Student Teaching in Music Education - Instrumental	The Music Education program and Fairfax County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. FCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well-prepared music teachers.	Fairfax County Public Schools, Keith Taylor	Yes
90.	Student Teaching in Music Education - Instrumental	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. LCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well-prepared music teachers.	Loudoun County Public Schools, Jim Harmon	No
91.	Student Teaching in Music Education - Instrumental	The Music Education program and Prince William County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. PW teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well-prepared music teachers.	Prince William County Public Schools, Joyce Zsemberry	No
92.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Arlington County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. APS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well-prepared music teachers.	Arlington County Public Schools, Mary-Hannah Klontz	No

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93.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Fairfax County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. FCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well-prepared music teachers.	Fairfax County Public Schools, Margie Woods	Yes
94.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. LCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well-prepared music teachers.	Loudoun County Public Schools, Jim Harmon	No
95.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Prince William County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. PW teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well-prepared music teachers.	Prince William County Public Schools, Joyce Zsemberry	No
96.	Honor Band	The College of Visual and Performing Arts Music Education Program annually hosts a band festival for students from throughout the Commonwealth of Virginia and the Metropolitan Washington, D.C. area.	High school students participate in a three-day festival of rehearsals and a culminating concert in the George Mason University Center for the Arts.	High schools throughout Virginia and the Metropolitan Washington area	No
97.	Health and Physical Education Student Teaching Internships	The purpose is to meet teacher candidate needs for a prolonged and full-day experience in schools at the elementary and secondary levels, while learning from a high quality cooperating teacher.	Programs need knowledgeable and energetic pre-service teachers committed to learning to teach students. Internships prepare future teachers to meet needs of the states' youth.	Fairfax County, Susan Brann, Recruitment Specialist; Prince William County, Fred Milbert, Supervisor of Health and Physical Education; Loudoun County, Kissha Burke, Personnel Secretary; Frederick County, Jim Angelo, Director of Middle and Secondary Instructional Services; Arlington, Erin Wales, Coordinator of Recruitment; Alexandria City, Dennis Burstein, Curriculum Specialist for Health and Physical Education	No

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98.	Physical Education Field Experiences in Schools	The program offers the opportunity for junior and senior level students to shadow a master teacher and teach classes unassisted in elementary, secondary, and adapted physical education settings.	Learners experience a visiting teacher who quickly becomes part of the class and communicates positively with students. The focus is on developing management skills, instructional strategies, and increasing academic learning time.	Fairfax County, Susan Brann, Recruitment Specialist; Prince William County, Fred Milbert, Supervisor of Health and Physical Education; Loudoun County, Kissha Burke, Personnel Secretary; Arlington, Erin Wales, Coordinator of Recruitment; Alexandria City, Dennis Burstein, Curriculum Specialist for Health and Physical Education	No
99.	Health Education Field Experience	Pre-service teachers experience for the first time teaching health education in a seated classroom within a middle school setting.	Learners experience well-developed and innovative lessons presented by pre-service teachers eager to share their health education knowledge in a positive learning environment.	Fairfax County, Susan Brann, Recruitment Specialist; Prince William County, Fred Milbert, Supervisor of Health and Physical Education	No
100.	Collaborative Research	This research project examined the mentor and mentee relationships and effectiveness of induction programs in two counties.	Learner needs are addressed most effectively when first year teachers have effective mentors who provide leadership in model teaching effectiveness, while providing feedback in helping first year teachers develop.	Fairfax County, Liz Payne, K-12 Coordinator for Physical Education; Prince William County, Fred Milbert, Supervisor of Health and Physical Education	No
101.	Collaboration with In-Service Professional Development	Physical Education Teacher Education Faculty occasionally serve as presenters at Fairfax and Prince William County physical education teacher in-service opportunities.	This collaboration assists teachers in emphasizing student knowledge about why they perform and in studying physical fitness activities.	Fairfax County, Liz Payne, K-12 Coordinator for Physical Education; Prince William County, Fred Milbert, Supervisor of Health and Physical Education	No
102.	Public school teachers who are employed in the Physical Education program to instruct pre-service teachers	High quality public school teachers collaborate with Physical Education Teacher Education faculty regarding content of courses and bring their experience and background to our students who become better prepared to teach youth in schools.	Public school teachers are critical links who enable teacher candidates to better understand children and youth through examples, stories, and sound pedagogical applications.	Fairfax County Public Schools, Liz Payne, K-12 Coordinator for Physical Education	No
103.	Online course in health education	This online course was developed for and offered to health/physical education teachers on provisional license. The course was designed to meet the health methods course requirement for licensure.	The Commonwealth of Virginia requires teacher licensure or endorsement in health and physical education. This graduate-level course requires teachers to assess and analyze their school health program and provides resources for teaching K-12 health.	Fairfax County, Liz Payne; Loudoun County, Sheila Jones; Prince William County, Fred Milbert; Arlington, Debbie DeFranco; Alexandria City, Dennis Burstein	No

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104.	Driver Education Endorsement for Local School Divisions	GMU's College of Education and Human Development (CEHD) offers two driver education endorsement courses, HEAL 402 Introduction to Driver Education, and HEAL 403 Driver Education Practice and Administration, through CEHD's Office of Educational Services to local school divisions.	The school divisions offer classroom driver education and behind-the-wheel instruction to secondary level students. This requires a sufficient number of available Virginia Department of Education certified driver education instructors. Professional preparation is based on the Administrative and Curriculum Guide for Driver Education in Virginia.	Fairfax County Public Schools, Liz Payne; Loudoun County Public Schools, Sheila Jones; Prince William County Public Schools, Fred Milbert	Yes
105.	Secondary Professional Development Schools Network - Fairfax County Public Schools	Students doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with site-based faculty.	Clinical faculty receive high level training and schools have highly trained interns.	Robinson Secondary School, Michael Mukai; Hughes Middle School, Aimee Monticchio; South Lakes High School, Kim Retzer	Yes
106.	School Psychology Internship: Fairfax County Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Fairfax County Public Schools, Dr. Dede Bailer	No
107.	School Psychology Internship: Arlington County Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Arlington Public Schools, Jeffrey Carpenter	Yes
108.	School Psychology Internship: Loudoun County Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Loudoun County Public Schools, Dr. Heather Applegate	No

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109.	School Psychology Internship: Prince William County Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Prince William County Public Schools, Dr. Kathy Aux	No
110.	School Psychology Internship: Alexandria County Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Alexandria City Public Schools, Dr. John Baker	No
111.	School Psychology Internship: Falls Church Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Falls Church Public Schools, Rachel Hutchison	No
112.	School Psychology Internship: Manassas City Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Manassas City Schools, Dr. Diane Tuininga	No
113.	School Psychology Internship: Prince George's County Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Prince George's County Public Schools, Dr. Mark Resnick	No

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114.	School Psychology Internship: Montgomery County Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Montgomery County Public Schools, Brian Bartels	No
115.	School Psychology Internship: Anne Arundel County Public Schools	The Internship of the School Psychology Masters and Certificate of Advanced Study Program occurs at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). The internship takes place during the academic year and totals approximately 1,200 clock hours.	The internship provides for training of school psychologists.	Anne Arundel County Public Schools, Dr. Barbara Schwartz	No

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

Name of Institution: George Mason University
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Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*Arabic PreK-12*	*Chinese PreK-12*	*French PreK-12*	*German PreK-12*	*Japanese PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*Theatre Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* *Part of a consortium offering an Adapted Curriculum endorsement.)*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Visual Impairments PreK-12* (* *Part of a consortium offering a VI endorsement.)*	*Driver Education (add-on endorsement)*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																	
1.	Early Childhood Education Program (ECE) and Fairfax County Public Schools (FCPS)	X																											X						
2.	Early Childhood Education Program and Alexandria City Public Schools (ACPS)	X																											X						
3.	Early Childhood Education Program and Arlington County Public Schools (APS)	X																											X						
4.	Early Childhood Education Program and Prince William County Public Schools (PWCS)	X																											X						
5.	Early Childhood Education Program and Loudoun County Public Schools (LCPS)	X																											X						
6.	Early Childhood Education Program and District of Columbia (DC) Public Schools	X																											X						
7.	Early Childhood Education Program and Teach for America (TFA)	X																																	
8.	Early Childhood Education Program and Infant/Toddler Connection of Fairfax/Falls Church																												X						
9.	Early Childhood Education Program and Manassas City Public Schools (MCPS)	X																											X						
10.	Special Education Outreach: Loudoun County (Outreach Cohort)																															X			
11.	Special Education Outreach: Page County (Outreach Cohort)																															X			
12.	Special Education Outreach: Teach for America (Outreach Cohort)																															X			
13.	Special Education Outreach: Fairfax County (Outreach Cohort)																													X	X				

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Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*Arabic PreK-12*	*Chinese PreK-12*	*French PreK-12*	*German PreK-12*	*Japanese PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*Theatre Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an **'X'** under the appropriate column below.																																	
14.	Special Education Outreach: Prince William County (Outreach Cohort)																													X	X				
15.	Special Education Outreach: Applied Behavior Analysis Certificate Courses for Virginia Beach and Norfolk																													X	X				
16.	Special Education Leadership Certificates with Loudoun County Public Schools, Prince William County Public Schools, and Fairfax County Public Schools																													X	X				
17.	Skill Survey for Student Teachers Working with Students with Disabilities (King-Sears)																													X	X				
18.	George Mason University - Burke School (Fairfax County Public Schools) (Margo Mastropieri)																													X	X				
19.	Kellar Institute for Human disAbilities (KIHD) - The VI Consortium																													X	X				
20.	Virginia School for the Deaf and the Blind (VSDB)																													X	X				
21.	Virginia Department for Blind and Vision Impaired (DBVI)																													X	X				
22.	George Mason University (GMU) - Falls Church City Public Schools (all) (Kelley Regan and Sheri Berkeley)																													X	X				
23.	The Strategic Instruction Model (SIM) - Training and Technical Assistance Center (TTAC) and Warren County Public Schools, Virginia																													X	X				
24.	The Strategic Instruction Model (SIM) - Training and Technical Assistance Center (TTAC) and Culpeper County Public Schools, Virginia																													X	X				
25.	The Content Literacy Continuum (CLC) and SIM - Training and Technical Assistance Center and Manassas City Public Schools, Virginia																													X	X				

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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																	
26.	The Training and Technical Assistance Center Early Childhood Child Find Board																													X	X				
27.	The Training and Technical Assistance Center Statewide Conference: Creating Connections to Shining Stars, Virginia's Early Childhood Conference																													X	X				
28.	The Training and Technical Assistance Center Inclusive Placement Options for Preschoolers (IPOP)																													X	X				
29.	The Training and Technical Assistance Center and Communities of Practice in Autism (COPA) for Early Childhood and Early Intervention																													X	X				
30.	The Training and Technical Assistance Center and the Region 4 Local Education Agencies (LEAs) Autism Consultation to School Teams																													X	X				
31.	The Training and Technical Assistance Center and the Matthews Learning Center for students with autism, Manassas, Virginia																													X	X				
32.	The Training and Technical Assistance Center and the National Professional Development Center in Autism (NPDC)																													X	X				
33.	The Training and Technical Assistance Center and the Northern Virginia Autism Support Team																													X	X				
34.	The Training and Technical Assistance Center and the Communities of Learning in Autism (CoLA)																													X	X				
35.	The Training and Technical Assistance Center and the VCU Autism Center for Excellence (ACE)																													X	X				
36.	The Training and Technical Assistance Center's Region 4 Local Educational Agency (LEA) Short-term Equipment Loan Request Program																													X	X				

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

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37.	The Training and Technical Assistance Center and the statewide initiative for Effective Schoolwide Discipline (ESD)																													X	X				
38.	The Training and Technical Assistance Center and the statewide initiative for Effective Schoolwide Discipline (ESD)																													X	X				
39.	The Training and Technical Assistance Center and the Northern Virginia (NOVA) Assistive Technology (AT) Coordinators																													X	X				
40.	The Training and Technical Assistance Center and the Northern Virginia (NOVA) Assistive Technology (AT) Coordinators Assistive Technology Share Fair																													X	X				
41.	The Training and Technical Assistance Center and the Parent Educational Advocacy Training Center (PEATC)																													X	X				
42.	The Training Technical Assistance Center and the Northern Virginia Detention Centers																													X	X				
43.	Lynn Wiley and the Fairfax County Public School (FCPS) Advisory Council for Students with Disabilities (ACSD)																													X	X				
44.	The Training and Technical Assistance Center and the Family Involvement Network																													X	X				
45.	The Training and Technical Assistance Center and the Virginia Network of Consultants for the Deaf and Hard of Hearing (VNOCC)																													X	X				
46.	The Training and Technical Assistance Center and the VDOE statewide systems of TTACs with the I'm Determined Project																													X	X				
47.	The Training and Technical Assistance Center, the Virginia Department of Education, and Region 4 school personnel and the Virginia Youth Summit																													X	X				
48.	The Training and Technical Assistance Center and the Northern Virginia Transition Coalition on Future Quest																													X	X				

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49.	The Training and Technical Assistance Center and the VDOE Traumatic Brain Injury (TBI) State Team																													X	X				
50.	The Training and Technical Assistance Center and the VDOE Embedded Technical Assistance in Schools																													X	X				
51.	The Training and Technical Assistance Center and the Region 4 Mathematics Supervisors Consortium																													X	X				
52.	The Training and Technical Assistance Center and the Virginia Department of Education with The TTAC Online Web Site																													X	X				
53.	The Training and Technical Assistance Center and Page County Public Schools : Academics and Literacy (School Improvement) Collaboration																													X	X				
54.	The Training and Technical Assistance Center and the Transition Practitioners Council in Region 4 and Region 5																													X	X				
55.	The Training and Technical Assistance Center and the Region 4 Transition Council																													X	X				
56.	Lexia Research Project																													X	X				
57.	Maryland School for the Blind																													X	X				
58.	Department of the Blind and Visually Impaired (DVBI) - VI Consortium																													X	X				
59.	Applied Behavioral Analyses (ABA) Practicum and Intensive Practicum: Virginia Beach Public Schools, Norfolk Public Schools, Prince William County Public Schools, and various private schools and private practices																													X	X				
60.	Kellar Institute for Human disAbilities (KIHD) - the Severe Disabilities (SD) consortium																													X	X				
61.	Virginia Beach Public Schools																													X	X				
62.	Kellar Institute for Human disAbilities (KIHD) - the Virginia Applied Behavior Analysis (ABA) Consortium																													X	X				

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63.	GMU; Division of Special Education and Human disAbility Research: Co-Teaching Research; currently with Loudoun County Public Schools; anticipating expanding to other school systems (Peggy King-Sears)																													X	X				
64.	GMU; Division of Special Education and Human disAbility Research: Self-Management Research using the LiveScribe Pen; with Fairfax County Public Schools (Peggy King-Sears and Anya Evmenova)																													X	X				
65.	Textbook Use Research Project (AIM-VA)																													X	X				
66.	AIM-VA Longitudinal Study																													X	X				
67.	Mathematics Education Leadership - Mathematics Specialist Leader (EDLE MSLR): Fairfax County Public Schools Cohort			X																															
68.	Elementary Art Methods Practicum														X																				
69.	Secondary Art Methods Practicum														X																				
70.	Student Teaching Internship														X																				
71.	AVT 495/595 School Observations														X																				
72.	Artful Adventures at Washington, DC Art Museums														X																				
73.	School Counseling Leadership Team (SCLT)					X																													
74.	Arlington/Alexandria Coalition for Homeless/Career Counseling Outreach Program (CAACH)					X																													
75.	George Mason University School of Dance Partnership with Woodbridge High School Center for the Arts Dance Program															X																			
76.	Professional Development School Network - Fairfax County Public Schools		X																																
77.	Professional Development School Network - Arlington Public Schools		X																																

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78.	Professional Development School Network - Prince William County Schools		X																																
79.	Professional Development School Network - Loudoun County Public Schools		X																																
80.	Community Outreach Activities - Fairfax County Public Schools - mathematics Summer Camp		X																																
81.	FAST TRAIN English for Speakers of Other Languages (ESOL) Endorsement Outreach Initiatives																	X																	
82.	FAST TRAIN Elementary Program Endorsement Outreach Initiatives		X																																
83.	FAST TRAIN ESOL Endorsement Cohorts																	X																	
84.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure				X																														
85.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure				X																														
86.	Foreign Language: GMU Star Talk: 21st Century Skills-Teaching Critical Need Languages							X	X	X	X	X	X	X																					
87.	Foreign Language and English as a Second Language (ESL) Field Experience and Teaching Internship							X	X	X	X	X	X	X			X	X																X	X
88.	Student Teaching in Music Education - Instrumental																			X															
89.	Student Teaching in Music Education - Instrumental																			X															
90.	Student Teaching in Music Education - Instrumental																			X															
91.	Student Teaching in Music Education - Instrumental																			X															
92.	Student Teaching in Music Education - Vocal/Choral																				X														
93.	Student Teaching in Music Education - Vocal/Choral																				X														
94.	Student Teaching in Music Education - Vocal/Choral																				X														

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95.	Student Teaching in Music Education - Vocal/Choral																				X															
96.	Honor Band																			X																
97.	Health and Physical Education Student Teaching Internships																		X																	
98.	Physical Education Field Experiences in Schools																		X																	
99.	Health Education Field Experience																		X																	
100.	Collaborative Research																		X																	
101.	Collaboration with In-Service Professional Development																		X																	
102.	Public school teachers who are employed in the Physical Education program to instruct pre-service teachers																		X																	
103.	Online course in health education																		X																	
104.	Driver Education Endorsement for Local School Divisions																																X			
105.	Secondary Professional Development Schools Network - Fairfax County Public Schools																					X	X	X	X	X	X	X								
106.	School Psychology Internship: Fairfax County Public Schools						X																													
107.	School Psychology Internship: Arlington County Public Schools						X																													
108.	School Psychology Internship: Loudoun County Public Schools						X																													
109.	School Psychology Internship: Prince William County Public Schools						X																													
110.	School Psychology Internship: Alexandria County Public Schools						X																													
111.	School Psychology Internship: Falls Church Public Schools						X																													
112.	School Psychology Internship: Manassas City Public Schools						X																													
113.	School Psychology Internship: Prince George's County Public Schools						X																													

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114.	School Psychology Internship: Montgomery County Public Schools						X																												
115.	School Psychology Internship: Anne Arundel County Public Schools						X																												

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Prince William Cohort	Each year we recruit and run a cohort in Prince William County Schools. Cohort members are teachers from the county who are interested in school leadership. These cohorts are often large and range between 23-26 students and follow the regular CEHD/EDLE admission and selection process and meet at a school in PW.	Prince William County Public Schools are experiencing growth and increasing need for qualified administrators. The EDLE/PW cohorts help identify and train potential school leaders and provide a steady stream of candidates for the county.	Prince William County Public Schools, Office of Professional Development, Natalie Bonshire	No
2.	Frederick Cohort	Every two years we start a cohort in Frederick County Public Schools. The cohort is made up of teachers from Frederick, Winchester and Winchester City, who aspire to be administrators. These cohorts range in size from 15-20 students and meet in a location in Frederick County and follow regular GMU selection and admission process. Frederick County teachers partake in the county's tuition reimbursement program.	Frederick County Public Schools, as well as its neighboring counties, are in a more rural area with limited access to higher education institutions. Having a program that comes to them enables them to have a qualified pool of candidates for leadership positions that become available.	Frederick County Public Schools, Janet Goodhand, Coordinator of Staff Development and Federal Programs	No
3.	Loudoun 7 and 8 Cohorts	These two cohorts are comprised of teachers from Loudoun County Public Schools who aspire to be school leaders. Loudoun 7 started with 18 and Loudoun 8 with 23 members. The cohorts meet at allocation designated by Loudoun County Public Schools and go through the regular CEHD/EDLE selection and admission process. Loudoun County pays for 40 percent of the tuition for Loudoun County employees.	Loudoun is a growing county with an increasing need for administrators. The various EDLE cohort provides a qualified pool of applicants for leadership positions. The participants sign an agreement to stay in the county for a minimum of two years after the completion of their degrees.	Loudoun County Public Schools, Office of Professional Development, John O'Connor, Director	No
4.	Regional North 10 and 11	These cohorts are made up of teachers from Washington, D.C., Arlington , Alexandria, and Fairfax Counties. These cohorts number 21 and 25 and meet in FCPS. They have undergone the regular CEHD/EDLE selection and admission process. The diversity of the participants and school divisions provides a unique educational opportunity for the participants. Different tuition reimbursement is in place for participants based on each county's plan.	Washington, D.C., requires all administrators to have a master's degree in Education Leadership. This cohort enables many sitting administrators to meet this new requirement. It also provides a desirable location for aspirants from a range of school districts to meet. All school divisions help with the advertising and recruitment efforts.	Various principals in D.C.; Arlington, Assistant Superintendent, Meg Tuccillo; Alexandria, and Fairfax, Rita Cloutier	No

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5.	Fairfax Cohort 10	This cohort is similar to previous EDLE/Fairfax cohorts. The members will all be teachers from FCPS, who go through a rigorous screening process by the Selection Committee made up of FCPS and EDLE representatives in addition to the CEHD admissions process. This 24 member cohort meets in Fairfax and participates in the FCPS tuition reimbursement program.	FCPS is a large school district with many administrators who are close to retirement age. This cohort provides quality candidates for leadership positions.	Fairfax County Public Schools, -Office of Professional Learning and Training, Director Larry Brooks and Coordinator Rita Cloutier	No
6.	Regional North 10 and 11	These cohorts are comprised of teachers from FCPS, Alexandria City Schools, Arlington Public Schools and PW County Public Schools. They have 21 and 25 members and meet in a school in FCPS and have undergone the regular CEHD admissions process. Different tuition reimbursement is in place based on each school division's plan. The diversity of school divisions provides a unique educational opportunity.	All of these school divisions have a need for qualified school leaders and this cohort provides quality candidates for leadership positions in these divisions.	FCPS-Rita Cloutier; Arlington-Meg Tucillo; PW-Natalie Bonshire	No
7.	Arlington Fairfax Alexandria 2	This cohort is scheduled to complete this year and is made up of Alexandria and Arlington teachers who have undergone a rigorous screening process by the AFA Steering Committee, made up of representatives from CEHD/EDLE and the two school divisions, in addition to the CEHD admissions process. The cohort has approximately 20 members. They meet in Arlington and receive tuition benefits.	Arlington and Alexandria are both highly diverse school divisions with special needs. This cohort enables them to participate actively in development of the next generation of quality candidates to lead their schools.	Arlington-Meg Tucillo; Alexandria- Betsy Shays, Executive Director, Alliance for Learning and Leading	No
8.	Southwest	This cohort is comprised of teachers in Stafford, Fauquier, Spotsylvania and Culpeper counties. They have undergone the normal EDLE recruitment and admissions process. The courses alternate between Stafford and Fauquier to make it accessible to these school divisions that are more rural and have less access to university programs.	These counties are primarily more rural and less diverse than our other cohorts.	Stafford- Pat Wiedel-Director of Professional Learning Spotsylvania-Sara Branner, Chief Information Officer Fauquier-Sandra Mitchell, Associate Superintendent	No

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9.	Special Education Leadership Cohorts (a Partnership between ELDE and SPED (SELE) SELE Cohorts in Fairfax, Loudoun and Prince William)	Special Education Leadership Program was created as a partnership between EDLE and SPED leads to the Supervision and Administration Licensure. There is a combination of five licensure courses and five EDSE courses in the program. Three SELE cohorts have begun during the 2011-2012 time frame in each of the three mentioned counties. The members are mostly special education teachers interested in licensure. The counties help with the recruitment and provide various tuition benefits.	All of these school divisions have a need for qualified school leaders and this cohort provides quality candidates for leadership positions in these divisions with special knowledge of special education.	FCPS-Niki Connors; LCPS-Connie Smith, Special Education Supervisor	No

HAMPTON 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: Hampton University
Contact Person: Dr. Jerrold W. Roy
Phone No.: (757) 637-2072
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Clinical Faculty Mentor/Teacher Program	Candidates complete the student teaching experiences in the classrooms of National Board Certified Teachers (NBCT).	This partnership increases the pool of licensed highly qualified teachers and increases future teachers awareness of the NBCT. The partnership addresses critical shortage teaching endorsement areas.	Hampton City Public Schools (Carrie Byrd)	Yes
2.	Clinical Experiences Partnership	Candidates complete field experiences in the classrooms of cooperating teachers.	The partnership increases the pool of licensed highly qualified teachers. The partnership addresses critical shortage teaching endorsement areas.	Hampton City Schools (Carrie Byrd), Newport News Public Schools (LaTanja Riley-Hedgepeth), Chesapeake Public Schools (Grace Hopkins), Suffolk Public Schools (Charlene Christian-Andrews), Norfolk Public Schools (Lynne Meeks), Portsmouth Public Schools (Jessica Wilsion), and Williamsburg/James City County Public Schools (Robin Rubenstein)	Yes
3.	Paraprofessional to Teacher Program	Paraprofessionals enroll in the teacher preparation program to receive teacher licensure.	The partnership increases the pool of potential educators for the school division. The partnership addresses critical shortage teaching endorsement areas.	Hampton City Schools (Carrie Byrd), Newport News Public Schools (LaTanja Riley-Hedgepeth), Chesapeake Public Schools (Grace Hopkins), Suffolk Public Schools (Charlene Christian-Andrews), Norfolk Public Schools (Lynne Meeks), Portsmouth Public Schools (Jessica Wilson), and Williamsburg/James City County Public Schools (Robin Rubenstein)	Yes
4.	Tutoring Programs	University students tutor PreK-12 students in various subject areas.	The partnership increases student achievement among PreK-12 students.	Hampton City Schools (Carrie Byrd)	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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5.	Teacher Education Advisory Board	Representatives from participating school divisions meet with Hampton University's Division of Professional Education to provide input on the development, revision, and implementation of the teacher education programs.	Participating school divisions contribute to the quality and enhancement of teacher education programs. This input impacts the quality of teachers who will enter the pool of licensed, highly qualified teachers.	Hampton City Schools (Carrie Byrd), Newport News Public Schools (LaTanja Riley-Hedgepeth), Chesapeake Public Schools (Grace Hopkins), Norfolk Public Schools (Lynne Meeks), and Suffolk Public Schools (Charlene Christian-Andrews)	Yes

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

Name of Institution: Hampton University
Contact Person: Dr. Jerrold W. Roy
Phone No.: (757) 637-2072
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*School Counselor PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*Mathematics*	*Science - Biology*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.										
1.	Clinical Faculty Mentor/Teacher Program		X	X	X	X	X	X	X	X	X	
2.	Clinical Experiences Partnership		X	X	X	X	X	X	X	X	X	X
3.	Paraprofessional to Teacher Program	X	X									
4.	Tutoring Programs		X	X	X	X	X	X	X	X		
5.	Teacher Education Advisory Board		X	X	X	X	X	X	X	X		

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

Name of Institution: Hampton University
Contact Person: Dr. Jerrold W. Roy
Phone No.: (757) 637-2072
Date: August 2012

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

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

Name of Institution: Hampton University
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4.	Hampton University Leadership Academy (HULA)	School divisions nominate aspiring principals to participate in the Master of Arts program in Educational Leadership at Hampton University. This partnership is funded by the U.S. Department of Education's School Leadership Program grant for special needs districts and is administered by Hampton University.	The partnership increases the pool of licensed and well-prepared school leaders. The partnership addresses the critical need for school leaders.	Franklin City Schools (Michael Bell), Greensville County Public Schools (Philip Worrell), Martinsville Public Schools (Pamela Heath), Norfolk Public Schools (Michael Spencer), Portsmouth Public Schools (David Stuckwisch), Roanoke City Schools (Rita Bishop) and Suffolk Public Schools (Deran Whitney)	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: August 2012

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 is to acquaint the prospective teacher with the realities of classroom life and prepare him/her for the full semester student teaching experience.	Local schools need highly qualified teachers. The internship is one of the integral steps in preparing our graduates to fill that need.	Roanoke City Schools: Alycia Garrison, Human Resources Specialist/ Licensure and Student Placement Coordinator; Roanoke County Schools: Shannon Dogan, Placement Official; Franklin County Schools: Phillip Poff, Director of Human Resources; Arlington Public Schools: Sue Sarber, Professional Development Supervisor	Yes
2.	Student Teaching	This capstone experience takes place in area schools to further develop understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; classroom management; selection and use of resources; evaluation of pupil performance; as well as current and legal issues in education.	Local schools need highly qualified teachers. The internship is one of the integral steps in preparing our graduates to fill that need.	Roanoke County Schools: Shannon Dogan, Placement Official; Salem City Schools: Russell Holladay, Director of Human Resources	Yes
3.	Southwest Virginia Professional Educators Consortium (SWVAPEC)	The SWVAPEC was developed in 1998 to formalize the collaborations between the PreK-12 school systems 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 purposes of the program are: develop a cadre of clinical faculty who are exemplary models of effective teaching and strong mentors for student teachers and new teachers; to develop and nurture exemplary leadership abilities and instructional practice; to facilitate greater cooperation and communication among members of the consortium; to create a community of lifelong inquiry into learning; to teach and promote the development of school cultures that promote lifelong learning for all members of the communities.	Hollins University: Kristi Fowler; Radford University: Fran Steigerwald, Linda King; Roanoke College: Tim Reynolds, Maria Stallions; Virginia Tech: Sue Magliaro; Personnel from 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
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4.	Science Museum Field Experience	Hollins University has worked closely with the Science Museum of Western Virginia in Roanoke, Virginia to expose students to diverse teaching opportunities. Hollins faculty member and science educator Professor Rebecca Cox has coordinated field experiences for education students to observe outreach programs, to volunteer as docents for various exhibits, to explore exhibit design, and to staff summer science camps.	With increased accountability, the schools need teachers who are highly qualified, particularly in high needs areas as the sciences often are.	Hollins University Faculty and the Science Museum of Western Virginia, Christy Brooks or Ann Shepherd	No
5.	Hollins University's School-Embedded Service Learning Projects	The Hollins University Education Department's School-Embedded Service Learning Projects provide during and after-school academic support for students Pre-K-8. Pre-service 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 our courses and community service. Assignments are implemented which engage pre-service teachers in service-oriented tasks linked to course criteria. 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 we are privileged to work benefit from building new relationships and working with literacy mentors. Our pre-service 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. Our pre-service teacher inquiry groups conduct action research; they help identify student learning issues and implement best practices to address those issues.	Hollins University Faculty; Roanoke Community Youth Program - Julie Schaaf, Director; Roanoke Valley; North Cross School - Dr. Chris Proctor, Headmaster; Community School: Holly Hirst, Executive Director; Salem Montessori School	No

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

Name of Institution: Hollins University
Contact Person: Dr. Kristi S. Fowler
Phone No.: (540) 362-6249
Reporting Date: August 2012

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

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

Name of Institution: Hollins University
Contact Person: Dr. Kristi S. Fowler
Phone No.: (540) 362-6249
Date: August 2012

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

JAMES MADISON 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: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-6572
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1-2.	Augusta County School/James Madison University (JMU) Partnership; Waynesboro City Schools/JMU Partnership	The partnership with Augusta County and Waynesboro City Public Schools is dedicated to strengthening the supportive relationship of the collaborating partners in enhancing public education and pre-service preparation of future educators.	The partnership provides support for the professional development of classroom teachers, while at the same time providing additional classroom support.	Dr. Chuck Bishop, Augusta County Public Schools, Dr. Robin Crowder, Waynesboro City Public Schools	Yes
3.	Career Development Academy: Partnership for 21st Century Learning Centers	The English as a Second Language (ESL) Career Development Academy (CDA) serves students in partnership with the Harrisonburg City Public Schools and JMU.	CDA serves as an alternative to high school and as a preparatory for the transition to work or college. Course offerings include: English at the beginning, intermediate and advanced levels and Workplace English.	Dr. Scott Kizner, Harrisonburg City Public Schools	Yes
4.	Early Engagement: Partnership for 21st Century Learning Centers	The Early Engagement: Partnership for 21st Century Learning Centers serves children and families in elementary schools through a partnership between JMU and the Harrisonburg City Public Schools.	Early Engagement activities support the roles of families in providing academic support to their elementary-aged children.	Dr. Scott Kizner, Harrisonburg City Public Schools	Yes
5-8.	College for Kids	This partnership among JMU and area school divisions supports College for Kids, an enrichment program for children in grades 5-8. Children work with JMU faculty and graduate students, as well as experts from the community and surrounding area.	Children in grades 5-8 are provided opportunities to expand learning experiences through Saturday enrichment programs.	Dr. Carol Fenn, Rockingham County Public Schools; Dr. Scott Kizner, Harrisonburg City Public Schools; Dr. Donna Whitley-Smith, Page County Public Schools, and Dr. Chuck Bishop, Augusta County Public Schools	Yes
9.	English as Second Language (ESL) Certificate Program	This partnership with Harrisonburg City Public Schools supports professional development of teachers and collaboratively develops and implements an ESL certificate program.	The program will result in an increase in the number of qualified teachers who will positively impact the instruction of English Language Learners (ELL) in the classroom.	Dr. Scott Kizner, Harrisonburg City Public Schools	Yes
10.	Learning Leaders	This partnership with Harrisonburg City Public Schools connects JMU students with learning disabilities and attention problems to PreK-5 students with similar disabilities.	The program provides mentoring of PreK-5 students with learning problems that results in improved academic progress and self-concept.	Ms. Anne Lintner, Principal, Keister Elementary, Harrisonburg City Public Schools	Yes
11.	Middle Ground: Partnership for 21st Century Learners	This partnership with Harrisonburg City Public Schools provides additional support services to children and their families.	The program provides support for middle level student learning through tutoring, family supports and mentoring.	Mr. Don Vale, Thomas Harrison Middle School; Mr. Joe Glick, Principal, Skyline Middle School; Dr. Scott Kizner, Harrisonburg City Public Schools	Yes

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

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-6572
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
12-18.	MidValley Consortium	JMU, Eastern Mennonite University (EMU), Mary Baldwin College, and Bridgewater College teacher preparation programs maintain a partnership among themselves and with seven regional school divisions, all of which host education candidate practicum students and student teachers during their field placements.	The program provides support and clinical faculty training for the classroom teachers.	Dr. Carol Fenn, Rockingham County Public Schools; Dr. Scott Kizner, Harrisonburg City Public Schools; Dr. Donna Whitley-Smith, Page County Public Schools; Dr. Chuck Bishop, Augusta County Public Schools. Ms. Evelyn Linaburg, Shenandoah County Public Schools; Dr. Linda Reviea, Staunton City Public Schools; Dr. Robin Crowder, Waynesboro City Public Schools	Yes
19-23.	Professor in Residence (PIR)	The PIR Program is a JMU outreach endeavor to promote the educational attainment and college aspirations of Virginia high school students. The PIR program is focused in high schools with diverse student populations which have historically lacked sufficient opportunities for attending colleges and universities.	The program provides mentoring, personal support and academic opportunities for underrepresented Virginia high school students.	Dr. Yvonne W. Brandon, Richmond City Public Schools; Dr. Scott Kizner, Harrisonburg City Public Schools; Dr. Rita Bishop, Roanoke City Public Schools; Dr. Pat Murphy, Arlington City Public Schools; Dr. Robin Crowder, Waynesboro City Public Schools; Dr. David Owusu-Ansah and Mr. Art Dean, JMU	Yes
24-27.	Content Teaching Academy (CTA)	The CTA is a collaborative initiative between JMU faculty and Virginia Department of Education (VDOE), Rockingham County Public Schools, Harrisonburg City Public Schools, and the State Council of Higher Education for Virginia (SCHEV).	Content Teaching Academies provide intellectually rigorous and enriching, content-based, Standards of Learning (SOL)-focused professional development opportunities for teachers from across the state.	VDOE, SCHEV, Rockingham County and Harrisonburg City Public Schools; Dr. David Slykhuis, CTA Director, JMU.	Yes
28.	Teacher in Residence Program	The Teacher In Residence (TIR) program provides support for a shared professional educator position between Augusta County Schools and JMU Teacher Education programs.	The partnership provides increased academic support utilizing skills and services of additional practicum students and tutoring for children at Clymore Elementary School in Augusta County Public Schools.	Dr. Chuck Bishop, Augusta County Public Schools; Ms. Kristi Peery, TIR, Clymore Elementary School, Augusta County Public Schools; Dr. Peggy Shaeffer, JMU College of Education.	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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29-60.	Training/Technical Assistance Center (T/TAC)	The Virginia Department of Education (VDOE) Region 5 T/TAC at JMU is part of a statewide network of training/technical assistance centers operated in collaboration with the VDOE. Region 5 T/TAC serves the following public school divisions: Albemarle, Amherst, Augusta, Bath, Bedford, Buena Vista, Campbell, Charlottesville, Fluvanna, Greene, Harrisonburg, Highland, Lexington, Louisa, Lynchburg, Nelson, Rockbridge, Rockingham, Staunton, and Waynesboro, as well as five Early Intervention Programs, and five State Operated Programs.	The goal of T/TAC is to increase the capacity of school personnel, service providers, and families to meet the needs of children and youth with disabilities by providing high quality professional development.	Dr. Reid Linn, Principal Investigator; Ms. Cheryl Henderson and Ms. Melinda Bright, Co-Directors, JMU, VDOE Region 5, T/TAC	Yes
61-68.	Virginia Initiative for Robotics in Science, Technology, Engineering and Mathematics (STEM) Education (VIRSE) 3	The Virginia Initiative for Robotics in STEM Education 3 (VIRSE3) is a partnership project that includes Martinsville, Hopewell, Richmond, Harrisonburg, Waynesboro and Staunton City Public Schools; Page and Augusta County Public Schools; and two of JMU's Colleges. JMU's College of Education and the College of Science and Mathematics collaborate to provide VIRSE3 teachers, administrators, parents, and community members content, instruction, and mentoring resources.	The VIRSE3 program is intended to improve the quality of pedagogical skills and teacher content knowledge in science, technology and math through innovative, sustainable, and engaging research-based teaching methods with robotics. The program includes a Science, Technology, Engineering and Mathematics (STEM) literacy program and an education leadership workshop.	Dr. Yvonne W. Brandon, Richmond City Public Schools; Dr. Scott Kizner, Harrisonburg City Public Schools; Dr. Donna Whitley-Smith, Page County Public Schools; Dr. Chuck Bishop, Augusta County Public Schools; Dr. Linda Reviea, Staunton City Public Schools; Dr. Robin Crowder, Waynesboro City Public Schools; Dr. John Fahey, Hopewell City Public Schools; Mrs. Pamela Heath, Martinsville City Public Schools	*Yes*

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69-76.	Virginia Initiative for Robotics in Science, Technology, Engineering and Mathematics (STEM) Education (VIRSE) 4	The Virginia Initiative for Robotics in STEM Education 4 (VIRSE4) is a continuation of a partnership project that includes Martinsville, Hopewell, Richmond, Harrisonburg, Waynesboro and Staunton City Public Schools; Page and Augusta County Public Schools; and two of JMU's colleges, the College of Education and the College of Science and Mathematics. The project expands on the previous projects to provide teachers, administrators, parents, and community members content, instruction, and mentoring resources, using robotics as professional development.	VIRSE 4 is a continuation of VIRSE3, targeting upper elementary to high school teachers' knowledge of and pedagogical skills related to using robotics to teach mathematics, science and technology. The program continues to offer a STEM literacy program and an education leadership workshop.	Dr. Yvonne W. Brandon, Richmond City Public Schools; Dr. Scott Kizner, Harrisonburg City Public Schools; Dr. Donna Whitley-Smith, Page County Public Schools; Dr. Chuck Bishop, Augusta County Public Schools; Dr. Linda Reviea, Staunton City Public Schools; Dr. Robin Crowder, Waynesboro City Public Schools; Dr. John Fahey, Hopewell City Public Schools; Mrs. Pamela Heath, Martinsville City Public Schools	Yes
77.	Foundations in Education Partnership	This is a partnership between JMU College of Education's Foundations Courses and Harrisonburg City Public Schools to provide tutoring support to students.	The partnership offers academic enrichment and remediation to school-aged children.	Dr. Scott Kizner, Harrisonburg City Public Schools; Dr. Ruthie Bosch, JMU College of Education	No
78.	Project Bridge	Project Bridge is a partnership between JMU and Clarke County Public Schools which provides outreach and support to high school students.	The Partnership supports the senior year high school students by offering JMU general education on site at the Clarke County High School. It allows eligible students to earn college credit while completing their high school diploma, in an environment that offers JMU's high academic standards while creating a continuum of learning between high school and college.	Dr. Michael Murphy, Clarke County Public Schools	Yes
79-80.	Blast Homework Program	JMU and the Harrisonburg City Public Schools' two middle schools partner for the current Blast Homework Program. The program will expand to Augusta County Public Schools in 2012-13.	The partnership supports tutoring and mentoring after school hours for middle level students by JMU teacher education students.	Dr. Scott Kizner, Harrisonburg City Public Schools; Dr. Chuck Bishop, Augusta County Public Schools; Mr. David Lane, JMU College of Education	Yes

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Reporting Date: August 2012

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81-89.	Practica/Internship - Communication Sciences and Disorders	The JMU Communication Sciences and Disorders (CSD) program partners with the following public school systems in Virginia: Staunton City, Rockingham County, Harrisonburg City, Fairfax County, Augusta County, Arlington County, Frederick County, Henrico County, and Prince William County Public Schools.	This partnership ensures JMU CSD students engage in practica and internship activities which are comprehensive, rigorous and provide real opportunities to experience what it is like to be a speech language pathologist in the public schools. The experiences provide JMU students the clinical training hours required for certification.	Staunton City, Rockingham County, Harrisonburg City, Fairfax County, Augusta County, Arlington County, Frederick County, Henrico County, and Prince William County Public Schools. Program contact: Dr. Cynthia O'Donoghe, Department of Communication Science and Disorders, JMU	Yes
90.	JMU School Psychology-Clymore Elementary Partnership	JMU's School Psychology program partners with Clymore Elementary School (Augusta County Public School Division) to provide supervised field experiences for School Psychology students.	This partnership provides opportunities for one-on-one support and intervention in the classroom to respond to the educational and mental health needs of the child.	Dr. Chuck Bishop, Augusta County Public Schools; Dr. Patti Warner, School Psychology Program, JMU	No
91.	JMU Exceptional Education (EXED) Department Faculty and Warren County Public Schools Faculty	This partnership is between JMU's College of Education EXED Department and Warren County Public Schools to provide focused professional development in literacy instruction.	The partnership provides support for the professional development of classroom teachers, focusing on Specialized Reading Interventions, Response-to-Intervention (RtI) implementation, and effective professional development coaching models.	Ms. Lisa Rudacille, Warren County Public Schools; Dr. Allison Kretlow, College of Education, JMU	No
92-97.	Practica/Internship - School Counseling	The JMU School Counseling Program has partnered with Augusta County, Harrisonburg City, Page County, Rockingham County, Staunton City, and Waynesboro City Public School Divisions to provide supervised field experiences for students in the program.	This partnership ensures that JMU School Counseling Program students engage in practica and internship activities that are comprehensive, rigorous and provide real opportunities to experience what it is like to be a school counselor.	Dr. Carol Fenn, Rockingham County Public Schools; Dr. Scott Kizner, Harrisonburg City Public Schools; Dr. Donna Whitley-Smith, Page County Public Schools; Dr. Chuck Bishop, Augusta County Public Schools; Dr. Linda Reviea, Staunton City Public Schools; Dr. Robin Crowder, Waynesboro City Public Schools; Dr. Michelle Kielty-Briggs, School Counseling Program, JMU	Yes

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

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-6572
Reporting Date: August 2012

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?
98-113.	Building Bridges	This partnership among JMU and 11 school divisions (eight in Virginia and three in West Virginia) was developed to improve professional development of history/social studies teachers.	The project design purposefully focuses on helping teachers build bridges between learning and doing in response to recent changes made to Virginia's history curriculum.	West Virginia's Byrd Legislative Center at Shepherd University; Center for Civic Education; Virginia Historical Society; Library of Congress; Bill of Rights Institute; Center for the Constitution at James Madison's Montpelier; eight Virginia Public School divisions: Shenandoah County, Page County, Warren County, Frederick County, Clarke County, Rappahannock County, Rockingham County, and Winchester City Public Schools; three West Virginia School divisions: Berkeley County, Jefferson County and Morgan County Public Schools. Program Contact: Dr. Barbara Stern, JMU College of Education	Yes
114.	Laboratory School Planning Grant	The College/University Partnership Laboratory School Planning Grant is intended to support the planning and development process that will enhance an applicant's consideration for the implementation of a college/university partnership laboratory school.	A comprehensive needs assessment to identify specific needs anticipated to be addressed by the College/University Partnership Laboratory School will be conducted with this grant.	Dr. Scott Kizner, Harrisonburg City Public Schools; Dr. John Almarode, JMU College of Education	Yes

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

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115.	Local Education Agency (LEA) partnerships for field experiences	JMU partners with school and non-school based educational organizations to provide the clinical experiences to pre-service teachers and other professional programs.	JMU coordinates placements, trains cooperating teachers, and collaborates with both cooperating teachers and university supervisors to monitor, mentor, and assess JMU education students.	Albemarle County, Charlottesville City, Chesapeake City, Fairfax County, Frederick County, Greene County, Hanover County, Henrico County, Madison County, Newport News City, Orange County, Prince William County, Stafford County, and Virginia Beach City Public Schools, as well as Commonwealth Center for Children and Adolescents, Eastern Mennonite High School, University of Virginia Hospital Education Program, and Valley Vocational Technical Center Program Contact: Mr. Nick Swayne, JMU College of Education.	Yes
116.	International Leaders in Education (ILEP)	JMU's College of Education partners with the International Research and Exchanges Board (IREX) through the United States State Department and local school divisions (Harrisonburg City, Rockingham County, and Augusta County Public Schools).	This project provides support for international teachers for one semester on our campus each spring in their study of best educational practices.	Harrisonburg High School, Thomas Harrison Middle School, and Skyline Middle School (Harrisonburg City Public Schools); Montevideo Middle School and Spotswood High School (Rockingham County Public Schools); Fort Defiance High School (Augusta County Public Schools) . Program Contact: Dr. Peggy Shaeffer, JMU College of Education.	Yes
117.	Morgan State University	JMU's College of Education partners with Morgan State University in Baltimore, Maryland.	This partnership provides an opportunity for a doctoral program candidate from Morgan State University to partner with JMU faculty in the preparation of teachers and leaders.	Morgan State University and JMU. Program Contact: Dr. Phil Wishon, College of Education, JMU	Yes

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

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-6572
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*French PreK-12*	*German PreK-12*	*Italian PreK-12*	*Spanish PreK-12*	*Technology Education*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
1-2.	Augusta County School/James Madison University (JMU) Partnership; Waynesboro City Schools/JMU Partnership	X	X	X		X	X	X	X			X		X				X	X		X	X	X	X	X	X	X	X	X	X	X			X
3.	Career Development Academy: Partnership for 21st Century Learning Centers															X						X												
4.	Early Engagement: Partnership for 21st Century Learning Centers	X	X													X																		
5-8.	College for Kids		X	X																														
9.	English as Second Language (ESL) Certificate Program															X																		
10.	Learning Leaders																												X					
11.	Middle Ground: Partnership for 21st Century Learners			X																														
12-18.	MidValley Consortium	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
19-23.	Professor in Residence (PIR)			X			X														X	X	X	X	X	X	X		X			X		
24-27.	Content Teaching Academy (CTA)	X	X	X																	X	X	X	X	X	X	X	X	X					
28.	Teacher in Residence Program	X	X	X																	X	X	X	X	X	X	X	X	X					
29-60.	Training/Technical Assistance Center (T/TAC)	X	X	X																								X	X	X	X			
61-68.	Virginia Initiative for Robotics in Science, Technology, Engineering and Mathematics (STEM) Education (VIRSE) 3		X	X																	X	X	X	X	X	X	X	X						
69-76.	Virginia Initiative for Robotics in Science, Technology, Engineering and Mathematics (STEM) Education (VIRSE) 4		X	X																	X	X	X	X	X	X	X	X						
77.	Foundations in Education Partnership	X	X	X																														
78.	Project Bridge																				X	X	X	X	X	X	X							
79-80.	Blast Homework Program			X																														

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

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-6572
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*French PreK-12*	*German PreK-12*	*Italian PreK-12*	*Spanish PreK-12*	*Technology Education*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
81-89.	Practica/Internship - Communication Sciences and Disorders																													X				
90.	JMU School Psychology-Clymore Elementary Partnership					X																												
91.	JMU Exceptional Education (EXED) Department Faculty and Warren County Public Schools Faculty	X	X																										X					
92-97.	Practica/Internship - School Counseling						X																											
98-113.	Building Bridges																					X												
114.	Laboratory School Planning Grant	X	X																					X					X					
115.	Local Education Agency (LEA) partnerships for field experiences	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
116.	International Leaders in Education (ILEP)			X												X					X	X	X	X	X	X	X							
117.	Morgan State University																						X											

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

Name of Institution: James Madison University
Contact Person: Dr. Phil Wishon
Phone No.: (540) 568-6572
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Practica/Internship	This partnership between JMU and Harrisonburg City, Rockingham County, Lexington City, Martinsville City, Frederick County and Winchester City Public Schools provides field experiences and internships for students in JMU's Educational Leadership program.	This partnership ensures JMU Education Leadership Program students engage in practica and internship activities which are comprehensive, rigorous and provide real opportunities to experience what it is like to be a school or division administrator.	Martinsville City, Harrisonburg City, Rockingham County, Lexington City, Frederick County, and Winchester City Public Schools. Program Contact: Dr. John Kidd, JMU College of Education	No
2.	Educational Leadership Academy	This institute is designed to provide current and aspiring leaders with the skills and knowledge to meet the needs of present-day and future learners. The institute will focus on leadership issues that directly impact classroom instruction such as motivation, parental involvement and technology. Participants also will gain a greater appreciation of how conflict can lead to positive outcomes and how we can lead and manage change in an ever-changing society.	The institute will have a targeted focus on diverse learners and will address topics such as poverty, disabilities and children who are English Language Learners.	Harrisonburg City, Page County, Richmond City, Martinsville City, Hopewell City, Staunton City, Augusta County and Waynesboro City Public Schools. Program Contacts: Dr. Carol Fenn, Rockingham County Public Schools and Dr. Scott Kizner, Harrisonburg City Public Schools	Yes

LIBERTY 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: Liberty University
Contact Person: Dr. Karen L Parker
Phone No.: (434) 582-2195
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	All Nation Community Church (ANCC)	All Nation Community Church (ANCC) is an after-school tutorial program targeted for urban students in downtown Lynchburg, Virginia (many of which would be considered to be "at risk" by the school division). It is a partnership between Lynchburg City Schools (LCS), ANCC, and the Liberty University (LU) School of Education (SOE).	These "at risk" students receive free tutoring and resources provided by ANCC, LCS, and LU education candidates.	LU: Michelle Goodwin (SOE Faculty Member); ANCC: Emma Coleman (Office Manager); LCS: Pam Smith-Johnson (Supervisor of Instruction) or Patricia Garbee (Coordinator for College Placements)	Yes
2.	Bass Elementary School	This is a partnership between Bass and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on the teaching of a language arts unit.	Bass Elementary is an urban school in the Lynchburg City division with much cultural diversity and a high number of students receiving free and reduced lunch services. This partnership helps LU candidates to be prepared for working with diverse PreK-12 students and, in turn, provides Bass faculty with additional opportunities to have candidates co-teach, assist, and tutor the elementary students.	LU: Annyce Maddox (SOE Faculty Member); Bass Elementary: Leverne Marshall (Principal)	Yes
3.	New London Academy	This is a partnership between New London Academy and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on the teaching of a language arts unit.	New London Academy is located in the Bedford County school division. This partnership helps LU candidates to be prepared for working with diverse PreK-12 students and, in turn, provides New London Academy faculty with additional opportunities to have candidates co-teach, assist, and tutor the elementary students.	LU: Annyce Maddox (SOE Faculty Member); New London Academy: Kathryn Howe (Librarian)	Yes
4.	Rustburg Elementary School	This is a partnership between Rustburg Elementary and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on the teaching of a language arts unit.	Rustburg Elementary is located in the Campbell County school division. This partnership helps LU candidates to be prepared for working with diverse PreK-12 students and, in turn, provides Rustburg faculty with additional opportunities to have candidates co-teach, assist, and tutor the elementary students.	LU: Annyce Maddox (SOE Faculty Member); Rustburg Elementary: Vicky White (Assistant Principal) and Deidre Washington (Former Assistant Principal)	Yes
5.	Linkhorne Elementary School	This is an informal partnership between Linkhorne Elementary School and the LU School of Education. LU education candidates assist and co-teach in a Linkhorne classroom and must teach a lesson in a content area that integrates the fine arts.	Linkhorne Elementary School is located in the Lynchburg City Schools. Students that attend are diverse in both culture and socio-economic status (SES) status. Linkhorne faculty use the LU candidates to assist, tutor, and co-teach.	LU: Ashley Haygood, Kathy Pickard, and Miranda Arnold (SOE Faculty and Staff Members); Linkhorne: Thomas Johnson II (21st Century Grant Coordinator)	No

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

Name of Institution: Liberty University
Contact Person: Dr. Karen L Parker
Phone No.: (434) 582-2195
Reporting Date: August 2012

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6.	Madison Heights Elementary School	This is an informal partnership between Madison Heights Elementary School and the LU School of Education. LU education candidates assist and co-teach in a tutorial program and must teach a lesson in a content area that integrates the fine arts.	Madison Heights Elementary School is located in the Amherst County Public Schools division. Students that attend are diverse in both culture and socio-economic status (SES). Madison Heights faculty use the LU candidates to assist, tutor, and co-teach.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Amherst: Charlotte Gilbar (Principal)	Yes
7.	Liberty Christian Academy (LCA) - General Education	An academic coaching opportunity for LU candidates to come serve in classrooms at LCA.	The academic coaches (LU education candidates) are placed in LCA classrooms to assist the teacher, tutor in one-on-one situations, oversee small groups, and sometimes teach whole-group lessons.	LU: Michelle Goodwin (SOE Faculty Member); LCA: Winnie Taber (Associate Superintendent of Instruction)	Yes
8.	Central Virginia Transition Council (CVTC)/Council for Exceptional Children (CEC)	Council for Exceptional Children (CEC) supports logistical needs of Central Virginia Transition Council (CVTC) with annual conferences and area meetings focusing on improving transitional services for students with special needs.	This partnership supports the need for improved transition services for students with special needs, specifically in the area of postsecondary employment.	LU: Randall Dunn (SOE Faculty Member); CVTC: Dottie Narodny (Adult and Transition Services Specialist)	No
9.	On Campus Transition Program (OCTP)/ College for Living Plus	Special education practicum candidates mentor and act as peers for postsecondary transition experiences in on-campus environments for postsecondary students served in Lynchburg area public schools. The experiences are implemented at Central Virginia Community College (CVCC) where participants take courses in academics and life/ vocational/community skills subjects.	Area public schools' postsecondary transition students need mentors to act as peers in a least restrictive environment.	LU: Randall Dunn (SOE Faculty Member); Lynchburg City Schools: Amy Page (Classroom Teacher)	No
10.	Liberty University Health Fair	The students are organized into groups of three to four. The students choose a topic from a predetermined list that aligns with the health fair theme for that year. All groups prepare a 10 minute presentation on their topic. The students teach and present their topics to the K-6 students of the school.	The topics and information that the Liberty University students present are all in accordance with the Virginia Standards of Learning (SOL).	LU: Eric Brubaker (Kinesiology Faculty Member); Big Island Elementary School: Wayne Lyle (Principal)	No
11.	Mathematics Teacher-Amherst County High School	A partnership has been arranged for the LU candidates in the Secondary Mathematics Methods class to complete practicum experiences in the Mathematics classes at Amherst County High School.	Candidates are required to complete a specified number of clock hours and teach a Standard of Learning (SOL)/National Council of Teachers of Mathematics (NCTM) driven mathematics unit.	LU: Nathan Putney (Mathematics Faculty Member); Amherst HS: Donna Ratliff (Mathematics Classroom Teacher)	No

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

Name of Institution: Liberty University
Contact Person: Dr. Karen L Parker
Phone No.: (434) 582-2195
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12.	Nelson County Middle School	This is an informal partnership between Nelson County Middle School and the LU School of Education (SOE). LU education candidates assist and co-teach in a middle school classroom and must teach a lesson.	Nelson County Middle School is located in the Nelson County division. Students that attend are diverse in both culture and socio-economic status. Nelson County Middle School faculty use the LU candidates to assist, tutor, and co-teach.	LU: Kristina DeWitt (SOE Faculty Member)	No
13.	Liberty High School	LU School of Education assigns practicum candidates to Liberty High School to assist identified special needs students with tutoring assistance, curriculum modifications, one-on-one attention and other special needs support.	Liberty High School is located in the Bedford County Public Schools division. Students that attend are diverse in both culture and socio-economic status (SES). Liberty High School faculty use the LU candidates to assist, tutor, and co-teach.	LU: Kristina DeWitt (School of Education (SOE) Faculty Member) Liberty High School: Mary Brandon (Principal)	No
14.	Rivermont School (Roanoke)	LU assigns practicum candidates to Rivermont School to assist identified special needs students with tutoring assistance, curriculum modifications, one-on-one attention and other special needs support.	Rivermont School serves students with severe emotional and behavioral disabilities. Rivermont faculty use the LU candidates to assist, tutor, and co-teach.	LU: Deanna Keith (SOE Faculty Member) Rivermont School: Stephanie Doyle (Principal)	No
15.	Rivermont School (Lynchburg)	LU assigns practicum candidates to Rivermont School to assist identified special needs students with tutoring assistance, curriculum modifications, one-on-one attention and other special needs support.	Rivermont School serves students with severe emotional and behavioral disabilities. Rivermont faculty use the LU candidates to assist, tutor, and co-teach.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members) Rivermont School: Darren Pfaff (Principal)	No
16.	Advance	Advance is an afterschool program for public, private, and home school secondary students. Advance provides LU education candidates the opportunity to plan, implement, and reflect on content area lessons. It is a partnership between Timberlake Christian Schools (TCS), Liberty Christian Academy (LCA), Home School Networks (HSN), and the LU School of Education.	This partnership helps LU education candidates to be prepared to work with students of differing grade levels and abilities and, in turn, TCS, LCA, and HSN students receive thematic, highly interactive instruction for content area advancement.	LU: Carolyn Wicks, Rebecca Lunde, and Andrea Beam (SOE Faculty and Staff Members) TCS: Brian Johnson (Principal) LCA: Winnie Taber (Associate Superintendent of Instruction) HSN: Kathy Pickard (SOE Faculty Member)	Yes
17.	Amherst County Public Schools	This is a partnership between Amherst County Public Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities are provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Amherst: Dr. Maryann Mayhew (Director of Human Resources)	No

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

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18.	Appomattox County Public Schools	This is a partnership between Appomattox County Public Schools and the LU School of Education (SOE) to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Appomattox: Bruce McMillian (Director of Human Resources and Staff Development)	No
19.	Bedford County Public Schools	This is a partnership between Bedford County Public Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Bedford: Dr. Mac Duis (Director of Instruction)	No
20.	Campbell County Public Schools	This is a partnership between Campbell County Public Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Campbell: Tracie Dobyns (Administrative Support Assistant of Instruction)	No
21.	Danville Public Schools	This is a partnership between Danville Public Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Danville: Mona Whittle (Director of Retention and Recruitment)	No
22.	Lynchburg City Schools	This is a partnership between Lynchburg City Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Lynchburg City: Patricia Garbee (Coordinator for College Placements)	No
23.	Nelson County Public Schools	This is a partnership between Nelson County Public Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Nelson: Shannon Irvin (Assistant Superintendent for Administration)	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Phone No.: (434) 582-2195
Reporting Date: August 2012

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?
24.	Pittsylvania County Public Schools	This is a partnership between Pittsylvania County Public Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Pittsylvania: Dr. Lillian Holland (Assistant Superintendent for Instruction)	No
25.	Roanoke City Public Schools	This is a partnership between Roanoke City Public Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Roanoke City: Alycia Garrison (Licensure Specialist)	No
26.	Roanoke County Public Schools	This is a partnership between Roanoke County Public Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Roanoke County: Shannon Dogan (Placement Official)	No
27.	Salem City Schools	This is a partnership between Salem City Schools and the LU School of Education to provide education candidates the opportunity to plan, implement, and reflect on teaching in the specified endorsement area.	Instructional assistance and co-teaching opportunities provided for classroom teachers by LU education candidates.	LU: Kathy Pickard and Miranda Arnold (SOE Faculty and Staff Members); Salem City: Mr. Russell Halliday (Personnel Director)	No
28.	Amherst County High School (ACHS)	Fourth year candidates in English Education complete a one-credit practicum in the various English classrooms of ACHS, typically in conjunction with their English Methods class. The length of observation is normally 30 clock hours, and when possible, the candidates teach two lessons during the period of their observation.	Candidates assist with grading homework, papers, and quizzes (in some cases); they assist with other administrative functions such as attendance and some in-school activities. Practicum includes one-on-one tutoring that candidates provide to students.	LU: Bill Gribbin (English Faculty Member); ACHS: Julie McAndrews (Classroom English Teacher)	No
29.	Appomattox County High School and Appomattox Middle School	This informal partnership provides Family and Consumer Sciences (FACS) education candidates the opportunity to observe FACS classrooms and plan, implement, and evaluate one lesson.	This partnership helps LU candidates to be prepared to work with students of ethnic diversity in the middle and high school FACS classrooms. Subjects taught include: culinary, child development, nutrition, resource management, individual development, and integration of Family, Career, and Community Leaders of America (FCCLA) into the curriculum.	LU: Linda Kitchel (FACS Faculty Member) ACHS/AMS: Brette Arbogast (Director of Technology)	No

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

Name of Institution: Liberty University
Contact Person: Dr. Karen L Parker
Phone No.: (434) 582-2195
Reporting Date: August 2012

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?
30.	E.C. Glass High School	The partnership places LU teacher candidates as mentors in multiple contexts with K-12 postsecondary transition students. Currently LU candidates help these transition students attending Central Virginia Community College (CVCC) in the College for Living Plus program. LU candidates assist transition students as they work on LU's campus in a variety of departments (the library, the post office, catering services, and others), and in the community on actual job sites.	The participation of practicum candidates in these contexts enables the E.C. Glass High School students to be successful as they prepare to be contributing members in the greater Lynchburg community.	LU - Randy Dunn (SOE Faculty Member); E.C. Glass High School: Amy Page (Classroom Teacher)	No
31.	Fine Arts in the Content Areas Practicum (Amelon Elementary School, Elon Elementary School, New Covenant Schools, Liberty Christian Academy)	Practicum students attend their assigned schools once a week for one hour and fifteen minutes each visit, for a total of ten sessions. During these visits, students observe classroom dynamics, assist the host teacher in grading or other areas, and towards the end of the semester teach a lesson to the class.	These partnerships establish relationships with area elementary schools, while providing their teachers with knowledgeable elementary education students who are willing to help the host teachers in whatever way needed. Host teachers are able to share their knowledge and experience, while gaining insight into possible new methods and trends in education.	LU: Ashley Haygood and Kathy Pickard (SOE Faculty and Staff Members); Amelon: Donna Lewis (Principal); Elon: Kim Anderson (Principal); NCS: Marion Patterson (Principal) LCA: Winnie Taber (Associate Superintendent of Instruction)	No

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

Name of Institution: Liberty University
Contact Person: Dr. Karen L Parker
Phone No.: (434) 582-2195
Reporting Date: August 2012

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

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

Name of Institution: Liberty University
Contact Person: Dr. Karen L Parker
Phone No.: (434) 582-2195
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Family and Consumer Sciences*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Special Ed. - General Curriculum K-12*	*Early Childhood 3-4 Yr Olds (add-on endorsement)*	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*	*Speech Communication (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																									
19.	Bedford County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
20.	Campbell County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
21.	Danville Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
22.	Lynchburg City Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
23.	Nelson County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
24.	Pittsylvania County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
25.	Roanoke City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
26.	Roanoke County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
27.	Salem City Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
28.	Amherst County High School (ACHS)			X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X		X	X	X	X
29.	Appomattox County High School and Appomattox Middle School		X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X			X		X
30.	E.C. Glass High School			X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X			X		X
31.	Fine Arts in the Content Areas Practicum (Amelon Elementary School, Elon Elementary School, New Covenant Schools, Liberty Christian Academy)	X		X	X	X	X			X	X	X	X	X									X				

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

Name of Institution: Liberty University
Contact Person: Dr. Karen L Parker
Phone No.: (434) 582-2195
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	New London Academy, Bedford County Public Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration program candidates.	The partnership assists in preparing qualified candidates who will enter the school division prepared to serve as building principals and assistant principals.	Tammy Parlier, Principal	No
2.	Sandusky Middle School, Lynchburg City Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration program candidates.	The partnership assists in preparing qualified candidates who will enter the school division prepared to serve as building principals and assistant principals.	Maria Jaeger, Principal	No
3.	Liberty Christian Academy	The school provides an on-site supervisor and arranges internship experiences for School Administration program candidates.	The partnership assists in preparing qualified candidates who will enter the school division prepared to serve as building principals and assistant principals.	John Patterson, Superintendent	No
4.	Dunbar Middle School, Lynchburg City Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration program candidates.	The partnership assists in preparing qualified candidates who will enter the school division prepared to serve as building principals and assistant principals.	Brian Wray, Principal	No
5.	Woodrow Wilson Elementary School, Danville Public Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration Candidates.	The partnership assists in preparing qualified candidates who will enter the school division prepared to serve as building principals and assistant principals.	Jocelyn Fitzgerald, Principal	No
6.	G.L.H. Johnson Elementary School, Danville Public Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration program candidates.	The partnership assists in preparing qualified candidates who will enter the school division prepared to serve as building principals and assistant principals.	Tonya Jackson, Principal	No
7.	Staunton River Middle School, Bedford County Public Schools	The school provides an on-site supervisor and arranges internship experiences for School Administration program candidates.	The partnership assists in preparing qualified candidates who will enter the school division prepared to serve as building principals and assistant principals.	Shawn Trosper, Assistant Principal	No

LONGWOOD 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: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2051
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field Placements for Accomack County Public Schools	These placements consist of Practicum I and Practicum II students, and student teachers.	Accomack County Public Schools is interested in sponsoring field experiences for the College of Education and Human Services (CEHS) graduate to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
2.	Field Placements for Albemarle County Public Schools	These placements consist of Practicum I and Practicum II choices, and student teaching in K-2 and non-Standards of Learning (SOL) subjects.	Albemarle County Public Schools is interested in sponsoring field experiences for the CEHS graduate to place selected students in specific subject areas.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
3.	Field Placements for Amelia County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Amelia County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
4.	Field Placements for Amherst County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Amherst County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
5.	Field Placements for Appomattox County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Appomattox County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
6.	Field Placements for Augusta County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Augusta County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes

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

Name of Institution: Longwood University
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7.	Field Placements for Bedford County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Bedford County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
8.	Field Placements for Buckingham County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Buckingham County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
9.	Field Placements for Campbell County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Campbell County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
10.	Field Placements for Charlotte County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Charlotte County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
11.	Field Placements for Chesapeake Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Chesapeake Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
12.	Field Placements for Chesterfield County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Chesterfield County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
13.	Field Placements for Charlottesville City Public Schools	This partnership consists of a field placement for student teaching.	Charlottesville City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes

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

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Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
14.	Field Placements for Colonial Heights Public Schools	This partnership consists of a field placement for student teaching.	Colonial Heights Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
15.	Field Placements for Culpeper Public Schools	These placements consist of Practicum I students, Practicum II students, and Student Teachers.	Culpeper Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
16.	Field Placements for Cumberland County Public Schools	These placements consist of Practicum I students, Practicum II students, and Student Teachers.	Cumberland County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
17.	Field Placements for Danville Public Schools	These placements consist of Practicum I students, Practicum II students, and Student Teachers.	Danville City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
18.	Field Placements for Dinwiddie Public Schools	These placements consist of Practicum I students, Practicum II students, and Student Teachers.	Dinwiddie Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
19.	Field Placements for Fairfax Public Schools	These placements consists of Practicum I and Practicum II placements only.	Fairfax County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University.	Yes

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

Name of Institution: Longwood University
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Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
20.	Field Placements for Fluvanna Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Fluvanna County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University.	Yes
21.	Field Placements for Greensville County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Greensville County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
22.	Field Placements for Halifax Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Halifax County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
23.	Field Placements for Hampton Public Schools	This partnership consists of a field placement for student teaching.	Hampton City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
24.	Field Placements for Hanover Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Hanover County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
25.	Field Placements for Henrico Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Henrico County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University.	Yes

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

Name of Institution: Longwood University
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Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
26.	Field Placements for Henry County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Henry County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University.	Yes
27.	Field Placements for Hopewell Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Hopewell City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
28.	Field Placements for Isle of Wight Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Isle of Wight County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
29.	Field Placements for Loudoun Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Loudoun County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
30.	Field Placements for Louisa Public Schools	This partnership consists of student teaching field placements.	Louisa County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
31.	Field Placements for Lunenburg Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Lunenburg County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes

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

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2051
Reporting Date: August 2012

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?
32.	Field Placements for Lynchburg Public Schools	These placements consist of Practicum I students, Practicum II students, (residents only), and student teachers.	Lynchburg City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
33.	Field Placements for Martinsville City Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Martinsville City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
34.	Field Placements for Mecklenburg Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Mecklenburg County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
35.	Field Placements for Newport News Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Newport News City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
36.	Field Placements for Norfolk City Public Schools	This partnership consists of student teaching field placements.	Norfolk City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
37.	Field Placements for Nottoway Public Schools	These placements consists of Practicum I students, Practicum II students, and student teachers.	Nottoway County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University.	Yes

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

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2051
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38.	Field Placements for Orange County Public Schools	This partnership consists of student teaching field placements.	Orange County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University.	Yes
39.	Field Placements for Patrick County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Patrick County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
40.	Field Placements for Petersburg City Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Petersburg City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
41.	Field Placements for Pittsylvania County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Pittsylvania County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
42.	Field Placements for Poquoson Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Poquoson Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
43.	Field Placements for Powhatan Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Powhatan County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes

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

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2051
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44.	Field Placements for Prince Edward Public Schools	This partnership consists of student teaching field placements.	Prince Edward County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
45.	Field Placements for Prince George Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Prince George County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
46.	Field Placements for Prince William Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Prince William County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
47.	Field Placements for Richmond City Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Richmond City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
48.	Field Placements for Roanoke County Public Schools	These placements consist of Practicum I and Practicum II Students (non-SOL subjects only), and student teachers.	Roanoke County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
49.	Field Placements for Salem City Public Schools	This partnership consists of student teaching field placements.	Salem City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
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Name of Institution: Longwood University
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50.	Field Placements for Southampton County Public Schools	These placements consist of Practicum I and Practicum II Students (non-SOL subjects only); and student teachers.	Southampton County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
51.	Field Placements for Spotsylvania County Public Schools	This partnership consists of student teaching field placements.	Spotsylvania County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
52.	Field Placements for Stafford County Public Schools	These placements consist of Practicum I students only and student teachers.	Stafford County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
53.	Field Placements for Sussex County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Sussex County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
54.	Field Placements for Suffolk City Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Suffolk City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
55.	Field Placements for Virginia Beach City Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Virginia Beach City Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes

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

Name of Institution: Longwood University
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Phone No.: (434) 395-2051
Reporting Date: August 2012

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?
56.	Field Placements for Warren County Public Schools	These placements consist of Practicum I students, Practicum II students, and student teachers.	Warren County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes
57.	Field Placements for York County Public Schools	This partnership consists of student teaching field placements.	York County Public Schools is interested in sponsoring field experiences for CEHS graduates to obtain teaching positions.	The Superintendent or the superintendent's representative and Dr. Connie Ballard, Director of the Office of Professional Services for Longwood University	Yes

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

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2051
Reporting Date: August 2012

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

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

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2051
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Library Media PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																								
21.	Field Placements for Greensville County Public Schools	X																								
22.	Field Placements for Halifax Public Schools	X		X	X	X						X							X						X	X
23.	Field Placements for Hampton Public Schools	X											X													
24.	Field Placements for Hanover Public Schools	X	X										X				X	X		X						
25.	Field Placements for Henrico Public Schools	X	X									X	X				X						X			
26.	Field Placements for Henry County Public Schools	X																								
27.	Field Placements for Hopewell Public Schools	X											X													
28.	Field Placements for Isle of Wight Public Schools	X																								
29.	Field Placements for Loudoun Public Schools	X	X										X					X					X			
30.	Field Placements for Louisa Public Schools	X	X							X													X			
31.	Field Placements for Lunenburg Public Schools	X														X		X					X			
32.	Field Placements for Lynchburg Public Schools	X	X									X	X					X	X							
33.	Field Placements for Martinsville City Public Schools	X																								
34.	Field Placements for Mecklenburg Public Schools	X	X	X	X												X									
35.	Field Placements for Newport News Public Schools	X	X																				X			
36.	Field Placements for Norfolk City Public Schools	X	X																				X			
37.	Field Placements for Nottoway Public Schools	X																X					X	X		
38.	Field Placements for Orange County Public Schools	X											X													
39.	Field Placements for Patrick County Public Schools	X																								
40.	Field Placements for Petersburg City Public Schools	X	X														X	X					X			

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

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2051
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Library Media PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																								
41.	Field Placements for Pittsylvania County Public Schools	X																								
42.	Field Placements for Poquoson Public Schools	X	X																				X			
43.	Field Placements for Powhatan Public Schools	X			X					X				X	X											
44.	Field Placements for Prince Edward Public Schools	X																					X	X		
45.	Field Placements for Prince George Public Schools	X																								
46.	Field Placements for Prince William Public Schools	X								X		X		X		X	X									
47.	Field Placements for Richmond City Public Schools	X	X									X					X	X					X			
48.	Field Placements for Roanoke County Public Schools	X																								
49.	Field Placements for Salem City Public Schools	X																								
50.	Field Placements for Southampton County Public Schools	X																								
51.	Field Placements for Spotsylvania County Public Schools	X	X										X													
52.	Field Placements for Stafford County Public Schools	X	X										X										X			
53.	Field Placements for Sussex County Public Schools	X																								
54.	Field Placements for Suffolk City Public Schools	X																								
55.	Field Placements for Virginia Beach City Public Schools	X	X																				X			
56.	Field Placements for Warren County Public Schools	X								X													X			
57.	Field Placements for York County Public Schools	X																								

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

Name of Institution: Longwood University
Contact Person: Wayne White
Phone No.: (434) 395-2051
Date: August 2012

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

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: Jan S. Stennette
Phone No.: (434) 544-8662
Reporting Date: August 2012

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.	21st Century Partnership Grant	Robert S. Payne Elementary and Thomas C. Miller Elementary Schools: Lynchburg College (LC) faculty Advisory Board members. LC works with 21st Century Grant coordinators to involve LC students in after school tutoring sessions. Robert S. Payne and Thomas C. Miller students also visit LC campus and attend interactive sessions.	Robert S. Payne and Thomas C. Miller Elementary schools have identified students K-5 who need additional help with basic mathematics and reading skills.	RS Payne and TC Miller Elementary teachers, 21st Century Grant coordinator at each school, LC faculty: Jan Stennette and Jeri Watts	YES--LC was written in as part of the 21st Century Grant
2.	Central Virginia Writing Project	Partnership schools identify teachers who want to improve teaching writing skills. Workshop sessions are held on LC campus as well as at school system locations.	School systems identify areas of need for improving students' writing skills. The workshop sessions target these specific needs.	Amherst, Bedford, Campbell, Nelson, Rockbridge Counties, and Lynchburg City Schools; LC faculty: Jeri Watts	No
3.	Reading 669A Writing Across the Curriculum course	LC offers the one-credit hour course for area teachers who want more instruction for improving students' writing skills at all grade levels.	LC faculty member, Jeri Watts offers the summer course for credit in response to requests from area school systems.	Partnership school systems: Amherst, Appomattox, Bedford, Campbell and Lynchburg City Schools	No
4.	"Math Buddies Tutorial Program"	LC students in Mathematics courses are scheduled in specific elementary schools to work with students who need additional help with developing stronger mathematics skills.	Roberts S. Payne and Thomas C. Miller Elementary schools have identified students in grades one through five who need additional help with bringing their skills up to grade level.	Robert S. Payne and Thomas C. Miller Elementary school teachers and LC Mathematics faculty	No
5.	"Book Buddies Reading Program"	LC students in Field Experience II, both regular and special education, work one-on-one with identified students who need additional help with improving their reading skills.	Students in grades two through four have been identified by their classroom teachers as needing additional one-on-one help to improve their reading skills.	Robert S. Payne, Thomas C. Miller, Bedford Hills Elementary schools and LC reading and Special Education faculty members	No
6.	Field Experience I Elementary, Special Education, Secondary Pre-Service Teachers	Pre-service teachers observe K-12 classes weekly and help teachers with a variety of tasks: working one-on-one with students, sorting, and returning papers.	Pre-service teachers assist classroom teachers by conducting one-on-one tutoring or small group testing as well as completing clerical duties to help free up teachers' time to work with other students.	LC faculty and Lynchburg City School system teachers grades K-12	No
7.	Field Experience II Secondary Pre-Service Teachers	Pre-service teachers work with assigned secondary teachers to plan lessons for small and whole group instruction. They work in their assigned schools two days per week.	Pre-service teachers help classroom teachers prepare students for Standards of Learning testing as well as honing their own teaching skills.	LC faculty and partnership schools: Amherst, Bedford, Campbell Counties and Lynchburg City Schools; LC instructors	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
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Contact Person: Jan S. Stennette
Phone No.: (434) 544-8662
Reporting Date: August 2012

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8.	Field Experience III Elementary and Special Education Pre-service Teachers	Pre-service teachers work with teachers at various grade levels: K-6 to teach small and whole group instruction. Special Education pre-service teachers work with K-12 grade levels.	Pre-service teachers work closely with classroom teachers to help with a variety of classroom tasks as well as planning and teaching small and whole groups of students.	Partnership school systems: Amherst, Appomattox, Bedford, Campbell and Lynchburg City Schools; LC faculty instructors	No
9.	"Teachers for Tomorrow"	LC partners with two school systems to offer dual enrollment courses for Field Experience I and EDUC 101 Foundations, for four credit hours. Most instruction is delivered by master teachers in home-based schools. LC faculty teach seminars on campus.	High school students get a head start on their education programs. LC fee of $100 for 4 credits is a great deal--systems pay the fee and in return the students are committed to teaching for a set number of years.	Specific teachers in Bedford and Campbell Counties deliver the majority of the instructional content at the home-based high schools. LC faculty delivers seminars on campus.	Yes
10.	Reading Clinic: Summer Institute	Culminating Experience: Reading Specialist graduate students provide one-on-one tutoring for students in grades two through 12 who need to improve their reading skills. The clinic experience is required for graduates to complete the licensure program.	The clinic is open to area students who have been recommended by their regular classroom teachers as needing additional help with improving reading skills.	Area schools; LC Reading Specialist faculty members and LC Reading Specialist graduate students	No
11.	Reading: Literacy Studies Certificate	Graduate courses (12 credit hours) are offered in the Reading Specialist program are open to teachers who want to improve their own knowledge of literacy.	The Certificate program is offered in response to area requests from school systems for coursework to improve teachers' knowledge of literacy .	Area schools; LC Reading Specialist faculty	No
12.	Reading: Special Topics for Lynchburg City School Teachers	Two special topics courses are taught by master teachers on-site in Lynchburg City Schools. One section is for elementary teachers and one section is for secondary teachers. The LC deans of Graduate Studies and of the School of Education attend some sessions.	These special topics courses were offered in 2010-2011 in response to a request from Lynchburg City Schools to offer the special topics in reading for elementary and secondary teachers.	Two master teachers in LCS and two deans from LC	Yes
13.	Virginia Department of Education (VDOE) Science Technology Mathematics (STEM) Grant Workshop	The STEM workshop was offered at Lynchburg College for area fourth- and fifth-grade teachers.	The VDOE grant for the workshop was offered for local teachers and administrators to learn more about STEM and how to incorporate content in school curricula.	Area teachers and administrators; LC facilitators	Yes
14.	Claytor Nature Study Center (CNSC)	Area school systems send K-12 students to visit the center for interdisciplinary studies appropriate to grade level and subject areas. Visits are coordinated and implemented by LC science and education faculty. Saturday programs are conducted by LC faculty and the CNSC director.	Hands-on programs help students understand various aspects of science and other interdisciplinary topics and subjects.	Area school systems; LC science faculty and Claytor Nature Study Center director	No

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

Name of Institution: Lynchburg College
Contact Person: Jan S. Stennette
Phone No.: (434) 544-8662
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
15.	Science: Astronomy Program	Area school systems send K-12 students to Claytor Nature Study Center Astronomy Lab for specific programs related to astronomy.	Seminar and workshop sessions are offered in the evenings and weekends at Claytor Nature Study Center, location of new high-powered telescope and teaching facility.	Area school systems; LC science faculty and CNSC director	No
16.	Special Education: Adapted Curriculum Endorsement	Adapted Curriculum endorsement is offered as well as a 12-hour certificate program for educators who want to further their knowledge of working with students with significant disabilities.	This endorsement and certificate program are offered in response to area school systems' requests.	Area school systems and LC faculty	No
17.	Autism Spectrum Disorders (ASD) Certificate	This 12-credit hour certificate program is offered to individuals who want to add to their knowledge of Autism Spectrum Disorders especially Asperger Syndrome.	This was in response to requests from area school systems which had indicated a need for additional coursework and field experiences for teachers.	Teachers from area school systems and LC faculty	No
18.	Health and Physical Education (HPE): Family Fitness Night Program	Pre-service teachers from the Health and Physical Education program volunteer with the Family Fitness Night held annually at Robert S. Payne Elementary School.	HPE pre-service teachers help parents understand the need for physical fitness related to themselves and their families.	Robert S. Payne Elementary School and Health and Physical Education pre-service teachers	No
19.	History Symposium	LC History Department and School of Education co-sponsor a History Symposium for area teachers.	Surveys indicated that area teachers were interested in attending a symposium with history faculty presenting topics of current interests. Teachers also earn re-certification points.	Area school systems; LC History and School of Education	No
20.	Spanish Faculty Presentations	Faculty members make annual presentations related to Spanish culture to Spanish classes in area high schools.	Area teachers have continued to request presentations to their classes to help students gain greater knowledge and understanding of Spanish culture.	LC faculty, area schools	No
21.	Theater Presentations	LC Theater program faculty work with local schools to develop a greater interest in drama and theater.	Area high schools and some elementary schools work with the Drama Department to produce mini-skits and plays. Area students also are invited to attend LC productions.	Area schools and LC faculty	No
22.	Art: Daura Gallery	Daura Gallery provides special tours and appropriate grade-level activities for area classes to include current exhibits, LC student works, and brief presentations by art faculty.	Area teachers schedule visits for appropriate activities related to SOL.	Area school systems and Daura Gallery director and staff	No

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

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Contact Person: Jan S. Stennette
Phone No.: (434) 544-8662
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23.	Art Partnership	LC Art Department faculty partnered with Thomas C. Miller Elementary School to offer a one-year Master Partnership between the Art Department and Thomas C. Miller Elementary School.	Art faculty member at TC Miller set up program for LC Art students to visit TC Miller to help students with art projects and improve their understanding of art in various forms. TC Miller students also visited LC Daura Gallery to view exhibits and art projects in progress.	Thomas C. Miller faculty member and LC Art Department faculty members	Yes
24.	Special Olympics	Pre-service teachers work with area special education students in preparing and participating in the spring Special Olympics held at LC.	Area teachers have indicated that students with special needs gain so much from participating in the Special Olympics and enjoy the attention from the LC pre-service teachers.	Area schools, LC pre-service teachers, and LC faculty	No
25.	Special Education Distance Learning Courses	Faculty members at Radford University and LC share offering distance learning courses so that more teachers earn credits required for licensure.	There always is a shortage of licensed teachers, especially in Early Childhood Special Education. Courses offered by the Radford University and LC Consortium help to fill the need for more licensed teachers.	Radford University and LC faculty	Yes
26.	Annual Schewel Lecture	This lecture series brings nationally known experts in the field of education and human diversity to the LC campus each spring.	Topics are current and related to teachers' concerns as well as pre-service teachers' knowledge base. Topics have included: bullying, poverty, and minority needs.	LC School of Education, Sweet Briar College, Randolph College faculty, area school systems, area agency leaders, community groups	Yes
27.	School of Education Advisory Board	Area teachers, LC faculty members, and appropriate community leaders serve on this advisory board. All provide suggestions for area school needs.	Open discussions at meetings help bring out positives of the licensure programs at LC. Suggestions also are made regarding improvements or revisions in programs.	Representatives from partnership schools, Central Virginia Community College, LC program representatives and appropriate community leaders	No
28.	Tri-College Consortium Grant Team	The Tri-College team, with representatives from Randolph College, Sweet Briar College, and Lynchburg College meet multiple times during a grant year to prepare training sessions for area teachers.	Master teachers present at workshops and information sessions on specific topics each year. Master teachers have completed at least three years of Santa Cruz Training.	Teachers from partnership schools, Master Teachers, Randolph College, Sweet Briar College, and LC faculty	Yes
29.	Tri-College Consortium Colloquium	In conjunction with Randolph College and Sweet Briar College, Lynchburg College hosts annual colloquia for pre-service teachers from three area colleges and all partnership teachers in Clinical Faculty Training sessions.	Based on annual surveys of previous participants of colloquia, topics are chosen related to teachers' requests (i.e., best practices, differentiation, Response to Intervention, etc.).	Five partnership schools, Tri-College Consortium Education faculty members	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: Lynchburg College
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Reporting Date: August 2012

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30.	School Musicals	Students in Vocal Music and Theatre Arts collaborate with local school drama and music departments to produce school musicals.	Area high school students have opportunities to perform in drama and musical productions, therefore improving their skills. LC students get practical experience in helping students.	Area high schools and LC music and theatre faculty	No
31.	Counseling Parent Education Program	Counseling faculty members present workshops and information sessions on a variety of topics related to family. Free parenting sessions are offered by area school systems as well as on the LC campus.	Surveys and feedback from previous workshops and informational sessions indicate that parents want and need current information about specific topics such as drug use, drinking, sex education, and bullying.	Sessions are open to all parents of any area schools.	No
32.	Counseling Practicum and Internships	Under the supervision of a Counseling faculty member, graduate Counseling students conduct individual and small group counseling sessions for area school students in grades one through 12. These sessions are held on the LC campus and in individual schools.	These sessions are helpful for school students who have social, emotional, and/or academic problems, especially at the middle and secondary levels. Graduate Counseling students also work with licensed counselors as paraprofessionals in school and agency settings.	Area school systems and LC faculty	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: Jan S. Stennette
Phone No.: (434) 544-8662
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																			
1.	21st Century Partnership Grant	X																			
2.	Central Virginia Writing Project	X	X																		
3.	Reading 669A Writing Across the Curriculum course	X	X																		
4.	"Math Buddies Tutorial Program"	X											X								
5.	"Book Buddies Reading Program"	X																		X	
6.	Field Experience I Elementary, Special Education, Secondary Pre-Service Teachers	X			X	X	X			X	X	X	X	X	X	X	X			X	
7.	Field Experience II Secondary Pre-Service Teachers				X	X	X			X	X	X	X	X	X	X	X				
8.	Field Experience III Elementary and Special Education Pre-service Teachers	X																		X	
9.	"Teachers for Tomorrow"	X			X	X	X	X		X	X	X	X	X	X	X	X			X	
10.	Reading Clinic: Summer Institute		X																		
11.	Reading: Literacy Studies Certificate	X	X								X										
12.	Reading: Special Topics for Lynchburg City School Teachers	X	X																		
13.	Virginia Department of Education (VDOE) Science Technology Mathematics (STEM) Grant Workshop	X											X	X	X	X	X				X
14.	Claytor Nature Study Center (CNSC)	X												X	X	X	X				
15.	Science: Astronomy Program													X	X	X	X				
16.	Special Education: Adapted Curriculum Endorsement																		X		
17.	Autism Spectrum Disorders (ASD) Certificate																	X	X	X	
18.	Health and Physical Education (HPE): Family Fitness Night Program							X													
19.	History Symposium											X									

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

Name of Institution: Lynchburg College
Contact Person: Jan S. Stennette
Phone No.: (434) 544-8662
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																			
20.	Spanish Faculty Presentations					X															
21.	Theater Presentations										X										
22.	Art: Daura Gallery						X														
23.	Art Partnership						X														
24.	Special Olympics																	X	X	X	
25.	Special Education Distance Learning Courses																	X	X	X	
26.	Annual Schewel Lecture	X	X	X	X	X		X					X					X	X	X	
27.	School of Education Advisory Board	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	
28.	Tri-College Consortium Grant Team	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	
29.	Tri-College Consortium Colloquium	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	
30.	School Musicals								X	X	X										
31.	Counseling Parent Education Program			X																	
32.	Counseling Practicum and Internships			X																	

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

Name of Institution: Lynchburg College
Contact Person: Jan S. Stennette
Phone No.: (434) 544-8662
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	EDLS 700 - "Issues and Topics in Educational Leadership" course	This course was designed for administrators who want to stay abreast with current issues in Leadership. Lynchburg College offers a special tuition rate.	This course is offered on an individual basis (Independent Study) to licensed administrators who want to explore an issue or topic that is current and relevant and of a personal concern to them.	The course is open to area administrators.	No
2.	The School of Education and Human Development Cohort for Administration and Supervision	The 2012 cohort group recently completed their program. Individuals were selected by area-partnership school systems to participate in the program.	There is an increasing number of administrators retiring and who will continue to do so. The need for new administrators will continue to increase.	Five partnership divisions: Amherst, Appomattox, Bedford, Campbell, and Lynchburg City Schools; Individuals also are accepted into the program from other school systems.	No

MARY BALDWIN 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: Mary Baldwin College
Contact Person: James C. McCrory
Phone No.: (540) 887-7298
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Practica with Methods courses	Each of the "methods" courses includes a 30 clock-hour practicum in the local public schools.	The extra set of "helping hands" provides opportunity for the classroom teacher to work more one-on-one and with small groups of students.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Charlottesville City (Superintendent Dr. Rosa Atkins), Richmond City (Superintendent Dr. Yvonne Brandon), Roanoke City (Superintendent Dr. Rita Bishop), Rockingham County (Superintendent Dr. Carol Fenn), Staunton City (Superintendent Dr. Linda Reviea), Waynesboro City (Superintendent Dr. Robin Crowder)	No
2.	ED 110: Practicum	Prior to the senior year, with its supervised student teaching, students in the teacher education program will have a 90 clock-hour practicum experience that includes observation and involvement activities in the local public schools.	Prior to the senior year, with its supervised student teaching, students in the teacher education program will have a 90 clock-hour practicum experience that includes observation and involvement activities in the local public schools.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Charlottesville City (Superintendent Dr. Rosa Atkins), Richmond City (Superintendent Dr. Yvonne Brandon), Roanoke City (Superintendent Dr. Rita Bishop), Rockingham County (Superintendent Dr. Carol Fenn), Staunton City (Superintendent Dr. Linda Reviea), Waynesboro City (Superintendent Dr. Robin Crowder)	No
3.	Student Teaching	For one semester the college student works directly with students in a classroom on a full-time basis under the direction of a classroom teacher and a college supervisor.	Student Teaching meets the identified need of preparing experienced beginning teachers and provides availability for classroom assistance to the PreK-12 students with two teaching adults.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Charlottesville City (Superintendent Dr. Rosa Atkins), Richmond City (Superintendent Dr. Yvonne Brandon), Roanoke City (Superintendent Dr. Rita Bishop), Rockingham County (Superintendent Dr. Carol Fenn), Staunton City (Superintendent Dr. Linda Reviea), Waynesboro City (Superintendent Dr. Robin Crowder)	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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4.	Mid Valley Clinical Faculty Consortium	The Mid Valley Clinical Faculty Consortium connects four institutions of higher education (Mary Baldwin College, James Madison University, Eastern Mennonite University, Bridgewater College) with interested teachers in the public schools, and provides training and high quality selection for those interested teachers.	The training provided by the Consortium paves a pathway for smooth working relations with the teacher and prepares the students for a better understanding of the role of the student teacher.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Harrisonburg City (Superintendent Dr. Scott R. Kizner), Rockingham County (Superintendent Dr. Carol Fenn),Staunton City (Superintendent Dr. Linda Reviea), Waynesboro City (Superintendent Dr. Robin Crowder)	Yes
5.	Mentoring for the First Year Teacher	The first year teacher is assisted by an experienced teacher trained to mentor the novice teacher.	This program addresses the need for a seamless transition from student teaching to first year teaching.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Harrisonburg City (Superintendent Dr. Scott R. Kizner), Rockingham County (Superintendent Dr. Carol Fenn),Staunton City (Superintendent Dr. Linda Reviea), Waynesboro City (Superintendent Dr. Robin Crowder)	Yes
6.	OCAT (One Child at a Time Program)	Content Area Reading students tutor PreK-12 students in the local public schools.	Standards of Learning scores show need for improvement in reading by students in the public schools.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Harrisonburg City (Superintendent Dr. Scott R. Kizner), Rockingham County (Superintendent Dr. Carol Fenn),Staunton City (Superintendent Dr. Linda Reviea), Waynesboro City (Superintendent Dr. Robin Crowder)	No
7.	Career Fair in Waynesboro City and Augusta County	Students are given the opportunity to meet and talk with representatives of business and higher education institutions about employment and educational opportunities. This experience helps students understand requirements for employment, career options, and potential for career advancement.	High school students often have difficulty connecting their school experiences to job opportunities or higher education options. Students become more motivated when they have the chance to talk about "real-world" situations with individuals who are outside the public school setting.	Waynesboro City (Superintendent Dr. Robin Crowder)	Yes

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8.	Black History Month Oratorical Contest	Sponsored every year by the MBC Office of African American and Multicultural Affairs, college students work as interns to help local public school students prepare speeches.	The extra help is direly needed since this is an extracurricular program for which the practicing school teacher would have little or no time.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Roanoke City (Superintendent Dr. Rita Bishop), Staunton City (Superintendent Dr. Linda Reviea), Waynesboro City (Superintendent Dr. Robin Crowder)	Yes
9.	PEARL Program: This program is named "pearl" because the college students believed the children and youth in the public schools to be as precious as pearls.	The program connects minority public school students with minority women of color at MBC.	MBC students make every effort to increase the public school students' cultural awareness while enhancing their academic capabilities through regular tutoring sessions.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Staunton City (Superintendent Dr. Linda Reviea)	Yes
10.	Black Baby Doll Day	The Ida B. Wells Living Learning Community gives dolls to African American and Latino girls in the local public schools each year.	This program helps the public schools to meet the need of enhancing the cultural pride of female students of color by providing baby dolls that appear to share their ethnic backgrounds.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Staunton City (Superintendent Dr. Linda Reviea)	Yes
11.	International Society of Technology in Education Advancing Digital Age Teaching Certification	In this program initiated by an MBC Adjunct professor of mathematics, local teachers use examples from MBC such as BlackBoard, testing online, and communicating with MBC students to achieve this certification.	The SOL score results show need for improvement in mathematics which will improve with more teachers incorporating technology into their teaching.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Staunton City (Superintendent Dr. Linda Reviea)	No
12.	Preparing Students to Excel in Mathematics	This program is made possible by grant funding through the No Child Left Behind Act.	The SOL score results show need for improvement in mathematics which will improve with more teachers incorporating technology into their teaching.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Staunton City (Superintendent Dr. Linda Reviea)	Yes
13.	Program for the Exceptionally Gifted	This program provides an alternative to high school for academically gifted and talented students.	This alternative to high school helps the public schools to serve a need not otherwise accomplished.	Secondary Schools throughout Virginia and all states in the United States of America	No
14.	Mathematics Tutors	MBC provides funding for at least one mathematics major to tutor at Stuart Hall School in Staunton.	Extra individual help from an excellent college student is always helpful as a resource beyond the norm.	Stuart Hall School in Staunton, VA	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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15.	MBC Environment-Based Learning (EBL) Program	Thousands of dollars have been secured by MBC Professor, Tamra Willis, to support MBC Education students and local teachers to explore how their surroundings can help them develop lesson plans for all subjects.	The MBC Environment-Based Learning Program makes the curriculum more relevant for students, while developing citizens who know how to critically analyze and problem solve issues related to communities and the environment.	School Divisions in the Greater Shenandoah Valley and Western Virginia as well as Roanoke and Charlottesville areas.	Yes
16.	Expansion of Mary Baldwin College's Historic Commitment to Community Service	MBC employees and students contribute more than 13,000 clock hours annually in community service, much of which is completed in the public schools.	The public schools need the assistance and connection with adults in the community for students to learn from the experience of adults and to benefit from the extra help.	Public school divisions: Augusta County, (Superintendent Dr. William Bishop), Staunton City (Superintendent Dr. Linda Reviea)	No
17.	ED 510: Practicum	This course, Graduate Field Experience, is an MAT course taken prior to supervised student teaching. The course requires a minimum of 140 clock hours in the classroom over the course of the MAT degree, including observation and involvement activities in the local public schools.	This course is taken prior to supervised student teaching. Students are available to assist individual students, small groups of students, and a large group of students.	All cities and counties in proximity to MBC regional areas in Virginia: Staunton, Weyers Cave, Charlottesville, Richmond, Roanoke, Hampton, Southside Virginia	No
18.	MBC Teacher-In-Residence (MBC Environment-Based Learning Program)	Through the MBC Environmental-Based Learning grants, Augusta County Public Schools has partnered with MBC to support a Teacher-In-Residence position at the college. Seventh grade life sciences teacher, Betty Gatewood, works with teachers in numerous school divisions who are implementing environment-based programs at their schools.	Schools and teachers with outdoor classrooms, schoolyard gardens, and investigative field experiences for students get support and help with their programs from a seasoned EBL teacher.	Public school division: Augusta County, (Superintendent Dr. William Bishop)	Yes
19.	Career Fair	This career fair in Rockingham County, in which MBC participates, supports school divisions to inform students about the need for new hires.	This Career Fair, sponsored by the Shenandoah Valley Teachers Recruitment Consortium, is usually held during March at Harrisonburg High School. At this career fair, students receive information regarding vacancies in critical teaching areas and English as a Second Language.	Public school division: Rockingham County (Superintendent Dr. Carol Fenn),	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*French PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Visual Arts PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																	
1.	Practica with Methods courses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	ED 110: Practicum	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Student Teaching	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Mid Valley Clinical Faculty Consortium	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	Mentoring for the First Year Teacher	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	OCAT (One Child at a Time Program)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.	Career Fair in Waynesboro City and Augusta County	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Black History Month Oratorical Contest	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	PEARL Program: This program is named "pearl" because the college students believed the children and youth in the public schools to be as precious as pearls.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10.	Black Baby Doll Day	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
11.	International Society of Technology in Education Advancing Digital Age Teaching Certification	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12.	Preparing Students to Excel in Mathematics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13.	Program for the Exceptionally Gifted	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
14.	Mathematics Tutors	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15.	MBC Environment-Based Learning (EBL) Program	X	X									X					X		
16.	Expansion of Mary Baldwin College's Historic Commitment to Community Service	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
17.	ED 510: Practicum	X	X									X					X		
18.	MBC Teacher-In-Residence (MBC Environment-Based Learning Program)	X	X																
19.	Career Fair	X	X	X	X	X													

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

Name of Institution: Mary Baldwin College
Contact Person: James C. McCrory
Phone No.: (540) 887-7298
Date: August 2012

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

MARYMOUNT 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: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Reporting Date: August 2012

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?
1.	Marymount University and Arlington County Public Schools Professional Development School Partnership(PDS) - Internships	This partnership places seven to eight PreK-6 or special education (general curriculum, K-12) M.Ed. student interns in Ashlawn ES, Henry ES, Jamestown ES, Taylor ES, Jefferson MS, Washington-Lee HS. Interns serve in two placements through the internship: one high-needs school and one nonhigh-needs school from the beginning of the school year through the second week in May.	This partnership yields highly effective teachers in a county that has vacancies each year. Arlington County has a priority to hire the PDS interns if the county chooses to do so. Also, interns assist, co-teach, and collaborate with trained mentor teachers.	Shannon Melideo and Mary Gibson, Marymount University; Susan Saber and Vicki Taylor, Arlington Public Schools	Yes
2	Marymount University and Arlington Public Schools PDS Partnership - Mentor Teacher and Clinical Faculty Development	PDS mentor teachers are provided clinical faculty training in PreK-6 and special education (general curriculum, K-12) supervision through a joint collaboration with Arlington Public Schools and Marymount Faculty.	This partnership yields highly effective teachers who are trained to provide support and mentoring to PreK-6 and special education (general curriculum, K-12) interns.	Shannon Melideo and Mary Gibson, Marymount University; Sue Saber and Vicki Taylor, Arlington Public Schools	Yes
3.	Marymount University and Fairfax County Public Schools Professional Development School Partnership - Mentor Teacher Clinical Faculty Development	PDS mentor teachers are provided clinical faculty training in PreK-6 and special education (general curriculum, K-12) supervision through a joint collaboration with Fairfax County Public schools (Buzz Aldrin, Dogwood, Herndon HS, Hutchison, Sunrise Valley, and Marymount Faculty).	This partnership yields highly effective teachers who are trained to provide support and mentoring to PreK-6 and special education (general curriculum, K-12) interns.	Shannon Melideo and Mary Gibson, Marymount University; Susan Brann, Fairfax County Public Schools	Yes
4.	Marymount University and Fairfax County Public Schools Professional Development School Partnership (PDS) - Internships	Marymount University sponsors seven to nine interns seeking endorsements in PreK-6, Special Education General Curriculum K-12, or both PreK-6 and Special Education General Curriculum K-12) in Hutchison Elementary School, Sunrise Valley Elementary School, Herndon High School, Aldrin Elementary School, and Dogwood Elementary School. Interns serve at two placements through the internship: one high-needs and one nonhigh-needs school from the beginning of the school year through the second week in May.	This partnership yields highly effective teachers in a county that has many vacancies each year. Fairfax County has priority to hire the PDS interns if the county chooses to do so. Interns assist, co-teach, and collaborate with trained mentor teachers.	Shannon Melideo and Mary Gibson, Marymount University; Susan Brann, Fairfax County Public Schools	Yes
5.	PreK-6 Marymount University and The Potomac School Internship Partner Program	Up to three PreK-6 or secondary student interns are placed at the private independent Potomac School for the entire school year. Internships are for two years.	This partnership allows the student/teacher ratio to be much lower as interns are mentored and treated as co-teachers.	Lisa Turissini, Marymount University; Nancy Powell, Potomac School	Yes

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Reporting Date: August 2012

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?
6.	Fairfax County Public Schools - Student Teaching and Field Experiences in PreK-6, English as a Second Language, Secondary English, Secondary Mathematics, Secondary History, Secondary Biology, and Special Education General Curriculum K-12	Students participate in field experiences and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo and Tamala Amissah, Marymount University; Jennifer Atkins, Fairfax County Public Schools: Aldrin Elementary School, Baileys Elementary School, Braddock Elementary School, Cardinal Forest Elementary School, Chesterbrook Elementary School, Churchill Road Elementary School, Clermont Elementary School, Coates Elementary School, Deer Park Elementary School, Forest Edge Elementary School, Forestdale Elementary School, Forestville Elementary School, Fort Hunt Elementary School, Freedom Hill Elementary School, Greenbriar East Elementary School, Halley Elementary School, Hunters Woods Elementary School, Lees Corner Elementary School, Marshall Road Elementary School, McNair Elementary School, Mount Vernon High School, Oakton Elementary School, Oakton High School, Sangster Elementary School, Poe Middle School, Vienna Elementary School, Waples Mill Elementary School, Willow Spring Hill Elementary School, Annandale Terrace Elementary School, Beech Tree Elementary School, Cameron Elementary School, Colvin Run Elementary School, Deer Park Elementary School, Fairhill Elementary School, Glasglow Middle School, Great Falls Elementary School, Greenbriar West Elementary School, Kent Gardens Elementary School, Stone Middle School, Cameron Elementary School, Mark Twain Middle School, Chantilly High School, Cooper Middle School, Edison High School, Fairfax High School, West Potomac High School, Westfields High School, Herndon Middle School, Fairhill Elementary School, Lane Elementary School, Lake Anne Elementary S, Little Run ES, Mount Eagle ES, Mason HS, Lee HS, Rocky Run MS.	No

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Reporting Date: August 2012

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?
7.	Arlington Public Schools - Arlington Traditional Day, Student Teaching and Field Experience in PreK-6, Special Education General Curriculum K-12, English as a Second Language, Secondary History, Secondary Mathematics, Art, Secondary Earth and Space Science	Students participate in field experiences and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo and Tamala Amissah, Marymount University, Erin Wales-Smith, Arlington Public Schools: Patrick Henry Elementary School, Nottingham Elementary School, Glebe Elementary School, Yorktown High School, Williamsburg Middle School, Wakefield High School, Kenmore Middle School, Arlington Science Focus, Jamestown Elementary School, Arlington Mill High School, Ashlawn Elementary School, Barcroft Elementary School, Barrett Elementary School, Campbell Elementary School, Carlin Springs Elementary School, Long Branch Elementary School, Washington and Lee High School, Tuckahoe Elementary School, Jefferson Middle School, McKinley Elementary School, Swanson Middle School, Abingdon Elementary School, Liberty Middle School, Henderson Middle School	No
8.	Alexandria City Schools - Student Teaching and Field Experience in PreK-6, Special Education (general curriculum, K-12), English as a Second Language	Students participate in field experience and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University, Adora Aldana Alexandria City Schools: Adams Elementary School, Barrett Elementary School, Hammond Middle School, McArthur Elementary School, Washington Middle School, TC Williams High School	No
9.	Loudoun County Public Schools - Student Teaching and Field Experience in PreK-6, English as a Second Language, and Special Education General Curriculum K-12, Secondary Mathematics, Secondary English, Secondary History, Art	Students participate in field experience and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo and Tamala Amissah, Marymount University, Delores Creech, Loudoun County Public Schools: Algonkian Elementary School, Arcola Elementary School, Rolling Ridge Elementary School, Forest Grove Elementary School, Little River Elementary School, Potomac Falls High School, Seneca Ridge Middle School, Stuart Weller Middle School, Belmont Station Elementary School, Douglas High School, Harmony Middle School, Lowes Island Elementary School, Sterling Middle School, Simpson Middle School, Briar Woods High School, Woodgrove High School, Tuscarora High School, Heritage High School, Douglas Elementary School	No
10.	Prince William County Public Schools - Student Teaching PreK-6	Students participate in field experiences and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Rosanna Noviello, Prince William County Public Schools: Buckland Mills Elementary School; Potomac View Elementary School, Dumfries Elementary School, Penn Elementary School, Mont Clair Elementary School, Fitzgerald Elementary School, Rosa Parks Elementary School	No

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Reporting Date: August 2012

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?
11.	Arlington Diocese - Student Teaching and Field Experiences ; PreK-6, Secondary History, Secondary English, Secondary Chemistry, Special Education General Curriculum K-12	Students participate in field experiences and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Principals: St. Charles, Bishop Ireton HS, Bishop O'Connell HS, St. Andrew the Apostle, St. James, St. Mark	No
12.	Independent School of Warrenton - Student Teaching - Secondary Physics - Highland School	The site is for student teachers.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Cassin Bertke, Highland School	No
13.	Falls Church Independent School- Student Teaching in Secondary Mathematics - Trinity School at Meadow View	This site is for student teachers.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Andrew Zwerneman, Trinity School at Meadow View	No
14.	Independent School- Student Teaching in PreK-6, Al Fatih Academy	This site is for students teachers.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Amrah Decuir, Al Fatih Academy	No
15.	Falls Church City Public Schools - Student Teaching and Field Experiences in PK-6, English as a Second Language, Special Education General Curriculum K-12, Secondary English, Secondary History	Students participate in field experiences and students teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Lisa High, Falls Church City Public Schools	No
16.	School Counseling Practicum - Fairfax County Public Schools	The site for the school counseling practicum students provides clinical experience, training, and supervision for students.	Practicum students provide counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Michele Garofalo, Steve Zappalla, Marymount University; Susan Brann, Fairfax County Public Schools: South Lakes High School, West Springfield High School, Oakton High School, Lake Braddock High School, Whitman Middle School, Centreville High School, Chantilly High School, James Madison High School, Fairfax High School, Herndon High School, Dogwood Elementary School, and Laurel Hill Elementary School	Yes
17.	School Counseling Practicum - Loudoun County Public Schools	The site for the school counseling practicum students provides clinical experience, training, and supervision for students.	Practicum students provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Michele Garofalo, Steve Zappalla, Marymount University; Beth Doyle, Loudoun County Public Schools: Park View High School, Dominion High School, Sterling Middle School, Seneca Ridge Middle School, and Sugarland Run Elementary School	Yes
18.	School Counseling Practicum - Prince William County Public Schools	The site for the school counseling practicum students provides clinical experience, training, and supervision for students.	Practicum students provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Michele Garofalo, Steve Zappalla, Marymount University; Deborah Ransom, Prince William County Public Schools: Bull Run Middle School and Antietam Elementary School	Yes

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Reporting Date: August 2012

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?
19.	School Counseling Practicum - Arlington County Public Schools	The site for school counseling practicum students provided clinical experience, training, and supervision for students.	Practicum students provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Michele Garofalo, Steve Zappalla, Marymount University; Erin Wales-Smith, APS: Long Branch ES, Barrett Elementary School, Jefferson Middle School, Yorktown High School	No
20.	District of Columbia Public Schools - PreK-6	Students participate in field experiences at this site.	This partnership allows the student/teacher ration to be lower and gives extra support to teachers.	Shannon Melideo, Marymount University; Kay Rollins, Communities in Schools: Ferebee Hope School	No
21.	Colegio Menor, San Francisco de Quito Ecuador - PreK-6	The site is for student teachers.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Andrew Sherman, Colegio Menor	Yes
22.	New Zealand, Junior Class Learning (JCL) (1)	The site is for student teachers.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to seven weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Mary McDonald, JCL	Yes
23.	New Zealand, Junior Class Learning (JCL) (2)	The site is for student teachers.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to seven weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Susan Smith, DODEA	No
24.	Arlington Academy of Hope, Uganda	Students participate in field experiences at this site. Marymount University faculty provide professional development to Arlington Academy of Hope teachers and teachers from surrounding public schools.	This partnership allows teacher candidates to improve and showcase their presentation skills and knowledge of pedagogical practice and theory to practitioners. This partnership also provides professional development for practicing teachers. It also is a vehicle by which the teacher candidates can engage in an international field experience placement.	Shannon Melideo, Tamala Amissah, Marymount University; Caitlan McDaniel, Arlington Academy of Hope	Yes
25.	Lab School of Washington, D.C.	Students participate in field experiences and student teaching at this site. Lab School also serves as a field trip destination for a required university course. Clinical faculty from Lab School present a professional development session to graduate students during the field trip.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks. This partnership also provides professional development to university students from practitioners in a self-contained special education setting.	Shannon Melideo, Tamala Amissah, Marymount University; Jennifer Durham, Lab School of Washington	No

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Reporting Date: August 2012

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?
26.	Library of Congress	Students participate in field experiences, course and professional development at the Library of Congress through a field trip associated with a required university course.	This partnership allows students to complete field experience hours learning about excellent resources available to them through Library of Congress. The teacher candidate receives professional development on the field trip.	Shannon Melideo, Tamala Amissah, Marymount University; Dana Bell-Russel, Library of Congress	No

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*School Counselor PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.											
1.	Marymount University and Arlington County Public Schools Professional Development School Partnership(PDS) - Internships	X											X
2.	Marymount University and Arlington Public Schools PDS Partnership - Mentor Teacher and Clinical Faculty Development	X											X
3.	Marymount University and Fairfax County Public Schools Professional Development School Partnership - Mentor Teacher Clinical Faculty Development	X											X
4.	Marymount University and Fairfax County Public Schools Professional Development School Partnership (PDS) - Internships	X											X
5.	PreK-6 Marymount University and The Potomac School Internship Partner Program	X											
6.	Fairfax County Public Schools - Student Teaching and Field Experiences in PreK-6, English as a Second Language, Secondary English, Secondary Mathematics, Secondary History, Secondary Biology, and Special Education General Curriculum K-12	X		X	X	X	X	X	X				X
7.	Arlington Public Schools - Arlington Traditional Day, Student Teaching and Field Experience in PreK-6, Special Education General Curriculum K-12, English as a Second Language, Secondary History, Secondary Mathematics, Art, Secondary Earth and Space Science	X		X	X		X	X			X		X
8.	Alexandria City Schools - Student Teaching and Field Experience in PreK-6, Special Education (general curriculum, K-12), English as a Second Language	X			X								X

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*School Counselor PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.											
9.	Loudoun County Public Schools - Student Teaching and Field Experience in PreK-6, English as a Second Language, and Special Education General Curriculum K-12, Secondary Mathematics, Secondary English, Secondary History, Art	X		X	X	X	X	X					X
10.	Prince William County Public Schools - Student Teaching PreK-6	X											
11.	Arlington Diocese - Student Teaching and Field Experiences ; PreK-6, Secondary History, Secondary English, Secondary Chemistry, Special Education General Curriculum K-12	X				X	X			X			X
12.	Independent School of Warrenton -Student Teaching - Secondary Physics - Highland School											X	
13.	Falls Church Independent School- Student Teaching in Secondary Mathematics - Trinity School at Meadow View							X					
14.	Independent School- Student Teaching in PreK-6, Al Fatih Academy	X											
15.	Falls Church City Public Schools - Student Teaching and Field Experiences in PK-6, English as a Second Language, Special Education General Curriculum K-12, Secondary English, Secondary	X			X	X	X						X
16.	School Counseling Practicum -Fairfax County Public Schools		X										
17.	School Counseling Practicum - Loudoun County Public Schools		X										
18.	School Counseling Practicum - Prince William County Public Schools		X										
19.	School Counseling Practicum - Arlington County Public Schools		X										
20.	District of Columbia Public Schools - PreK-6	X											
21.	Colegio Menor, San Francisco de Quito Ecuador - PreK-6	X											
22.	New Zealand, Junior Class Learning (JCL) (1)	X											

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*School Counselor PreK-12*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.											
23.	New Zealand, Junior Class Learning (JCL) (2)	X											
24.	Arlington Academy of Hope, Uganda	X				X							
25.	Lab School of Washington, D.C.	X		X	X	X	X	X	X	X	X		
26.	Library of Congress	X		X	X	X	X	X	X	X	X		X

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Date: August 2012

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

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

Name of Institution: Marymount University
Contact Person: Shannon Melideo
Phone No.: (703) 526-6823
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	School Administrator Internship	Marymount school leadership interns spend up to 14 weeks in an internship.	The program supports the principal, faculty, staff, and students in leadership and curriculum under the supervision of an on-site advisor.	Virginia Colwell, Principal, Paul VI Catholic High School and Sister Patricia Earl, Marymount University: Catholic High School	No
8.	School Administrator Internship	Marymount school leadership interns spend up to 14 weeks in an internship.	The program supports the principal, faculty, staff, and students in leadership and curriculum under the supervision of an on-site advisor.	Carl Pattom Assistant Principal, Pope John Paul II Catholic High School and Sister Patricia Earl, Marymount University	No
9.	School Administrator Internship	Marymount school leadership interns spend up to 14 weeks in an internship.	The program supports the principal, faculty, staff, and students in leadership and curriculum under the supervision of an on-site advisor.	Janet Cantwell, Principal, Saint Mary School and Sister Patricia Earl, Marymount University	No
10.	School Administrator Internship	Marymount school leadership interns spend up to 14 weeks in an internship.	The program supports the principal, faculty, staff, and students in leadership and curriculum under the supervision of an on-site advisor.	Sister Maria Goretti, OP, Principal, Saint Thomas Aquinas Regional School and Sister Patricia Earl, Marymount University	No
11.	School Administrator Internship	Marymount school leadership interns spend up to 14 weeks in an internship.	The program supports the principal, faculty, staff, and students in leadership and curriculum under the supervision of an on-site advisor.	Sister Nancy Kindelan, IHM, Principal, Saint James School and Sister Patricia Earl, Marymount University	No
12.	Arlington Diocesan Education Committee	The current Director of the Administration and Supervision Program is appointed as a member of this diocesan level school board which meets four to six times annually.	Membership on the board allows the Administration and Supervision Program to assist the school system in its leadership, organization, and planning; the Marymount program benefits from knowing "first hand" the current needs of the school system so that it may better prepare its candidates.	Sister Bernadette McManigal, Superintendent of Schools and Sister Patricia Earl, Marymount University	Yes

NORFOLK STATE 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: Norfolk State University
Contact Person: Dr. Denise Littleton
Phone No.: (757) 823-8701
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Norfolk State University (NSU) and Booker T. Washington (BTW) High School - Norfolk	Partners engage in a variety of collaborative activities, including development of a speaker's bureau with teachers at the high school who address teacher education candidates on specific issues and preparing high school students for postsecondary life. Partners participate in Mobility Training. NSU candidates observe job coaching experiences of BTW students.	High school is a place where young people experiment with growing up, find support, and attempt to accomplish a variety of goals ranging from finding social acceptance to preparing for intellectual challenges.	Mr. Kevin Moore, Principal, Booker T. Washington H.S.; Dr. June Harris and Dr. Judith Connell, NSU	Yes
2.	Field Experiences and Clinical Practices	Teacher candidates and school personnel candidates complete 300 clock hours in schools with assigned cooperating personnel to meet course requirements for observation, observation participation, student teaching, or an internship. Teachers and school personnel serve as mentors to the candidates and allow them to practice and improve their skills.	The partnership and collaboration allow the PreK-12 community to interact and assist beginning teachers and school personnel in a way that strengthens their skills and improve teaching dispositions. Knowledge and teaching strategies are shared and new teachers are prepared.	Public School Contacts: Lynn Meeks, Norfolk; Grace Hopkins, Chesapeake; Bernard Platt, Virginia Beach; Charlene Andrews, Suffolk; Jessica Wilson, Portsmouth; Carrie Boyd, Hampton; Latanya Hedgepeth, Newport News; All NSU education departments and faculty	Yes
3.	Virginia Beach Public School's Adult Learning Center (ALC)	The school counseling graduate interns provide academic, career, and personal/social education to the students enrolled in the Adult Basic Education program, GED, and English as a Second Language programs.	NSU school counseling interns are assigned to ensure that students receive assistance with their personal/social concerns and information about educational career opportunities.	Bonie Mizenko, ALC Director and Dr. Norma Brumage, NSU Coordinator	No
4.	Southside Boys and Girls Club	The partnership provides urban youth programs in character and leadership, education and career, health and life skills, the arts, sports, fitness, recreation, and specialized initiatives.	This partnership involves school counseling interns who provide curricula in all domains recognized in the national programs for the organization. All curricula are aligned with the Standards of Learning (SOL) for the State of Virginia and Counseling Standards of Virginia.	Greg Shivers/Coordinator; Dr. Norma Brumage, NSU Coordinator	No
5.	Field Mentorships	NSU provides student volunteers to assist physical educators in the field in Norfolk, Newport News, Hampton, and Chesapeake with instruction and special events in order to improve teaching methods of candidates and to expand their knowledge of exceptional programming and meeting diverse needs.	NSU and student volunteers assist the schools with class instruction, equipment, skill acquisition, special programs, newsletters, and planning.	Public School Contacts: Lynn Meeks, Norfolk; Grace Hopkins, Chesapeake; Carrie Boyd, Hampton; Dr. Delano Tucker, NSU	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
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6.	Virginia Consortium for Teacher Preparation in Severe Disabilities	Partners engage in integrating the use of distance education technologies, including video-conferencing and other supporting technologies in the delivery of instruction.	The consortium meets the identified need of the PreK-12 community by preparing candidates to become highly qualified teachers of children with severe disabilities, enabling them to develop to their fullest academic potential.	Consortium Director, Dr. Holly Lawson, (George Mason, Virginia Commonwealth University, University of Virginia, Lynchburg College), Norfolk State University, Dr. June Harris	Yes
7.	Visual Impairment Consortium	The consortium utilizes video-conferencing among partners to establish real-time, interactive, multipoint conference instruction among the five universities for each class taught.	The consortium meets the identified need of the PreK-12 community by preparing candidates to become highly qualified teachers of children with visual impairments.	Consortium Director, Dr. Holly Lawson, (George Mason, Radford, Virginia Commonwealth, James Madison, Old Dominion University); Norfolk State University, Dr. June Harris	Yes
8.	Health and Physical Education Activities	NSU health and physical education students will assist in teaching activities to regular as well as students needing adapted physical education.	The collaboration will assist students with preparation and improvement of teaching skills in a real classroom setting.	Norfolk Public Schools, Dr. Lynn Meeks; Norfolk State University, Dr. Delano Tucker	No
9.	The Hampton Roads School Counselor Leadership Team (HRSCLT)	The HRSCLT is a collaborative team of School Counseling Professionals whose mission is to promote the school counseling profession and to advocate for the academic, career, and personal/social growth of all students in the Hampton Roads area.	The HRSCLT will provide professional development opportunities to aid counselors in their responsibilities and roles as advocates for the students' total development. This is a collaborative team that integrates university and division planning in order to create a developmental approach to meet federal and state academic standards, while supporting the social and emotional growth of all students.	HRSCLT Coordinator, Ms. Tracey Jackson; Public School Contacts: Carrie Boyd, Hampton; Latanya Hedgepeth, Newport News; Jessica Wilson, Portsmouth; Lyn Meeks, Norfolk; Grace Hopkins, Chesapeake; Bernard Platt, Virginia Beach; and Charlene Andrews, Suffolk; NSU, Dr. Melendez Byrd	No
10.	Region II Staff Development Council (SDC)	The Region II SDC is a professional association committed to ensuring high levels of learning and performance by all students and pre-service and in-service school staff members.	The goal is to connect PreK-12 and university educators with information, strategies, and best practices that demonstrate high expectations and produce positive results for students and staff.	Tom Farley, Coordinator, Region II Staff Development Director; Public school divisions in the Hampton Roads, Western Tidewater, and Eastern Shore, and Universities in the areas collaborate. NSU, Dr. Margaret Knight	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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11.	Chesterfield Academy and Poplar Halls Elementary Schools	NSU provides student health and physical education majors to assist with health and wellness activities supported by the Health and Physical Education Department.	Educating the community is an integral part of the Norfolk Health and Physical Education Department as well as NSU physical education department. Numerous resources are supplied and activities are promoted during the project.	Dr. Lynn Meeks, Norfolk Public Schools, and Health and Physical Education Department, NSU, Dr. Cynthia Burwell	Yes
12.	Young Men's Christian Association (YMCA) Hampton Roads	Students will serve on board for YMCA Greenbrier North and complete volunteer efforts.	Students will serve as YMCA advocates for children (especially after-school and daycare programs) and also community programs through YMCA Hampton Roads.	Jennifer Cass, Executive Director, Greenbrier North; Merv Pitchford, VP, YMCA Community Service; Dr. Mona Bryant-Shanklin, NSU	No
13.	Campostella Elementary School	Students will be placed for observation/participation and volunteer experiences.	Students will be placed for observation/ participation and volunteer efforts.	Mrs. Lenthia Willie-Clark, Campostella E.S.; Dr. Mona Bryant-Shanklin, NSU	No
14.	Friday Science Program	Science, Technology, Engineering, and Mathematics (STEM) presenters from NSU will provide special demonstrations, workshops, lessons, and activities for all grades.	Presentations provide informal science experiences and enrichment that is designed to impart excitement for STEM subjects.	Dr. Laguna Foster, Principal, Campostella Elementary School; Dr. Arthur Bowman, NSU, and NSU students	No
15.	National Dance Association	This is a partnership with the National Dance Association and the CDC to sponsor health and wellness through a dance pedagogy conference focused on empowering communities to become physically fit through dance. The focus is on K-12 students and members of the community.	The program will provide teaching strategies and best practices for K-12 teachers integrating health and wellness concepts into dance programming.	Dr. Glendola-Mills Parker, Dr. Sheila A. Ward, NSU	YES
16.	Calvary Revival Christian School System	This is an after-school dance program held two days a week for students in kindergarten through fourth grade.	The program supports health and physical education curriculum by providing creative and dance skills opportunities.	Dr. Glendola Mills-Parker, NSU and three Dance Theatre students: Brittany Martin, Dorsha Adams and Lorraine Sellars; Calvary Revival Christian School, Principal Dawn Hester	Yes
17.	Richmond Public Schools Arts and Humanities Center	This is a K-12 dance residency collaboration with the History Department at Albert H. Hill Middle School to provide dance arts as part of the American Steps Out grant. Social, cultural, and historical aspects of African American dances will be combined with the performance aspect for the "Cakewalk to the Jitterbug."	Goals and objectives meet the K-12 Standards of Learning for seventh grade history, arts, and physical education.	Dr. Sheila A. Ward, NSU; Susan Damron, Arts and Humanities Center; and, Janet Stephens, Albert Hill Middle School	Yes

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

Name of Institution: Norfolk State University
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18.	Children of the Sun Youth Leadership Conference Coalition and Norfolk Public Schools	This is a collaboration to facilitate the Annual Youth Leadership Conference with an expanded parents forum and resource component. The goal of the conference is to foster empowering youth to take active roles in their education, improving their communities, and to advance parental engagement in the education process.	The conference provides youth an opportunity to identify issues and challenges they face in the educational process and provides strategies for successful academic success and parental support. The conference supports Norfolk Public Schools' strategies for meeting student and parental needs.	Dr. Glendola Mills-Parker, NSU	No
19.	Charterhouse School, United Methodist Foundation Services	This collaboration is a dance residency working with the Art Department for residential and day students with behavior disorders.	This school utilizes the arts as an intervention tool for students with behavior disorders. The inclusion of the dance arts expands the art forms available to students.	Dr. Sheila A. Ward, NSU and Ruth Farrall , Charterhouse	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: Norfolk State University
Contact Person: Dr. Denise Littleton
Phone No.: (757) 823-8701
Reporting Date: August 2012

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

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

Name of Institution: Norfolk State University
Contact Person: Dr. Denise Littleton
Phone No.: (757) 823-8701
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*School Counselor PreK-12*	*School Social Worker*	*French PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Early Childhood 3-4 Yr Olds (add-on endors.)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																							
19.	Charterhouse School, United Methodist Foundation Services										X														

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

Name of Institution: Norfolk State University
Contact Person: Dr. Denise Littleton
Phone No.: (757) 823-8701
Date: August 2012

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

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: Leigh L. Butler
Phone No.: (757) 683-6448
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field Experiences - Poquoson City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Marilyn Barr and Leigh L. Butler	No
2.	Field Experiences - Virginia Beach City Public Schools (VBCPS)	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Bernard Platt and Leigh L. Butler	No
3.	Field Experiences - Northampton County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Susan Bradford and Leigh L. Butler	No
4.	Field Experiences - Fairfax Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Susan Brann and Leigh L. Butler	No
5.	Field Experiences - Suffolk City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Leigh Bennett and Leigh L. Butler	No

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

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

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16.	Field Experiences - Portsmouth City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Talitha Parker and Leigh L. Butler	No
17.	Field Experiences - Newport News Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	LaTanja Riley-Hedgepeth and Leigh L. Butler	No
18.	Field Experiences - Williamsburg-James City County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Robin Rubeinstein and Leigh L. Butler	No
19.	Field Experiences - Isle of Wight County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Diane Pollard and Leigh L. Butler	No
20.	Field Experiences - Gloucester County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Juanita Smith and Leigh L. Butler	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: Old Dominion University
Contact Person: Leigh L. Butler
Phone No.: (757) 683-6448
Reporting Date: August 2012

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

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

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

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

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

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

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

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

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61.	Field Experiences - Washington State Department of Public Instruction - WSDPI	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	WSDPI and Old Dominion University (9 school districts) School Principals and Leigh Butler	Yes
62.	Field Experiences - Mecklenburg County Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and, student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Nan Alga and Leigh L. Butler	No
63.	Field Experiences - Worchester County Public Schools, Maryland	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Jon Andres and Leigh Butler	No
64.	Field Experiences - Charlottesville City Public Schools	Pre-service students complete early observations; teacher candidates admitted into approved programs are placed in practicum settings to interact with students at various levels; and, student teachers who have completed all program components have a culminating experience with a master teacher where they assume full responsibility for the classroom.	Teacher candidates who complete an approved program are qualified to be hired upon graduation. This assists the divisions in meeting teaching vacancy needs with teacher candidates who have knowledge and skill in teaching.	Carole Nelson and Leigh Butler	No
Mathematics					
1.	Suffolk Public Schools	The purpose of this partnership is to assist teachers with adding the Algebra I endorsement to their teaching license.	Leigh Butler and Terri Mathews review the transcripts and provide the courses necessary from the mathematics department for the teachers identified in the school division to add the Algebra I endorsement.	Leigh Butler, Terri Mathews, ODU mathematics faculty, Leigh Bennett, Suffolk Public Schools	Yes

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2.	Portsmouth Public Schools	The purpose of this partnership is to assist teachers with adding the Algebra I endorsement to their teaching license.	Leigh Butler and Terri Mathews review the transcripts and provide the courses necessary from the mathematics department for the teachers identified in the school division to add the Algebra I endorsement.	Leigh Butler, Terri Mathews, ODU mathematics faculty, Fiona Nichols, Portsmouth Public Schools	Yes
Marketing Education					
1.	Old Dominion University Marketing Education Program and Virginia Beach City Public Schools Marketing Education Teachers	This partnership includes six teachers in ODU's fashion merchandising program. It involves a trip to the Las Vegas MAGIC Fashion Market for a fashion industry update.	The school system gains access for its high school fashion teachers to attend this major merchandise show that otherwise they could not attend without sponsorship by a collegiate fashion program.	Davis Netherton, Michael Kosloski, Sharon Davis, and Tiffany Machado of ODU and Sarah Martin of Virginia Beach City Public Schools (VBCPS)	No
2.	Old Dominion University Master's of Science Program for Virginia Beach Career and Technical Education Teachers	This partnership provides a school system-based Master's degree program for Career and Technical Education teachers. Courses for licensure are also delivered.	The school systems wanted to enable more of their teachers to become master teachers and to provide licensure courses for teachers entering teaching from other fields.	Graduate faculty from Old Dominion University (Ritz, Reed, Deal, Kosloski, Ndahi) and Linda Spruill, Specialist, VBCPS	No
3.	Say Yes To College	The purpose of the partnership is to provide information and experience on transition planning for students with disabilities and their parents for all school systems in Superintendents' Region II.	This partnership allows high school students with disabilities and their families to experience what it would be like to attend university or colleges.	Special Project Staff Joann Ervin and faculty David Netherton and Sharon Davis and Superintendents' Region II School Divisions	No
4.	Your Power, Your Choice Community Conference	The purpose of the partnership is to provide information updates to students with disabilities on disability services available in the community.	This partnership provides timely information so communities and school divisions can best serve the needs of children and adults.	Special Project Staff, Joann Ervin and Norfolk City Public Schools	No
5.	Virginia Beach Career and Technical Education High School Credit Transfer	The partnership provides an articulation agreement between Old Dominion University and Virginia Beach City Public Schools.	This partnership provides for college credit through experiential learning for Virginia Beach Marketing Education students.	Faculty Dave Netherton, John Ritz and Virginia Beach City Public School Principals	Yes
6.	Old Dominion University and Fairfax County Public Schools	The partnership provides an articulation agreement between Old Dominion University and Fairfax County Public Schools.	This partnership provides needed assistance in setting up the system to determine event winners.	Faculty Michael Kosloski and the supervisor for Marketing Education Program, Fairfax County Public Schools	No

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7.	Promotion Planning	The partnership provided a series of 12 workshops on program planning that spanned a four month period.	School system wanted to enable more of their teachers to develop program plans.	Michael Kosloski and Walter Deal from ODU and Chesapeake Public Schools	No
Counseling					
1.	Newport News Public Schools Counseling Leadership Development	This partnership is for school counselors in training. The concern has been the lack of trained supervisors and the American Counseling Association Code of Ethics (2005) requires that counselors engage in professional activities only after training and supervised experiences.	The cycle of inadequate clinical supervision in school counseling can be perpetuated when universities place interns and these interns receive their on-site supervision from counselors who have little or no formal training in supervision.	Dr. Tim Grothaus, ODU Counseling and Human Services faculty and Ms. Tracy Jackson, Coordinator Office of Guidance Services and Student Records VBCPS	No
2.	CARE NOW - Character and Resilience Education	CARE NOW, Norfolk and Hampton Public Schools, and Old Dominion University Working together) is a collaborative prevention program at Blair Middle School, Lafayette-Winona Middle School and Hampton High School. These are typical urban schools with a high number of students who lack the basic economic resources and socio-emotional skills essential to academic success. This population exhibits higher than average rates of failure, truancy, dropout, disciplinary infractions, and poor relations with school personnel, family, and the community at large.	The collaboration among ODU, Norfolk Public Schools, and the City of Norfolk's Office of Youth Development is particularly relevant because of Norfolk's high rate of poverty (28 percent based on the 2000 Census) and alarming crime statistics (7.63 percent of crime in Virginia is committed by Norfolk juveniles). The superintendent of Norfolk Public Schools (NPS) selected Blair Middle School (BMS) for the program.	ODU - Dr. Tammi Milliken, Norfolk Public Schools Assistant Principal; Ms. Nicole Grefory, Office of Youth Development, Mr. Clifton Russell	Yes
3.	Hampton Roads School Counseling Leadership Team	Provides networking for Hampton Roads area school divisions school counseling supervisors and university school counselor educators as well as professional development conferences for school counselors and school counseling students.	This partnership provides the coordination of education and training occurring at universities with the needs of school divisions in mind. Discussion and problem solving reoccurring issues, research, needs, and identity of school counseling students. Provision of an annual school counseling professional development workshop for school counselors and school counseling students (attendance was 175 this past February).	Baker, Spencer; Brown, Arlene; Brumage, Norma; Byrd, Melendez; Cherry, Saundra; Hines, Claudia L; Dugan, Joyce; Folstoan, Virginia; Gilchrist-Banks, Sylnda; Grothaus, Tim; Hairston, Eric; Johnson, Kaprea F; Marrow, Quincy; Martin, Jannette; Petersen, Penny; Sharpe, Phyllis; Shillingford, M. Anne; Wallace, Denelle; Ward, Christine A; Wood, Christopher T.	Yes

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Health and Physical Education					
1.	Fitness Testing - Norfolk	Students from Old Dominion University's Physical Education class HPE 406 (Tests and Measurement) assisted the school's physical education staff with fitness testing.	All schools require students to participate in fitness testing usually twice a year. This program gave the schools additional help in fitness testing.	The Physical Education teacher of Larchmont Elementary School Norfolk, Virginia and the Undergraduate Program Director at ODU	No
2.	Fitness Testing - Virginia Beach	Students from Old Dominion University's Physical Education class HPE 406 (Test and Measurement) assisted the school's physical education staff with fitness testing.	All schools require students to participate in fitness testing usually twice a year. This program gave the schools additional help in fitness testing.	The Physical Education teacher of L Kempsville High School, Virginia Beach, Virginia and the Undergraduate Program Director at ODU	No
3.	Career Day	Students from Old Dominion University's Health and Physical Education teacher preparation program discussed careers in physical education and the importance of staying healthy and fit.	This partnership introduces students in elementary schools to the various careers in the physical education and fitness fields.	The Physical Education teacher of Tanner's Creek Elementary School Norfolk, Virginia and the Undergraduate Program Director at ODU	No
4.	Larchmont Rat Race	Students from Old Dominion University's Health and Physical Education teacher preparation program assisted in the organization of a one mile run and 5K race.	The local school organized a race to promote fitness and needed volunteers to help in the race.	The Physical Education teacher of Larchmont Elementary School Norfolk, Virginia and the Undergraduate Program Director at ODU	No
5	Staff Development	The purpose of this partnership is to teach staff development classes for the health and physical education teachers.	Teachers are required by the school division to attend staff development activities.	The of Principals of Virginia Beach City Public Schools and the Undergraduate Program Director at ODU	Yes
6.	Driver Education Training	Students from Old Dominion University used driver education cars and driving range for training purposes.	This partnership assists in providing qualified teachers in driver's education.	Physical Education Teachers Newport News City Public Schools. Dick Tyson, ODU Adjunct Faculty	No
7.	Adapted Physical Education	Norfolk Public Schools transport approximately 50 special needs students to the Old Dominion University's Student Recreation Center. These students are taught physical education in weekly one hour classes by students in PE 404 (Adapted Physical Education).	This partnership provides teacher candidates the opportunity to participate in a daytime clinic or evening adult programming for adults with disabilities through the Norfolk Public Schools.	Norfolk Public Schools Office of Adapted Physical Education, Patrick Daye, Director, ODU faculty Betsy Kennedy.	No
8.	Fitness Performance	Virginia Beach City Public School students from HPE 406 (Tests and Measurement in Physical Education) travel to various middle and high schools in Virginia and assist in fitness testing. In addition, Dr. Xihe Zhue is conducting research with fitness testing at Kempsville HS, Larkspur MS, Plaza MS and Kemps Landing Magnet School in Virginia Beach.	This partnership researches the cognitive demands and fitness performance of health and physical education students..	The Principals of Virginia Beach Public Schools. ODU faculty member Dr. Xihe Zhue	Yes

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Special Education					
1.	Training and Technical Assistance Consortium (T/TAC)--ODU	T/TAC at Old Dominion University is designed to improve educational services for children with disabilities in Virginia.	The consortium is responsible for training and technical assistance in the areas of Early Childhood Special Education/Primary Developmental Disabilities (DD) and individuals with moderate to severe disabilities.	The Virginia Department of Education (VDOE) supports eight regional T/TACs that comprise a statewide system emphasizing collaboration in the planning and provision of services to meet state and local staff development needs. T/TAC ODU serves 15 school divisions. VDOE contact Pat Abrams, ODU contact Robert Gable	Yes
2.	Effective Schoolwide Discipline - ESD	Effective Schoolwide Discipline is an initiative designed to support positive academic and behavioral outcomes for all students.	The program is based on extensive research and utilizes a preventative and proactive approach to discipline that reduces the amount of time spent dealing with office referrals, thereby increasing teaching and learning.	Effective Schoolwide Discipline works in a collaborative partnership with Virginia Department of Education Training and Technical Assistance Centers. Currently, 30 school divisions participate in ESD.VDOE contact Pat Abrams, ODU contact Robert Gable	Yes
3.	The Commonwealth Special Education Endorsement Program - CSEEP	The Commonwealth Special Education Endorsement Program: A Distance Learning Approach provides high-quality, site-based coursework that effectively addresses the barriers of both distance and expense that confront provisionally licensed special education teachers.	This program addresses the critical teaching shortage area of special education.	CSEEP is a collaboration of school divisions (101 have participated), the Virginia Department of Education, and Old Dominion University. The VDOE contact is Johnelle Torbert. The ODU contact is Cheryl Baker, graduate program director.	Yes
4.	The Paraprofessional Preparation for Extraordinary Teaching - PPET	The goal of the PPET program is to prepare a diverse group of teacher candidates for the challenges of the special education classroom. The prospective candidates are selected from a pool of paraprofessionals and other non-licensed school personnel who will meet all professional teaching requirements for special education licensure.	This program addresses the critical teaching shortage area of special education.	PPET is a collaboration of school divisions (28 have participated), the Virginia Department of Education, and Old Dominion University. The VDOE contact is Johnelle Torbert. The ODU contact is Cheryl Baker, graduate program director.	Yes

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5	The Virginia Consortium for Teacher Preparation in Vision Impairment	The Virginia Consortium for Teacher Preparation in Vision Impairment program's primary goal is to prepare teachers to be highly skilled at working with students with visual impairments and blindness.	This program addresses the critical teaching shortage area of special education: visual impairments.	The Virginia Consortium is made up of six universities: George Mason University, James Madison University, Norfolk State University, Old Dominion University, Radford University and Virginia Commonwealth University. The consortium contact is Dr. Mike Behrmann, GMU and the ODU contact is Cheryl Baker, graduate program	Yes
6.	The Virginia Beach Teacher Training Project	The Virginia Beach Teacher Training Project's primary goal is to provide general education teachers the opportunity to earn special education endorsements.	This project is designed to better prepare teachers to meet the ever changing diversity within their classrooms.	The Virginia Beach Teacher Training Project is a collaborative arrangement between Old Dominion University and Virginia Beach City Public Schools. The contact for Virginia Beach is Sharon Gardner, special education coordinator and ODU faculty CJ Butler	Yes
7.	The Newport News/Hampton Public Schools Teacher Training Project	The Newport News/Hampton Public Schools Teacher Training Project's primary goal is to provide general education teachers the opportunity to earn special education endorsements.	This program addresses the critical teaching shortage area of special education: visual impairments.	The Newport News/Hampton Public Teacher Training Project is a collaborative arrangement between Old Dominion University and Newport News/Hampton Public Schools. The Hampton/Newport News contact is Dr. Joan Davis, HR and the ODU contact is Cheryl Baker graduate program director	Yes
8.	The Isle of Wight County Public Schools Teacher Training Project	The Isle of Wight County Public School Teacher Training Project's primary goal is to provide general education teachers the opportunity to earn special education endorsements.	This program addresses the critical teaching shortage area of special education: visual impairments.	The Isle of Wight County Public Teacher Training Project is a collaborative arrangement between Old Dominion University and Isle of Wight Public Schools. The Isle of Wight contact is Dr. Diane Pollard, HR and the ODU contact is faculty member CJ Butler	Yes

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9.	Training Project for Improving Services for Students with Emotional Disabilities in Virginia	Teachers of students with emotional disabilities and parents of children and adolescents with emotional disabilities were surveyed regarding the use of evidence-based practices and satisfaction with programs for students with emotional disabilities in Virginia.	Under the auspices of the Virginia Department of Education, school personnel in general education, special education, and supervisors and administrators will be provided with training modules covering 25 identified evidence-based practices for students enrolled in Emotional Disabilities programs at the elementary and secondary levels.	A collaborative effort between VDOE and Old Dominion University. The contact for VDOE is Pat Abrams. The contact for ODU is faculty member Robert Gable.	Yes
			Music		
1.	Music Education in the Schools: Elementary and Secondary Performance Study	Full-time music professors provide performance practices workshops and clinics in elementary and secondary band, chorus, orchestra, marching band, jazz choir, and jazz band for public school students in local and state districts.	Area public school district teachers consistently invite Old Dominion University professors to give clinics and workshops at their schools. They rely on and benefit from the expertise of ODU's nationally recognized performers, conductors, and music educators.	Music supervisors of: City of Norfolk Public Schools, Chesapeake Public Schools, Virginia Beach Public Schools and music departments from Leesburg, Sterling, and Midlothian, Virginia. ODU partner Nancy Klein, Music program coordinator	No
2.	Internships and Side-By-Side Rehearsals and Performances	Old Dominion University performing groups (Band, Brass Choir, Orchestra, Chorus, Jazz Choir) partner with public school performing ensembles across the Tidewater area to study and perform a wide range of literature.	Area public school district teachers consistently invite Old Dominion University professors to give clinics and workshops at their schools. They rely on and benefit from the expertise of ODU's nationally recognized performers, conductors, and music educators.	Old Dominion University performing groups and conductors side-by-side with Virginia Beach, Suffolk, Norfolk, and Chesapeake schools music supervisors and ODU faculty Nancy Klein	No
3.	National Association of Teachers of Singing Festival at Old Dominion University	Public school vocal soloists come to ODU for adjudication and competition in this school/university/national organization collaboration.	Individual public school vocalists welcome opportunities to compete and be adjudicated at the local, regional, and national levels through this collaboration.	High school students from the Tidewater region music supervisors, ODU faculty Nancy Klein	No
4.	F. Ludwig Diehn Concert Series	This concert series brings artists of international standing to Old Dominion University. Local school districts benefit from the master classes that are open to the public and free of charge.	Students at all levels benefit from observation and interaction with artists of international standing. These interactions involve artists and musical selections from around the world and help satisfy national and state standards for learning about diverse cultures and indigenous music.	Students from Norfolk and Virginia Beach public schools music supervisors and ODU faculty Nancy Klein	No

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5.	Graduate Courses for Licensure Recertification	Graduate courses are created that satisfy licensure recertification requirements for the Commonwealth. Courses are offered at times convenient for the in-service teachers. Teletechnet courses also are offered to accommodate the needs of these teachers.	Teachers at all levels must periodically become recertified in their area of expertise. Teachers must keep up to date in their field.	Teachers from all of the surrounding public and private schools have taken advantage of our graduate courses that lead to a master's degree in music education or can simply be applied toward licensure recertification, ODU faculty Nancy Klein	No
6.	Old Dominion University String Festival	Students from across the Tidewater area come to the ODU campus to participate as soloists and perform in ensembles under the direction and tutelage of expert performers and educators in the field.	Area public schools rely on the resources provided by ODU for intensive study in string literature for solo, ensemble and major organizations.	Public schools from Southeastern Virginia, across the state, and from outside the Commonwealth - music supervisors and ODU faculty Lucy Manning.	No
7.	Governor's School for the Arts - GSA	The Governor's School is housed in the music department of ODU. Students from this school receive instruction from ODU professors and selected GSA students participate in ODU performing ensembles.	The needs of advanced high school musicians can be met through high level study provided by university professors and by participation in university performing groups.	All public high schools in the Tidewater area send students to the Governor's School for the Arts at Old Dominion University. Patty Waters - Governor's School	Yes
8.	Tidewater Choral Invitational	ODU professors and choral students provide workshops for area high school choral students. Performances by ODU vocal ensembles also are featured. A massed choir performance featuring all participants ends the two day extravaganza.	This provides enrichment of skills and conceptual study in vocal music. Career opportunities are explored and supported by individual presentations and ample literature.	Ten area high schools plus ODU choral students.ODU faculty Nancy Klein and high school music coordinators.	No
9.	On-site Clinics	School performing groups from as far away as New York City come to the Old Dominion University campus to receive instruction and adjudication in performance practices.	School students seek growth through adjudicated performances and workshops led by university experts in the field.	Madison High School, Madison New Jersey: Band, Chorus, Orchestra. ODU faculty Dennis Zeisler	No
10.	Virginia Music Educators Association (VMEA) Presentations and Workshops	ODU professors and students present workshops that benefit students and teachers from around the state. For example: "Starting a Jazz Choir in Your School," "Educational Leadership in the 21st Century," and " The Job Quest: Painful Pathway or Productive Process."	These workshops satisfy the needs of students and educators attending the annual VMEA conference by providing research-based workshops.	Open to all Virginia music educators and visiting students, ODU faculty Nancy Klein	No

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11.	Collaboration with area universities	This will provide opportunities for an exchange of best practices and current trends in music education with students and professors from area universities. For example: presentations made by ODU faculty at VMEA Collegiate Chapter Spring Conference.	There is a definite need for the music departments from local universities to provide opportunities for their students and faculty to share research driven best practices in the field.	ODU and Christopher Newport University Lucy Manning ODU faculty	No
Speech Language Pathology					
1.	Norfolk Public School Practicum in Speech-Language Pathology	School division provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Norfolk Public Schools and ODU Speech-Language Pathology speech pathologist, ODU Nick Bountress Department Chair	No
2.	Virginia Beach Public Schools Practicum in Speech-Language Pathology	School diivision provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Virginia Beach Public Schools and ODU Speech-Language Pathology, speech pathologist, ODU Nick Bountress Department Chair	No
3.	Chesapeake Public Schools Practicum in Speech-Language Pathology	School division provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Chesapeake Public Schools and ODU Speech-Language Pathology, speech pathologist, ODU Nick Bountress, Department Chair	No
4.	Hampton Public Schools Practicum in Speech-Language Pathology	School division provides a supervised clinical experience for the training of speech-language pathology students.	Collaboration enhances service delivery by providing additional personnel and future manpower resources in a high-need area.	Hampton Public Schools and ODU Speech-Language Pathology, speech pathologist, ODU Nick Bountrist, Department Chair	No
Technology Education					
1.	Say Yes To College	Provides information and experience on transition planning for students with disabilities and their parents for all school systems in Superintendents' Region II.	Allows high schools students with disabilities and their families to experience what it would be like to attend university or colleges.	Special Project Staff, Joann Ervin and faculty David Netherton and Sharon Davis and Region II School Systems	No
2.	Virginia Beach Career and Technical Education High School Credit Transfer	Provides university expertise in planning secondary career and technical education programs.	Align high school and university career and technical education career pathways.	Faculty Philip Reed, and Virginia Beach City Public Schools, Sara Martin Technology representative	Yes
3	Chesapeake Career and Technical Education Advisory Board	Provides university expertise in planning secondary career and technical education programs.	Align high school and university career and technical education career pathways.	George Haber and Chesapeake Public Schools, Technology representative	Yes

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Elementary Curriculum					
1.	ECI 290: Education for the 21st Century	Teachers for Tomorrow is a program developed at the VDOE and implemented in high schools across the state. The essence of the TfT program is equivalent to our ECI 301 course. We have developed ECI 290 as an equivalent course to be used specifically for Dual Enrollment credit.	Norfolk Public Schools approached the college requesting Dual Enrollment status for students participating in the TfT program, hoping to encourage more of their students to enroll in teacher education programs and return to teach for NPS.	Norfolk Public Schools -Education For Tomorrow Teacher at Granby HS and Old Dominion University Teaching and Learning Faculty Jody Sommerfeldt	Yes
2.	Teaching and Learning Education Department (TLED) Graduate Reading Program	ODU has partnerships/cohorts with Suffolk, Chesapeake, Portsmouth, and Norfolk City Schools to prepare reading specialists with expertise in elementary and secondary literacy.	The public school divisions in Hampton Roads face a shortage of highly qualified teachers, particularly in the area of reading. ODU/Hampton Roads Schools cohort graduate reading programs work with teachers in local schools to provide advanced reading instruction.	Old Dominion University, Hampton, Portsmouth, Virginia Beach, Norfolk, Suffolk, Chesapeake Human Resources representatives and Dr. Charlene Fleener, Department Chair TLED	Yes
3.	Tidewater Writing Project	The Tidewater Writing Project helps teachers in Chesapeake, Virginia Beach, Norfolk, Suffolk, Portsmouth, Franklin, Southampton County and Isle of Wight County improve student writing in all school subjects.	ODU works with local teachers to provide training to help improve student writing in all school subjects.	Chesapeake, Virginia Beach, Norfolk, Suffolk, Portsmouth, Franklin, Southampton County, Isle of Wight County and ODU	No
4	School Library Media - Norfolk GROW Our Own Program for School Librarians	The Norfolk Grow Our Own Program is a partnership between the school library program at Old Dominion University and Norfolk Public Schools to educate licensed Norfolk teachers to become school library media specialists.	The Norfolk Public School Division is facing a shortage of licensed school library media specialists. Since the late 1990s, this program has provided between five and eight fully licensed school librarians for Norfolk Public Schools each year.	Old Dominion University Norfolk Public Schools (Elaine Marrion – Library Media Coordinator for NPS) Carol Doll, faculty ODU	Yes
5.	First Steps: A collaborative partnership among Hampton City Schools (HCS) , Thomas Nelson Community College and Old Dominion University	Twenty-seven HCS employees were accepted into the Thomas Nelson Community College (TNCC)/ODU teacher education program in the spring of 2008 and began taking courses at TNCC in August 2008. The students completed their first two years at TNCC in the fall semester of 2010 and seamlessly transferred to ODU.	This, in effect, is a grow your own program that benefits both the students in the K-12 schools and the current employees of the school system to provide well-trained teachers for the students within these schools.	Old Dominion University, Thomas Nelson Community College (Dean Lonnie Shaffer – SchafferL@TNCC.EDU Phone: 757-825-3609) and Hampton City Schools (Joan Davis, Coordinator of Organizational development, Hampton City Schools – jdavis@hanpton.k12.va,us Phone: 757-727-2323), Donna Savage, ODU faculty TLED	No

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6.	Family Mathematics Night	In partnership with Tidewater Park Elementary, the Student Council of Math Teachers (SCMT) organized a family mathematics night for the school.	The Mathematics Partnership (Norfolk Public Schools) also focuses on increasing the mathematics achievement levels of PreK-5 students who currently struggle with mathematics.	Old Dominion University, Dr. Sueann McKinney faculty representative and Norfolk Public Schools, Mrs. Johnson - Tidewater Park Parent contact	No
7.	Community participation in developing reading opportunities for K-12 students	The Student Virginia Education Association (SVEA) develops and implements activities to donate books to a local school and community center using proceeds earned from the Scholastic Book Fair. For the past several years, the proceeds have gone to a Norfolk Public Schools and a Norfolk Community Center.	The teacher candidates in the SVEA participate in community service opportunities to raise money for reading materials to improve reading skills	ODU SVEA faculty representative Jody Sommerfeldt and Norfolk Public Schools principals.	Yes
8.	Community participation in developing after-school opportunities for K-12 students	The SVEA was awarded a grant for Community Outreach this year to partner with the Future Educators of America in Norfolk and to develop and implement activities for Educating the "Whole Child" in their after-school program.	The teacher candidates in the SVEA participate in community service opportunities and work with teachers in the afterschool activities to address K-12 student needs.	Old Dominion University Jody Sommerfeldt SVEA faculty representative and Norfolk Public Schools Principals	No
9	Community participation in after-school tutoring for K-6 students	The teacher candidates volunteer at Norfolk Public elementary schools and community centers to provide tutoring .	The teacher candidates in the SVEA are assisting students needing additional help in Standards of Learning core content areas.	Old Dominion University Jody Sommerfeldt SVEA faculty representative and Norfolk Public Schools Principals	No
10	Interactive Instructional Partnership	ODU, WHRO Public Radio Station, and the Consortium for Interactive Instruction (17 area schools and divisions). Activities including the evaluation of the international Society for Technology Standards for Teachers (ISTE NETS*T) for professional development online capstone courses; develop a computer-based adaptive testing software solution based on item response theory; and design and implement a prototype system to gather student perceptions of the efficacy of online courses designed and delivered by the Hampton Roads Virtual Learning Center (HRVLC).	Teachers are provided ongoing professional development through interactive technology. This provides easy access.	ODU faculty Rick Overbaugh and WHRO Public Radio Station	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: Old Dominion University
Contact Person: Leigh L. Butler
Phone No.: (757) 683-6448
Reporting Date: August 2012

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?
The Center for Educational Partnerships					
1.	i3 Middle School Mathematics Improvement grant. A Technology-facilitated Scale up of a Proven Model of Mathematics Instruction	The purpose is to provide students in high-need middle school with increased access to rigorous and engaging courses in science, technology, engineering, and mathematics (STEM) via scaled-up implementation of a proven cooperative learning model in mathematics instruction called STAD-Math.	This partnership will provide professional development to teachers in the local school divisions.	ODU PI: John Nunnery, Executive Director, The Center for Educational Partnerships (TCEP) Co-PIs: • Pamela Arnold, Research Associate, TCEP • Linda Bol, Professor, Educational Foundations and Leadership • Shanan Chappell-Moots, Assistant Professor, TCEP • Melva Grant, Assistant Professor, STEMPS • Gary Morrison, Professor, STEMPS Virginia School Divisions Halifax County Public Schools: • Nancy Zirkle, Instructional Department Portsmouth Public Schools: • Fiona Nichols, Mathematics Director Norfolk Public Schools: • Dr. Lisa Corbin, Senior Director for NPS Leadership and Capacity Development Other Partners Success for All Foundation: • Paul Miller, Project Manager Johns Hopkins University, CTE: • Jacqueline Nunn, Director	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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2.	Newport News Public Schools Military Program Evaluation - Evaluation of NNPS DoDEA Program: Boosting Students' mathematics Achievement and Promoting Positive Social Connections for Military-connected Families at Targeted NNPS Schools	The purpose is to provide evaluation services to assist NNPS in the implementation of their DoDEA Military Partnership grant. This grant supports teachers access to the ODU Military Child and Families certificate program which provides educators with specialized expertise in meeting the academic, social and emotional needs of military connected Prek-12 students.	Professional development will be provided to educators at eight Newport News schools, providing them the opportunity to earn the graduate certificate.	ODU PI: Joanna Garner, Assistant Professor, TCEP Co-PIs: • Pamela Arnold, Research Associate, TCEP • Shanan Chappell-Moots, Assistant Professor, TCEP • John Nunnery, Executive Director, TCEP Newport News Public Schools: • Beverly McDonald, Military Grant Administrator DoDEA Partnership Contact: • Fatimah Dozier, Grant Programs	Yes
3.	VDOE Learning Enhanced through the Nature of Science (LENS Model HS Science)	The purpose is to provide intensive summer and year-round teacher professional development for teachers of science at 12 Virginia Beach high schools.	This partnership will provide professional development to teachers in the school division.	Program Officer at VDOE: Eric Rhoades ODU PI: Joanna Garner, Assistant Professor, The Center for Educational Partnerships Lead Scientist at ODU: Dr. Richard Whittecar Virginia Beach CPS point of contact: Melani Loney, Science Coordinator Tidewater Community College: • Greg Frank, Dean of Sciences; • Michael Lyle, Oceanography; • Fred Stemple, Biology; • Casey Clements, Chemistry; • William Younger, Physics. William and Mary: Dr. Leslie Grant, Associate Professor	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
1.	Field Experiences - Poquoson City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Field Experiences - Virginia Beach City Public Schools (VBCPS)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Field Experiences - Northampton County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X		X	X				X	X	X	X	X	X	X		X	X		X	X	X	X
4.	Field Experiences - Fairfax Public Schools		X	X	X	X				X	X					X				X	X	X	X	X	X	X		X	X			X		
5.	Field Experiences - Suffolk City Public Schools	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	Field Experiences - Hampton City Public Schools	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7.	Field Experiences - Chesapeake City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Field Experiences - Franklin City Public Schools	X	X	X	X	X	X			X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	Field Experiences - Loudoun County Public Schools		X												X	X				X	X	X	X	X	X	X	X	X	X	X	X	X		
10.	Field Experiences - Prince William County Public Schools		X												X	X				X	X	X	X	X	X	X			X			X		
11.	Field Experiences - Fauquier County Public Schools		X												X	X				X	X	X	X	X	X	X			X			X		
12.	Field Experiences - Stafford County Public Schools		X													X				X	X	X	X	X	X	X			X					
13.	Field Experiences - Southampton County Public Schools		X													X					X	X	X	X	X	X			X					
14.	Field Experiences - Norfolk City Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
15.	Field Experiences - York County Public Schools	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
16.	Field Experiences - Portsmouth City Public Schools	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
17.	Field Experiences - Newport News Public Schools	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
18.	Field Experiences - Williamsburg-James City County Public Schools	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
19.	Field Experiences - Isle of Wight County Public Schools	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
20.	Field Experiences - Gloucester County Public Schools	X	X							X	X	X			X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21.	Field Experiences - Henrico County Public Schools	X	X												X					X	X	X	X	X	X		X	X	X	X	X	X		
22.	Field Experiences - Hopewell City Public Schools		X																										X					
23.	Field Experiences - Augusta County Public Schools		X																			X							X					
24.	Field Experiences - Prince George County Public Schools		X																										X					
25.	Field Experiences - Lee County Public Schools		X																										X					
26.	Field Experiences - Colonial Heights Public Schools		X																										X					
27.	Field Experiences - Tazewell County Public Schools		X																										X					
28.	Field Experiences - Alleghany County Public Schools		X																										X					
29.	Field Experiences - Fredericksburg City Public Schools		X																										X					
30.	Field Experiences - Harrisonburg City Public Schools		X																										X					
31.	Field Experiences - Dickenson County Public Schools		X																										X					
32.	Field Experiences - Radford City Public Schools		X																										X					
33.	Field Experiences - Spotsylvania County Public Schools		X																										X					
34.	Field Experiences - Rockingham County Public Schools		X																										X					
35.	Field Experiences - Clarke County Public Schools		X																										X					
36.	Field Experiences - Campbell County Public Schools		X																										X					
37.	Field Experiences - Botetourt County Public Schools		X																										X					
38.	Field Experiences - Rappahannock County Public Schools		X																										X					
39.	Field Experiences - Charlotte County Public Schools		X																										X					
40.	Field Experiences - Winchester City Public Schools		X																										X					
41.	Field Experiences - Culpeper County Public Schools		X																										X					
42.	Field Experiences - Richmond City Public Schools		X																										X					

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43.	Field Experiences - Scott County Public Schools		X																									X					
44.	Field Experiences - Frederick County Public Schools		X																									X					
45.	Field Experiences - Pittsylvania County Public Schools		X																									X					
46.	Field Experiences - Washington County Public Schools		X																									X					
47.	Field Experiences - Shenandoah County Public Schools		X																									X					
48.	Field Experiences - Buckingham County Public Schools		X																									X					
49.	Field Experiences - Warren County Public Schools		X																									X					
50.	Field Experiences - Grayson County Public Schools		X																									X					
51.	Field Experiences - Covington City Public Schools		X																									X					
52.	Field Experiences - Middlesex County Public Schools		X																									X					
53.	Field Experiences - Falls Church City Public Schools		X																									X					
54.	Field Experiences - Montgomery County Public Schools		X																									X					
55.	Field Experiences - Smyth County Public Schools		X																									X					
56.	Field Experiences - Chesterfield County Public Schools		X																									X					
57.	Field Experiences - Arlington County Public Schools		X																	X	X	X	X	X	X	X		X			X		
58.	Field Experiences - Russell County Public Schools		X																									X					
59.	Field Experiences - Wise County Public Schools		X																									X					
60.	Field Experiences - Department of Defense Dependent Schools	X	X																	X								X					
61.	Field Experiences - Washington State Department of Public		X																	X	X	X						X					
62.	Field Experiences - Mecklenburg County Public Schools		X																									X					
63.	Field Experiences - Worchester County Public Schools, Maryland		X																									X					
64.	Field Experiences - Charlottesville City Public Schools		X																									X					
Mathematics																																		
1.	Suffolk Public Schools																																	X

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2.	Portsmouth Public Schools																																	X
Marketing Education																																		
1.	Old Dominion University Marketing Education Program and Virginia Beach City Public Schools Marketing Education Teachers									X																								
2.	Old Dominion University Master's of Science Program for Virginia Beach Career and Technical Education Teachers									X																								
3.	Say Yes To College									X																								
4.	Your Power, Your Choice Community Conference									X																								
5.	Virginia Beach Career and Technical Education High School Credit Transfer									X																								
6.	Old Dominion University and Fairfax County Public Schools									X																								
7.	Promotion Planning									X																								
Counseling																																		
1.	Newport News Public Schools Counseling Leadership Development						X																											
2.	CARE NOW - Character and Resilience Education						X																											
3.	Hampton Roads School Counseling Leadership Team						X																											
Health and Physical Education																																		
1.	Fitness Testing - Norfolk														X																			
2.	Fitness Testing - Virginia Beach														X																			
3.	Career Day														X																			
4.	Larchmont Rat Race														X																			
5.	Staff Development														X																			
6.	Driver Education Training														X																			
7.	Adapted Physical Education														X																			

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8.	Fitness Performance														X																			
	Special Education																																	
1.	Training and Technical Assistance Consortium (T/TAC)--ODU																													X				
2.	Effective Schoolwide Discipline - ESD																													X				
3.	The Commonwealth Special Education Endorsement Program -																													X				
4.	The Paraprofessional Preparation for Extraordinary Teaching - PPET																													X				
5.	The Virginia Consortium for Teacher Preparation in Vision Impairment																															X		
6.	The Virginia Beach Teacher Training Project																													X				
7.	The Newport News/Hampton Public Schools Teacher Training Project																													X				
8.	The Isle of Wight County Public Schools Teacher Training Project																													X				
9.	Training Project for Improving Services for Students with Emotional Disabilities in Virginia																													X				
	Music																																	
1.	Music Education in the Schools: Elementary and Secondary Performance Study																	X																
2.	Internships and Side-By-Side Rehearsals and Performances																	X	X															
3.	National Association of Teachers of Singing Festival at Old Dominion University																		X															
4.	F. Ludwig Diehn Concert Series																	X	X															
5.	Graduate Courses for Licensure Recertification																	X	X															
6.	Old Dominion University String Festival																	X																
7.	Governor's School for the Arts - GSA																	X	X															
8.	Tidewater Choral Invitational																		X															

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9.	On-site Clinics																	X	X															
10.	Virginia Music Educators Association (VMEA) Presentations and Workshops																	X	X															
11.	Collaboration with area universities																	X	X															
Speech Language Pathology																																		
1.	Norfolk Public School Practicum in Speech-Language Pathology																													X				
2.	Virginia Beach Public Schools Practicum in Speech-Language Pathology																													X				
3.	Chesapeake Public Schools Practicum in Speech-Language Pathology																													X				
4.	Hampton Public Schools Practicum in Speech-Language Pathology																													X				
Technology Education																																		
1.	Say Yes To College											X																						
2.	Virginia Beach Career and Technical Education High School Credit Transfer											X																						
3.	Chesapeake Career and Technical Education Advisory Board											X																						

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

Name of Institution: Old Dominion University
Contact Person: Leigh L. Butler
Phone No.: (757) 683-6448
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Marketing Education*	*Technology Education*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Library Media PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
	Elementary Curriculum																																	
1.	ECI 290: Education for the 21st Century		X																															
2.	Teaching and Learning Education Department (TLED) Graduate Reading Program		X																															
3.	Tidewater Writing Project		X																															
4.	School Library Media - Norfolk GROW Our Own Program for School Librarians															X																		
5.	First Steps: A collaborative partnership among Hampton City Schools (HCS). Thomas Nelson Community College and Old Dominion University		X																															
6.	Family Mathematics Night		X																															
7.	Community participation in developing reading opportunities for K-12 students		X																															
8.	Community participation in developing after-school opportunities for K-12 students		X																															
9.	Community participation in after-school tutoring for K-6 students		X																															
10.	Interactive Instructional Partnership		X																															
	The Center for Educational Partnerships																																	
1.	i3 Middle School Mathematics Improvement grant. A Technology-facilitated Scale up of a Proven Model of Mathematics Instruction																					X												
2.	Newport News Public Schools Military Program Evaluation - Evaluation of NNPS DoDEA Program: Boosting Students' mathematics Achievement and Promoting Positive Social Connections for Military-connected Families at Targeted NNPS Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																																
3.	VDOE Learning Enhanced through the Nature of Science (LENS Model HS Science)																						X	X	X	X								

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

Name of Institution: Old Dominion University
Contact Person: Leigh L. Butler Ph.D.
Phone No.: (757) 683-6448
Date: August 2012

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

RADFORD 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: Radford University
Contact Person: Dr. Fran Steigerwald
Phone No.: (540) 831-6311
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	On-Campus Transition Program (OCTP)	OCTP is a collaboration between Montgomery County Public Schools (MCPS) and Radford University (RU) in the College of Education and Human Development (CEHD) designed to provide postsecondary educational services to MCPS students with disabilities, ages 18-22.	MCPS students, receiving Special or Modified Standard High School diplomas, are able to continue educational, vocational, independent living, and leisure recreational services according to their IEPs in an age-appropriate university setting. Students on campus take classes, have jobs, and participate in RU student campus activities.	RU-CEHD OCTP director, faculty, and staff; Montgomery County Public Schools - Director of Special Education, and the Virginia Department of Rehabilitative Services Counselors and New River Valley Community Service Board Counselors	YES
2.	Appalachian Arts and Studies in the Schools (AASIS)	AASIS serves public schools in the immediate service region of Radford University by establishing and sustaining meaningful connections between high school students who are “college-able but not college-bound” and AASIS RU scholars with the coordination of the classroom teachers and support of school administration.	The partnership includes 140 students from seven high schools in rural Southwest Virginia. Through a combination of face-to-face interactions and other methods such as e-mail and correspondence, the partnership is intended to increase the presence of Radford University and its Appalachian Studies program in public schools.	Patrick County High School; Rocky Gap High School; Chiswell High School; Grayson County High School; Rural Retreat High School; Carroll County High School, and Eastern Montgomery High School	YES

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3.	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; Riverlawn Elementary School; Christiansburg Elementary School; McHarg Elementary School; Critzer Elementary School; Riverlawn Elementary School; Radford High School; Dublin Middle School; Belle Heth Elementary School; Riverlawn Elementary School; Kipps Elementary School; Auburn Elementary School; Pulaski County High School; Belview Elementary School; Huff Lane MicroVillage; and Round Hill Elementary School; administrators and faculty from Radford University, Roanoke College, Hollins, and Virginia Tech	YES

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4.	The Training and Technical Assistance Center (TTAC)	TTAC was established to increase the capacity of schools, service providers, and families to improve educational opportunities for, meet the needs of, and contribute to the success of children and youth with disabilities from birth to age 22.	TTAC establishes Long-Term Technical Assistance Partnerships with school divisions, focusing on creating systemic change in the way schools serve youth and children.	RU-CEHD faculty and staff; superintendents, central office personnel, principals, directors, faculty, staff, and families from Alleghany County Schools; Bland County Schools; Buchanan County Schools; Craig County Schools; Danville City Schools; Franklin County Schools; Grayson County Schools; Montgomery County Schools; Radford City Schools; Roanoke City Schools; Roanoke County Schools; Russell County Schools; Smyth County Schools; Tazewell County Schools; and Wise County Schools	YES
5.	Roanoke Higher Education Center and the Southwest Virginia Higher Education Center in Abingdon	Graduate courses and degree programs are offered in Educational Leadership, School Counseling, Elementary Education, Reading Specialist, Mathematics Education, and Special Education.	The College of Education and Human Development provides programs based upon an assessment of needs of local school divisions.	RU-CEHD faculty; Roanoke Higher Education Center and Southwest Virginia Higher Education Center staff and administration	YES
6.	CEHD - Graduate degree cohorts	These partnerships are developed in response to requests from school divisions to support their efforts and responses to educational needs that arise.	The purpose of the cohort program is to respond directly to school divisions' requests to assist in preparing school personnel who are in high demand and to expand the knowledge and skills of current teachers and school personnel.	RU-CEHD faculty and staff; superintendents and principals from Roanoke and Montgomery County Schools; New College Institute in Martinsville director and administrators	YES
7.	CEHD - Individual courses or learning cohorts for school divisions	RU-CEHD provides courses as needed and requested by the school divisions in order to respond effectively to current needs and determinations.	Currently this program is providing Reading courses to personnel in Carroll County Schools.	RU-CEHD faculty; superintendent and principals from Carroll County Schools	YES

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8.	Teacher Education Articulation Agreement	This partnership supports Virginia Community College System (VCCS) and 11 Virginia institutions of higher education with teacher preparation programs in providing a more seamless transition into teacher education.	The purpose of the VCCS - Pre-Teacher Education Admissions Agreement (PTEAA) is to: (1) develop statewide articulation agreements for community college students interested in entering teacher preparation programs; and, (2) to create communication channels that will facilitate transfer admissions. The transfer agreement outlines curriculum and processes for transfer and advising for several teacher preparation programs.	RU-CEHD advising office; program administrators, faculty, and staff in the Virginia Community College System and 11 Virginia institutions of higher education with teacher preparation programs	YES
9.	"Learning to Move and Moving to Learn" project - Department of Exercise, Sport, and Health Education (ESHE)	This partnership with Radford City Schools provides a program which allows PreK-12 students to explore movement and brain development.	RU faculty in the ESHE program are working with school divisions to provide programs for children in physical development, which have been shown to enhance brain development and influence children's ability to read.	RU-CEHD-ESHE faculty; superintendent, assistant principal, physical education teachers, and staff of Radford City Schools	YES
10.	CEHD Professional Development Center	This collaboration with the Virginia Department of Education, several school divisions, Western Virginia Public Education Consortium, Virginia Training and Technical Assistance Center, and the Appalachian Educational Laboratory ("Edvantia") are working together to support professional development of teachers and educational leaders.	This partnership is supporting several initiatives: 1. Collaborating for Student Success: Inclusion Works; 2. Virginia Association of School Superintendents' Executive Coaching Service; 3. Department of Education Drive In Conferences; 4. Special Education High Quality Training Institute Grant (12 regional school divisions); 5. Technical support for the National Association of Secondary School Principals Assessment Centers; 6. Principal Education Preparation grant: alternative route for preparing principals; 7. Mentor/Coaching Program for New Principals; 8. Regional Content Leaders Program; and 9. National Symposium for Counselors.	RU-COED deans, directors, faculty, and staff; Virginia Department of Education administration; school divisions' superintendents, principals, central office personnel, and staff; Western Virginia Public Education Consortium superintendents; Virginia Training and Technical Assistance Center staff; and Appalachian Educational Laboratory ("Edvantia") staff	YES

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11.	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.	This partnership supports the need via distance learning to prepare teachers in the early childhood special education area.	RU-CEHD faculty; Lynchburg College faculty	YES
12.	STEL - Middle School Partner Schools	These partnerships provide collaborative educational services with middle schools in Pulaski County, Montgomery County and Radford City.	RU candidates provide services to support after-school programs for middle school students. RU faculty work with teachers in designing, evaluating, and implementing programs for middle school.	RU-CEHD faculty; middle school teachers and principals in Dublin and Pulaski Middle Schools in Pulaski County; Christiansburg and Blacksburg Middle Schools in Montgomery County; and Dalton Intermediate School in Radford City	YES
13.	STEL - Special Education Partnership Schools - Elementary and Special Education Concentrator Candidates, and Middle and Secondary and Special Education Graduate Candidates	These partnerships provide collaborative educational services with: 1) elementary and special education for elementary education candidates who also are special education concentrators; 2) middle and special education graduate candidates; and, 3) secondary and special education graduate candidates with content concentration in the subject area with supervisors and cooperating teachers from both specialties.	Responding to the need for integrative learning in elementary, middle, and secondary education and special education, this collaboration utilizes Universal Design for learning, Strategic Instruction Model (SIM), and differentiated instruction. Lessons are co-planned and co-taught. Instructional intensity is enhanced while differentiated assessment is developed.	RU-CEHD faculty; superintendent, principals, central office personnel, and teachers in Montgomery County Public Schools: Auburn, Belview, Prices Fork, and Kipps Elementary; Auburn Middle and Auburn, Christiansburg, and Blacksburg High Schools; superintendent, principals, central office personnel, and teachers in Pulaski County Middle and High Schools; and Superintendent, principals, central office personnel, and teachers in Radford City: Dalton Intermediate and Radford High Schools	YES
14.	STEL - Adapted Curriculum Consortium	This program provides online preparation in the area of adapted curriculum through a statewide consortium.	Responding to the needs of special education, this consortium provides online preparation of teachers working with students with severe disabilities PreK-12.	Statewide university teacher preparation faculty (Radford University, George Mason University, Norfolk State University, University of Virginia, and Virginia Commonwealth University)	YES

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15.	STEL - Deaf and Hard of Hearing Partner Schools	This program partners with schools in Montgomery County, Roanoke City, and the Virginia School for the Deaf and the Blind in providing training experiences and supportive services.	RU faculty, candidates, and teachers of deaf education collaborate in providing summer institutes, professional development for skill enhancement, modeling teacher evaluation and conferencing, and internship and tutoring experiences to support the delivery of effective deaf education.	RU-CEHD faculty; central office personnel and teachers at Virginia School for the Deaf and Blind; Roanoke City Schools; and Montgomery County Schools	YES
16.	STEL - Mathematics Education	Secondary Mathematics Education candidates partnered with 5th graders in tutoring those students having difficulty with mathematics.	RU faculty and candidates filled a need for mathematics tutoring at a targeted school.	RU-CEHD faculty; principal and classroom teacher at Harding Elementary School (Montgomery County)	NO
17.	STEL - Masters of Science in Mathematics Education Initiative	This collaboration offers RU master's program in mathematics education via distance learning to mathematics teachers across Southwest, Southside, and Richmond, Virginia areas. Additional collaborative areas are being developed.	This master's program provides professional development to enhance secondary mathematical and pedagogical skills for classroom mathematics teachers to increase students' experiences.	RU-CEHD mathematics initiative coordinator; Virginia Commonwealth University (VCU) mathematics faculty; interim director of Math Science Innovation Center in Richmond; administration and staff at Roanoke Higher Education Center, Southwest Virginia Higher Education Center, and New College Institute; and the president of Virginia Math and Science Coalition	YES
18.	STEL - Reading/Literacy - NCLB/SCHEV Professional Development Grant	This partnership collaborates with the schools on using data to deliver effective reading instruction in grades 3-5. The focus was on "Response to Intervention," utilizing institutes, workshops, classroom modeling, teacher consultation, and observation and feedback.	RU faculty and school teachers partner to find a systematic way to strengthen classroom instruction and find effective ways to strengthen support for students in need of reading interventions and reading in content areas. Assessment, screening, diagnosing, instructing, and monitoring are addressed.	RU-CEHD administration and faculty; principals, assistant principals, reading specialists, instructional coaches, and classroom teachers in Roanoke City Schools: Westside Elementary; Hurt Park Elementary; and Monterey Elementary	YES

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19.	STEL - Reading/Literacy - NCLB/SCHEV Professional Development Grant "Leading in Reading"	This partnership with 30 schools in SWVA selected instructional leaders and principals for five days of training in reading literacy. RU faculty headed the comprehension group with 98 members.	Schools targeted specific areas of need, and based on knowledge gained, targeted instruction was implemented with outcome data to assessment of results.	RU-CEHD faculty; teams comprised of principals, administrators, reading specialists, special educators, and classroom teachers from Elementary Schools: High Point; Watauga; Brosville; Ervinton; Grayson Highlands; Max Meadows; Sheffey; Narrows; Galax; Riverview; Washington-Lee; Meadowview; Rural Retreat; Highland View; and Council: Twin Valley and Middle Schools; Fries School; Independence Middle; Bristol City Schools	YES
20.	STEL - Reading/Literacy "Word Study Instruction" with Pulaski County	This partnership facilitated consultation and training through workshops, classroom instruction, modeling, and observation/feedback in assessing students' spelling development with individualized instruction according to assessment results.	RU faculty responded to the request of Dublin Elementary School's principal to build students' foundational knowledge schoolwide for reading/spelling in a data driven way.	RU-CEHD faculty; central office personnel, principal, reading specialists, and teachers in grades K-5 from Dublin Elementary School in Pulaski County	NO
21.	STEL - Reading/Literacy Consultation with Galax Schools	This collaboration facilitated consultation and training through teachers' professional development in literacy instruction in utilizing data results to form small groups in word study instruction.	RU responded to a stated need to focus on comprehension development and students' literacy needs in small group settings.	RU-CEHD faculty; central office personnel, principals, assistant principals, reading specialists, and classroom teachers from Galax Elementary and Middle Schools	NO
22.	English Education - Writing Workshops in Radford City Schools	This collaboration utilizes candidates in a Teaching Writing course to lead writing workshops in the schools.	The purpose of this collaboration is to increase the students' writing skills and the candidates' field experience in effectiveness in teaching.	RU-English Education faculty; principal and classroom teachers from Radford City High School	NO

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23.	Science-Arctic Research into K-12 classrooms	Through partnering with student teachers, science educators, and local schools, Barrows, Alaska was brought into the classroom with geophysics students who shared their experiences in Arctic sea ice data collection.	This partnership helped to meet the Science Standards of Learning (SOL) for third and fifth grades and biology. Students skyped about Barrows, Alaska and their weather and viewed and discussed Alaskan research being conducted. The need for career development also was met through students meeting and talking to people about their jobs.	RU-CEHD; Physics Department faculty; principals and classroom teachers from Montgomery County Schools: Prices Fork and Belview Elementary; Radford City Schools: Radford HS and Bell Heth Elementary; Henry County Schools: Bassett HS and Stanleytown Elementary; Franklin County Schools: Burnt Chimney Elementary	NO
24.	Teacher Preparation Internship Agreements	Regions 6 and 7	Candidates in programs contribute to students' learning and well-being through internships and practica.	RU-CEHD administrators and faculty; superintendents, central office personnel, principals, lead clinical supervisors and clinical classroom teachers from the public schools in regions 6 and 7	YES
25.	Student and Family Counseling Services- on-site through the Department of Counselor Education.	This program allows for the delivery of pro-bono counseling services with supervision to the students and families in the two participating school divisions.	School counselors refer students and families in their divisions to individual on-site counseling services provided by supervised master's-level practicum students to increase student success and provide positive support for needed changes.	RU-CEHD; Department of Counselor Education faculty; Principals and Counseling staff from Pulaski County and Montgomery County Schools	NO
26.	School Psychology Practicum	Second year school psychology graduate candidates provide psychological services at participating partner schools.	The purpose of this collaboration is to increase the students' accessibility to psychological services and the candidates' supervised experience.	RU Department of Psychology faculty; Superintendents, central office personnel, principals, and school psychologists in: Montgomery County; Pulaski County; Carroll County; Bedford County; Floyd County; Franklin County; Roanoke County; and Roanoke City public schools	YES

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27.	Preparation for Other School Personnel Internship Agreements	Regions 6 and 7	Candidates in programs preparing other school personnel contribute to students' learning and well-being and to the positive development of schools through internships and practica.	RU administrators and faculty; superintendents, central office personnel, principals, clinical supervisors and classroom teachers from the public schools in regions 6 and 7	YES
28.	Secondary Mathematics Professional Development Center at Radford University	This collaboration utilizes the VDOE-Mathematics and Science Partnership Grant to cover tuition and provisions for teachers from 31 partnering school divisions and two private schools with their master's program in mathematics education.	This more affordable professional development for mathematics teachers enhances mathematical and pedagogical knowledge for teaching Algebra I and II, Algebra, Functions, and Data Analysis (AFDA), geometry, and a mathematics capstone course.	RU-CEHD grant co-principal investigators; public school superintendents, directors, central office administrators, school administrators, mathematics teachers and specialists, program coordinators, and instructional coaches in: Bedford, Botetourt, Buchanan; Carroll; Chesterfield; Craig, Floyd; Franklin; Grayson; Hanover; Henrico; Henry; King and Queen; King William; Montgomery; Patrick; Pittsylvania; Powhatan; Pulaski; Roanoke; Washington; Wise; Wythe Counties; and Cities of Colonial Heights; Newport News; Radford; Richmond; Roanoke; and Salem; and Piedmont Governor's School for Mathematics, Science, and Technology; and director of the upper school at St. Catherine's private school	YES
29.	Grant for Supporting Mathematics, Science, and Literacy in Southside Virginia Programs- State Council of Higher Education for Virginia, No Child Left Behind, Title II, Part A	These collaborations support K-12 teachers' professional development in mathematics, science, and literacy,	This work addresses school divisions' expressed professional development needs in mathematics and science through grant-funded graduate mathematics and science courses for teachers.	RU-CEHD grant co-principal investigators; superintendents, directors, and lead faculty in Danville City; Pittsylvania County; and Halifax County Schools	YES

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30.	RU Reading Book Buddies Program	As part of a Professional Development School partnership with the Radford City schools, Book Buddies is a one-to-one community volunteer reading program that provides supplementary reading and writing instruction to students in the first grade in the Radford City school system. Book Buddies provides instruction in these four components: reading and rereading for fluency, word study, writing, and new reading.	The primary purpose for implementing Book Buddies is to ensure that all first grade students learn to read and write at their appropriate grade level. Approximately 220 students have been impacted with 12 years of pre-post test results.	RU-CEHD-Elementary Education program faculty and Graduate Literacy Education program faculty; superintendents, principal and classroom teachers Radford City Schools	YES

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

Name of Institution: Radford University
Contact Person: Dr. Fran Steigerwald
Phone No.: (540) 831-6311
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*School Social Worker*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Hearing Impairments PreK-12*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																										
1.	On-Campus Transition Program (OCTP)																					X	X	X				
2.	Appalachian Arts and Studies in the Schools (AASIS)													X														
3.	Southwest Virginia Professional Education Consortium (SWVA PEC)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
4.	The Training and Technical Assistance Center (TTAC)	X	X	X											X	X	X	X	X	X	X			X		X		
5.	Roanoke Higher Education Center and the Southwest Virginia Higher Education Center in Abingdon		X		X	X																	X	X				
6.	CEHD - Graduate degree cohorts				X	X													X									
7.	CEHD - Individual courses or learning cohorts for school divisions		X	X	X				X							X						X	X	X		X		X
8.	Teacher Education Articulation Agreement	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
9.	"Learning to Move and Moving to Learn" project - Department of Exercise, Sport, and Health Education (ESHE)										X																	
10.	CEHD Professional Development Center	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
11.	School of Teacher Education and Leadership (STEL) - Early Childhood Special Education Distance Learning																				X							
12.	STEL - Middle School Partner Schools			X																								
13.	STEL - Special Education Partnership Schools - Elementary and Special Education Concentrator Candidates, and Middle and Secondary and Special Education Graduate Candidates		X	X											X		X		X					X				
14.	STEL - Adapted Curriculum Consortium																						X					
15.	STEL - Deaf and Hard of Hearing Partner Schools																					X						
16.	STEL - Mathematics Education		X													X												
17.	STEL - Masters of Science in Mathematics Education Initiative															X												X

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

Name of Institution: Radford University
Contact Person: Dr. Fran Steigerwald
Phone No.: (540) 831-6311
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*School Social Worker*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Hearing Impairments PreK-12*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Special Ed. - Visual Impairments PreK-12* (* Part of a consortium offering a VI endorsement.)	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																										
18.	STEL - Reading/Literacy - NCLB/SCHEV Professional Development Grant				X																							
19.	STEL - Reading/Literacy - NCLB/SCHEV Professional Development Grant "Leading in Reading"				X																							
20.	STEL - Reading/Literacy "Word Study Instruction" with Pulaski County				X																							
21.	STEL - Reading/Literacy Consultation with Galax Schools				X																							
22.	English Education - Writing Workshops in Radford City Schools													X														
23.	Science-Arctic Research into K-12 classrooms		X																X	X								
24.	Teacher Preparation Internship Agreements	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
25.	Student and Family Counseling Services- on-site through the Department of Counselor Education.				X																							
26.	School Psychology Practicum						X																					
27.	Preparation for Other School Personnel Internship Agreements				X	X	X	X																		X		
28.	Secondary Mathematics Professional Development Center at Radford University															X												
29.	Grant for Supporting Mathematics, Science, and Literacy in Southside Virginia Programs- State Council of Higher Education for Virginia, No Child Left Behind, Title II, Part A															X												
30.	RU Reading Book Buddies Program		X		X																							

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

Name of Institution: Radford University
Contact Person: Dr. Fran Steigerwald
Phone No.: (540) 831-6311
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	The Western Virginia Public Education Consortium	The consortium operates in partnership with public schools and local universities to provide staff development for administrators and many other professional opportunities to participating school divisions.	The consortium works closely with Radford University and Virginia Tech to support the needs of school divisions. The consortium was organized to provide opportunities for often underserved public school divisions to have greater purchasing power, grant seeking strength, and opportunities to develop joint staff development efforts and work collaboratively to solve educational issues in Southwestern Virginia.	Western Virginia Public School Consortium director, Dr. Terry Arbogast	YES
2.	Key Instructional Leaders	The partnership consists of public school division-level instructional personnel from each school division in the state to establish and maintain regular contact with school divisions.	Regularly scheduled regional meetings are held to maintain regular contact with school divisions and meet the instructional and administrative needs of each division individually, as well as to work in cooperative arrangements within regions to meet training needs.	Instructional personnel at Franklin County Public Schools; Carroll County Public Schools; and Pulaski County Public Schools with chair of key instructional leaders	YES

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

Name of Institution: Radford University
Contact Person: Dr. Fran Steigerwald
Phone No.: (540) 831-6311
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
3.	Superintendents' Breakfasts	The partnership engages superintendents from 23 school divisions, Radford University, Virginia Tech, and associated agencies serving PreK-12 schooling in SWVA.	Superintendents' Breakfasts provide a monthly open forum for superintendents in Southwest Virginia to come together to discuss common challenges and initiatives, to coordinate school improvement efforts, and to partner with Radford University and Virginia Tech in improving the preparation and continuing development of teachers and school personnel.	Superintendents from Montgomery County, Floyd County, Wythe County, Bristol City, Roanoke City, Radford City, Bedford City/County, Botetourt County, Norton City, Pulaski County, Dickenson County, Galax City, Danville City, Henry County, Covington City, Alleghany County, Bland County, Buchanan County, Wise County, Martinsville City, Franklin County, Roanoke County, Tazewell County, Washington County, Lee County, Pittsylvania County, Patrick County, Smyth County, Craig County, Scott County, Salem City, Carroll County, Bath County, Pulaski County, Grayson County, and Russell County	YES

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: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Dunbar Middle School Mathematics Mentoring Partnership	Candidates enrolled in EDUC 314P: Interdisciplinary Practicum, teach a class of sixth-grade students in the Lynchburg City School Division twice a week for seven weeks.	Faculty and Candidates will work with students on a weekly basis to Improve mathematics Standards of Learning tests scores.	Randolph College faculty: Professor Consuella Woods and Dr. Peggy Schimmoeller and, Dunbar Principal Brian Wray	Yes
2.	Jubilee Family Development Center Standards of Learning (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 SOL. Students participate in a study to measure attitude and achievement in science.	Faculty and candidates will 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
3.	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 will work with teachers to increase the Implementation of scientifically-based instructional practices for students with learning disabilities. 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
4.	Paul Munro Elementary School	Teacher candidates enrolled in reading and mathematics methods courses work for this PreK-5 elementary school in the Lynchburg Schools. Teacher candidates work with students one-on-one, in small groups, and conduct whole class lessons. College faculty conduct workshops for teachers as part of this partnership.	Faculty will work with candidates and teachers to infuse scientifically-based reading and mathematics instructional practices in classrooms to increase student achievement on benchmark and SOL tests.	Paul Munro Principal Donna Baer, Robbi Parker, and Randolph College faculty: Dr. Peggy Schimmoeller	Yes
5.	Randolph Macon Nursery School	Teacher candidates observe and teach in this private school, housed on the college campus, when they are studying child development, language development, and effective preschools in EDUC 108: Educational Psychology and EDUC 207/207P: Language and Reading Development.	The director of the nursery school identified a need for updated teaching practices aligned National Association for the Education of Young Children (NAEYC) and National Reading Studies.	Randolph College Nursery School Director: Ms. Holly Layne, Randolph College faculty: Dr. Peggy Schimmoeller, and Ms. Robbi Parker	Yes
6.	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.	Randolph College Presidents at each institution (Randolph College: Mr. John Klein, Sweet Briar College: Dr. Jo Ellen Parker, and Lynchburg College: Dr. Kenneth Garren)	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: August 2012

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.	Dunbar Middle School Afterschool Mathematics Achievement Academy	Dunbar 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 SOL mathematics scores and the inclusion of more science, technology, engineering, and mathematics in class lessons.	College faculty: Professor Conseulla Woods and Dr. Peggy Schimmoeller and P.L. Dunbar Middle School Principal Brian Wray	Yes
8.	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 area for over 500 total contact hours. Master teachers are trained 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
9.	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 area for over 500 total contact hours. Master teachers are trained 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
10.	Madison Heights Elementary School, Amherst County Public Schools	Graduate and undergraduate teachers work in the afterschool program in a variety of subject areas. In addition, graduate students will work with teachers in classrooms for internships.	College faculty and 21st Century grant initiative to improve reading and mathematics scores.	Randolph College faculty: Ms. Robbi Parker, Dr. Peggy Schimmoeller and Principal: Ms. Charlotte Gilbar	Yes
11.	Heritage Elementary School, Lynchburg City Schools	Graduate and undergraduate students will help with SOL improvement. Students enrolled in EDUC 517P, 600P will work with students at the school.	Teacher candidates will work with K-5 students in an afterschool enrichment program. The areas of focus include foreign language, dance, science, mathematics, and reading.	Randolph College faculty: Dr. Peggy Schimmoeller and Professor Robbi Parker and 21st Century Grant Coordinator: Lauren Lesniak	No
12.	Dearington Elementary School, Lynchburg City Schools	Faculty and teacher candidates from the college will provide science education program for K-5 teachers.	Undergraduates enrolled in EDUC 312 will work with science specialists. Internships will focus on the identified needs from the classroom teachers.	Randolph College faculty: Dr. Peggy Schimmoeller and Dearington Elementary School teachers: Ms. Carrie Lewis and Ms. Tawanda Johnson	No

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

Name of Institution: Randolph College
Contact Person: Dr. Peggy Schimmoeller
Phone No.: (434) 947-8505
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
13.	Amazement Square, Lynchburg City	Graduate and undergraduates will complete practica hours (EDUC 314, 600, 603) with city and county public school students on science and art education.	Teacher candidates will work with group of students at the museum on a variety of educational programs. All programming is connected to the Virginia SOL.	Randolph College faculty: Dr. Peggy Schimmoeller, Professor Robbi Parker, Professor Consuella Woods, and Director of Amazement Square: Mort Sajadian	Yes
14.	Young Women's Christian Association	Graduate students enrolled in EDUC 600 will 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/Ygryls 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: August 2012

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

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

Name of Institution: Randolph College
Contact Person: Dr. Peggy Schimmoeller
Phone No.: (434) 947-8505
Date: August 2012

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

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: Brenda M. Davis
Phone No.: (804) 752-3149
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Reading Olympics-REAL (Real Experiences/Authentic Learning Program)	Henry Clay Elementary and college students met twice weekly for Reading Olympics' practice with topics for literacy focus selected by reading specialist at the elementary school.	Reading needs assessed to be below expectations. Students' were from a wide range of socio-economic backgrounds. The program was to improve literacy skills among the K-2 students.	Partners were college students and faculty as well as the elementary school's reading specialist.	Yes
2.	Student Teaching and Field Work Placements in Hanover Schools	Randolph-Macon College has a long-standing, written partnership with Hanover County schools. It includes 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 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 made annually at elementary, middle, and high schools throughout the county. Pre-service teachers provide tutoring and instruction under supervision of classroom teachers.	Yes
3.	Macon A Difference Day - Earth Day Events	College students work with K-12 students and teachers on an array of gardening and clean-up projects in the Ashland area, in local schools, and on the college campus.	The events engaged county students from Ashland area schools with college community members in environmentally responsible activities.	Partners included college students, K-12 students, and community members.	No
4.	Middle Schoolers and College	Byrd Middle School students and teachers were invited to lunch in the Education Building prior to a tour of the campus.	The event was a career development component to help middle schoolers see college as viable option for future.	Collaborators for this event were Education college faculty, Henrico County teachers, and middle school students.	No
5.	Middle/High Schoolers and College	The purpose of this partnership was to Introduce middle and high school students to the college community and see relevance of college and its extracurricular events to future career plans.	There was a wide range of socio-economic status factors among students. The athletic events were engaging ways to have the students come to the college campus who may not have otherwise had a chance to do so.	Collaborators included some of the college's coaches, Caroline County teachers, and middle and high school students.	No
6.	Music and Schools	Select members of the college choir provided musical experiences and performances for elementary and high school students at Laurel Meadows Elementary School and Lee-Davis High School in Hanover County.	Music was performed and students were able to participate using approaches they may not have had available to them otherwise.	The collaborators included the college music students, as well as Hanover students.	No
7.	Tutoring with Role Models	A college campus group, Brothers for Change, met weekly with Henry Clay Elementary students in afterschool programs for tutoring and games.	Among the students there was a wide range of abilities and learning resources available. Many Henry Clay Elementary School students also were introduced to positive male role models.	The partners were college students from a campus organization, Henry Clay Elementary teachers, and K-2 elementary students.	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-Macon College
Contact Person: Brenda M. Davis
Phone No.: (804) 752-3149
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
8.	Student Virginia Education Association and Math Madness	Mathematics games and activities were created by Education students and delivered to teachers. The Education students purchased prizes for students who completed all activities in mathematics bags.	Beaverdam Elementary School was a Title 1 school with lower mathematics scores. Math Madness was a partnership to enhance practicing mathematics skills outside of the school setting.	The partners were college students, Beaverdam Elementary teachers, principal, and third through fifth grade elementary students using grant funds from the National Education Association.	No
9.	Fathers and Fun	The Student Education Virginia Association college student members created center activities and prizes promoting health and wellness for the fatherhood and children events in February and March.	The program events were designed to engage fathers in learning activities and participation with their children. This was the stated goal for the Hanover Preschool Initiative for the three and four year-old students.	Partners were college students, Hanover Preschool teachers and administrators, as well as the National Education Association through grant funding for events.	No
10.	Martin Luther King Day Celebrations	Invitations and announcements were sent to children and families in the Ashland area to attend a campus event with a speaker on Martin Luther King, Jr., Day.	The event was to promote values and diversity.	The collaborators for the event were college administrators, faculty, students, and Hanover County students and families.	No
11.	Arts for Change Camp	The program was a week-long summer day camp for arts to promote peace for Hanover middle school students.	The collaboration was to help Hanover students promote the concept of peace versus bullying by learning and creating art.	The collaborators were college students and faculty, as well as Hanover middle school students.	No
12.	Hanover Student Art Opening	Parents and students from Hanover schools were invited to an art reception where student art was displayed in the college's Education Building.	The partnership recognizes students and fine arts and includes family and student connections.	The partners were college students and faculty, as well as Hanover art teachers, K-12 students, and their families.	Yes
13.	Henry Clay Elementary School and Fall Fun Festival	Elementary students were dressed in costumes and college students went to classes to read and interact with the K-2 students.	There were varied levels of literacy among students as well as available resources for literacy development outside of school.	The partners were college students and Henry Clay Elementary School teachers and students.	Yes

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

Name of Institution: Randolph-Macon College
Contact Person: Brenda M. Davis
Phone No.: (804) 752-3149
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.												
1.	Reading Olympics-REAL (Real Experiences/Authentic Learning Program)	X							X					
2.	Student Teaching and Field Work Placements in Hanover Schools	X	X	X	X	X	X	X	X	X	X		X	
3.	Macon A Difference Day - Earth Day Events	X			X							X		X
4.	Middle Schoolers and College									X				
5.	Middle/High Schoolers and College								X	X				
6.	Music and Schools						X	X						
7.	Tutoring with Role Models	X												
8.	Student Virginia Education Association and Math Madness	X												
9.	Fathers and Fun											X	X	X
10.	Martin Luther King Day Celebrations									X				
11.	Arts for Change Camp							X	X					
12.	Hanover Student Art Opening	X												
13.	Henry Clay Elementary School and Fall Fun Festival	X												

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

Name of Institution: Randolph-Macon College
Contact Person: Brenda M. Davis
Phone No.: (804) 752-3149
Date: August 2012

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

REGENT 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: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	New Castle Elementary School/Regent University Partnership - Individualized Degree Plan (IDS)	Regent University partnered with New Castle Elementary to place students enrolled in UIS 220 (Classroom Observation), a place to observe an elementary teacher in the classroom. A Regent adjunct professor who also works at this school coordinated twenty hours of observation for each student. The adjunct met with the Regent students for five classroom hours as well.	This partnership met the needs of the PreK-12 community in two ways. First, Regent students will be able to help the classroom teacher work with small groups and assist with clerical tasks. Second, the partnership is providing the school system with well-trained future teachers.	New Castle Public School Representatives: Paul Metzger, and Jannet Duff (administrator); Regent University Representatives: Jenny Sue Flannagan	Yes
2.	Kempsville Elementary School/Regent University Partnership - (IDS)	Regent University partnered with Kempsville Elementary to place students enrolled in UIS 220 (Classroom Observation), a place to observe an elementary teacher in the classroom. A Regent adjunct professor who also works at this school coordinated twenty hours of observation for each student. The adjunct met with the Regent students for five classroom hours as well.	This partnership met the needs of the PreK-12 community in two ways. First, Regent students will be able to help the classroom teacher work with small groups and assist with clerical tasks. Second, the partnership is providing the school system with well-trained future teachers.	Kempsville Elementary School Virginia Beach, VA Representatives: Lori Hasher (Principal); Regent University Representatives: Jenny Sue Flannagan	No
3.	New Castle Elementary Partnership, Virginia Beach Public Schools - Elementary Education	The Elementary school will provide faculty members to serve on Regent Advisory Boards with appropriate administrative and parental permission; serve as a resource for university projects involving elementary education; and advertise university course and continuing education opportunities to New Castle faculty members. Regent University will provide speakers to enhance faculty staff development and or/parent education; display student art work in university facilities; serve as a field trip destination allowing students to observe professional and technical career education opportunities at the university level; and offer grants and or scholarships to New Castle faculty for continuing education.	Enhance student achievement and staff development through access to the university faculty, resources, and facilities.	New Castle Public School Representatives: Paul Metzger, and Jannet Duff (administrator); Regent University Representatives: Joan Hoskins, Carla Bergdoll.	Yes

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

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
4.	University Practicum /Placement Experiences - Elementary Education, English and Gifted Education	Field experiences represent the heart of Regent University's certification programs in education at the undergraduate and graduate levels. Through carefully structured placements, teacher candidates apply theoretical constructs and research-based practices in authentic settings. Performance tasks completed in clinical settings promote reflective thinking about these practices. Practica (field experiences) are divided into two levels: Tier I (observation) and Tier II (practica). Placement Cooperating Teachers benefit from the opportunity to give back to the profession and enhance their own professional development.	Practicum teachers have the opportunity to: a) reflect upon their own pedagogy in a constructive way; b) increase communication with teacher preparation institution; c) experience renewed enthusiasm for the profession.	1) Atlantic Shores Christian Elementary School, Va. Beach Va, (Head of School) 2) Word of Life Christian Academy, Springfield VA, (Head of School) 3) Alexandria Public Schools, (Human Resources Director) 4) Arlington Public School, (Human Resources Director) 5) Fairfax Public Schools, (Human Resources Director) 6) Loudoun Public Schools, (Human Resources Director) 7) Prince William Public Schools, (Human Resources Director) 8) Norfolk Public Schools, (Human Resources Director) 9) Virginia. Beach Public Schools, (Human Resources Director) 10)Chesapeake Public Schools, (Human Resources Director) 11) Portsmouth Public School,(Human Resources Director) and 12) Newport News Public Schools, (Human Resources Director) University Representatives: Joan Hoskins, Carla Bergdoll.	No

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

Name of Institution: Regent University
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5.	University Internship - Elementary Education and English	Teacher candidates are supervised by an experienced, licensed, cooperating teacher for one semester (approximately 75 days, six hours per day). Specifically, the internship consists of 16 weeks, a minimum of 500 hours divided between two placements (upper and lower grade level).	a) Recruit teacher candidates; b) Contribute to the education of future teachers; c) Increase communication with teacher preparation institutions; d) Observe firsthand the capabilities and attitudes of prospective employees; e) Offer their staff the opportunity for personal and professional development through a positive relationship with a future professional; f) Recruit teaching graduates.	1) Atlantic Shores Christian Elementary School, Va. Beach Va, 2) Word of Life Christian Academy, Springfield VA, 3) Alexandria Public Schools, (Human Resources Director) 4) Arlington Public Schools, (Human Resources Director) 5) Fairfax Public Schools, (Human Resources Director) 6) Loudoun Public Schools, (Human Resources Director) 7) Prince William Public Schools, (Human Resources Director) 8) Norfolk Public Schools, (Human Resources Director) 9) Virginia Beach Public Schools, (Human Resources Director) 10)Chesapeake Public Schools, (Human Resources Director) 11) Portsmouth Public Schools, (Human Resources Director)and 12) Newport News Public Schools (Human Resources Director); Regent University Representatives: Joan Hoskins, Carla Bergdoll.	No
6.	Partnerships with Luxford and Woodstock Elementary - Elementary Education	Regent University partnered with Luxford Elementary and Woodstock Elementary to place students enrolled in UIS 220 (Classroom Observation), a place to observe an elementary teacher in the classroom. A Regent adjunct professor who also works at Luxford coordinated twenty hours of observation for each student. The partnership between Woodstock developed from previous work the department chair assisted with. The adjunct met with the Regent students for five classroom hours as well.	This partnership met the needs of the PreK-12 community in two ways. First, Regent students will be able to help the classroom teacher work with small groups and assist with clerical tasks. Second, the partnership is providing the school system with well-trained future teachers.	Luxford Elementary (JoAnne DiAgastino); Woodstock Elementary (Tonilee Oliverio); Regent University Representatives: Joan Hoskins, Carla Bergdoll.	No

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

Name of Institution: Regent University
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Phone No.: (757) 352-4143
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Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	Virginia Beach City Public Schools (VBCPS) -Teaching English to Speakers of Other Languages (TESOL)	Regent University has an agreement with VBCPS to provide coursework leading to a Virginia English as a Second Language (ESL) endorsement for currently licensed teachers employed by the division. VBCPS provides funds for 20 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the division.	The division has a need for more ESL-endorsed teachers/administrators to more effectively serve a significant Limited English Proficiency (LEP) population. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions. The division often hires teachers from within the cohort for ESL positions.	Virginia Beach City Public Schools (Coordinator of ESL) and Regent University School of Education (Deanna Nesbit)	Yes
8.	Newport News Public Schools (NNPS) - Sedgefield Elementary School cohort - TESOL	Regent University has an agreement with NNPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the division. NNPS provides funds for 20 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the division.	The division has a need for more ESL-endorsed teachers/administrators to more effectively serve a growing LEP population at Sedgefield Elementary School. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions.	Newport News Public Schools (Coordinator of ESL) and Regent University School of Education (Deanna Nesbit)	Yes
9.	Newport News Public Schools (NNPS) Nelson Elementary School cohort - TESOL	Regent University has an agreement with NNPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the division. NNPS provides funds for 15-20 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the division.	The division has a need for more ESL-endorsed teachers/administrators to more effectively serve a growing LEP population at Sedgefield Elementary School. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions.	Newport News Public Schools (Coordinator of ESL) and Regent University School of Education (Deanna Nesbit)	Yes
10.	Chesapeake City Public Schools (CCPS) - TESOL	Regent University has an agreement with CCPS to provide coursework leading to a Virginia ESL endorsement for currently licensed teachers employed by the division. CCPS provides funds for 15 participants to take one graduate TESOL course per semester. Regent offers a discounted tuition rate to the division.	The division has a need for more ESL-endorsed teachers/administrators to more effectively serve a growing LEP population at Sedgefield Elementary School. Through the Regent partnership, teachers and administrators can earn an ESL endorsement while continuing to serve in their current positions.	Chesapeake Public Schools (Coordinator of ESL) and Regent University School of Education (Deanna Nesbit)	Yes

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

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
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Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
11.	Special Education Internships and Field Study	The partnerships are in the form of internship and field study arrangements that we have with several school divisions.	Our field and internship students supply a potential pool of applicants for positions in the school system or strengthens the skills and knowledge of those on provisional licenses. The Pre-K-12 schools need qualified special education teachers and reading specialists to meet this high demand area.	Virginia Beach Public Schools, (Human Resources Director) Norfolk Public Schools,(Human Resources Director) Chesapeake Public Schools, (Human Resources Director) Newport News Public Schools,(Human Resources Director) Suffolk Public Schools,(Human Resources Director) Hampton Public Schools,(Human Resources Director) Portsmouth Public Schools,(Human Resources Director) Prince William Public Schools,(Human Resources Director) Richmond Public Schools,(Human Resources Director) Spotsylvania Public Schools,(Human Resources Director) Fairfax Public Schools (Human Resources Director) and several other schools outside of the region; Regent University School of Education (Hope Jordan)	No

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

Name of Institution: Regent University
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Phone No.: (757) 352-4143
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12.	Reading Specialist Internships and Field Study	The partnerships are in the form of internship and field study arrangements that we have with several school divisions.	Our field and internship students supply a potential pool of applicants for positions in the school division or strengthens the skills and knowledge of those on provisional licenses. The PreK-12 schools need qualified special education teachers and reading specialists to meet this high demand area.	Virginia Beach Public Schools, (Human Resources Director) Norfolk Public Schools,(Human Resources Director) Chesapeake Public Schools, (Human Resources Director) Newport News Public Schools,(Human Resources Director) Suffolk Public Schools,(Human Resources Director) Hampton Public Schools,(Human Resources Director) Portsmouth Public Schools,(Human Resources Director) Prince William Public Schools,(Human Resources Director) Richmond Public Schools,(Human Resources Director) Spotsylvania Public Schools,(Human Resources Director) Fairfax Public Schools (Human Resources Director) and several other schools outside of the region; Regent University School of Education (Hope Jordan)	No

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

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13.	Hampton Roads School Counselor Leadership Team	Partnership with directors of counseling at local school divisions (Hampton City Schools, Newport News City Schools , Norfolk Public Schools, Portsmouth City Schools, Virginia Beach City Schools, Chesapeake Public Schools) and Counselor Educators from local Universities (Regent University, Old Dominion University, Norfolk State University, Hampton University, and The College of William and Mary.)	These unique partnerships of school division leadership and local university leadership in counselor education (specifically school counseling) provide ongoing leadership meetings between counselor educators (universities) and counseling supervisors (school divisions) in an effort to transform school counseling and close the achievement gap. This is a national initiative promoted by the American School Counseling Association, Education Trust and No Child Left Behind. This is the first time that school divisions and universities have worked together on fulfilling a national mission. Workshops are provided for veteran and new counselors on an annual basis. Recognition of outstanding school counseling practice also is part of this initiative.	Dr. Rosemary A. Thompson, Assoc. Professor, Regent University; Dr. Norma Brumage, Professor, Norfolk State University; Dr. Tim Grothause, Asst. Professor Old Dominion University, Dr. Spencer Baker, Professor Hampton University, Dr. Vanessa Whitaker, Supervisor Newport News Schools, Dr. Penny Peterson, Supervisor Hampton City Schools, Joyce Beamon, Supervisor Norfolk Public Schools, Virginia Folston, Portsmouth Public Schools, and Janet Domazos, Chesapeake Public Schools	Yes
14.	Virginia Beach City Public Schools (VBCPS)	Our partnership is to train Mathematics Specialists at the elementary school level. About 20 of the former students are now Mathematics Specialists in the VBCPS System.	The supervisor reports that Mathematics Specialists are true leaders in the schools and contribute greatly to the strong mathematics scores in the school division. Since inception we have trained about 35 students.	VBCPS Elementary School Mathematics Coordinator; Dr. Alan Arroyo, Dean of Regent's School of Education	Yes
15.	School Counseling Practicum/Placement Experiences	The school counseling practicum is a planned, field-based clinical experience where a student works with clients under supervision, according to CACREP standards. During the experience, the practicum student learns to apply the theory and techniques learned in an academic setting to a professional setting.	Under supervision, the practicum students provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all PreK-12 students. He or she helps design and implement prevention and intervention plans.	Virginia Beach City Public Schools, Norfolk Public Schools, Chesapeake Public Schools, Newport News Public Schools, Suffolk Public Schools, Portsmouth Public Schools, Henrico County Public Schools, Madison County Public Schools, Isle of Wight County Schools, Southampton County Public Schools, Alexandria City Public Schools	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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16.	School Counseling Internships	The school counseling internship is a planned, field-based clinical experience where a student works with clients under supervision, according to CACREP standards. During the experience, the intern learns to apply the theories and techniques learned in an academic setting to a professional setting.	Under supervision, the intern provides individual and group counseling and classroom guidance to promote the academic, career and personal/social development of all K-12 students. He or she helps design and implement prevention and intervention plans.	Virginia Beach City Public Schools, Norfolk Public Schools, Chesapeake Public Schools, Newport News Public Schools, Suffolk Public Schools, Portsmouth Public Schools, Henrico County Public Schools, Madison County Public Schools, Isle of Wight County Schools, Southampton County Public Schools, Alexandria City Public Schools	Yes

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

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Reporting Date: August 2012

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

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

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Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*English*	*English as a Second Language PreK-12*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.							
16.	School Counseling Internships				X				

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

Name of Institution: Regent University
Contact Person: Michael D. Kelly, Ed.D.
Phone No.: (757) 352-4143
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Regent University Education Doctorate Program and Virginia Beach Public Schools Cohort I	Regent University entered into partnership agreement with Virginia Beach City Public Schools to provide an Administration and Supervision PreK-12 doctoral program for employees in the school division.	This doctoral degree program in Administration and Supervision PreK-12 was implemented as a hybrid program, meaning instructional delivery involved both face-to-face class sessions and online course experiences delivered through computer technology, and a summer residency.	Dr. Gail Derrick, Interim Dean, School of Education-Regent University and Owen Herring, Past Director of Educational Leadership-Virginia Beach City Public Schools	No
2.	Regent University Education Doctorate Program and Virginia Beach Public Schools Cohort II	Regent University entered into partnership agreement with Virginia Beach City Public Schools to provide an Administration and Supervision PreK-12 doctoral program for employees in the school division.	This doctoral degree program in Administration and Supervision PreK-12 was implemented as a hybrid program, meaning instructional delivery involved both face-to-face class sessions and online course experiences delivered through computer technology, and a summer residency.	Dr. Gail Derrick, Interim Dean, School of Education-Regent University and Owen Herring, Past Director of Educational Leadership-Virginia Beach City Public Schools	No

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3.	Regent University Educational Leadership Program, Educational Specialist Program, and Educational Doctorate Program in K-12 Leadership Internship I and Internship II collaborative agreements with school and school divisions to partner together for field-based (internship) experiences	Regent University enters into partnership agreements with school divisions across the state and across the nation to place interns into schools and central offices in order to complete the university requirements for completion of the principal internships course (aligned with VDOE regulations).	The internship field experience should establish a bond between theory and practice (learning experiences and application) while providing opportunities for independent and guided practice, feedback, coaching and reflection. Ultimately the internship is designed to engage prospective administrators in active learning experiences and to provide participating school mentors and university coaches opportunities for continued professional growth.	Dr. Glenn Koonce, Chair, Educational Leadership Program-Regent University and over 16 participating school divisions throughout the Commonwealth including Virginia Beach City Public Schools, (Human Resources Director) Norfolk Public Schools,(Human Resources Director) Chesapeake Public Schools, (Human Resources Director) Newport News Public Schools,(Human Resources Director) Suffolk Public Schools,(Human Resources Director) Hampton Public Schools,(Human Resources Director) Portsmouth Public Schools,(Human Resources Director) Prince William Public Schools,(Human Resources Director) Richmond Public Schools,(Human Resources Director) Spotsylvania Public Schools,(Human Resources Director) Fairfax Public Schools (Human Resources Director) and several other school divisions outside of the region	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
4.	Regent University School of Education, Educational Leadership Program Partnership with K-12 Teachers Alliance (KTA).	Regent University School of Education, the Educational Leadership Program and the K-12 Teachers Alliance formed a partnership in 2009. KTA markets and sets up cohorts of students in a variety of school divisions across the Commonwealth of Virginia desiring to gain licensure in Educational Leadership. The RU Leadership Program then provides classes and instruction to these students at locations local to their places of residence. The cohorts work through the program on a two-year cycle, culminating with the completion of their graduate degrees in Educational Leadership.	This partnership provides a service to teachers by supplying a program in graduate studies that is conveniently located near their place of work/residence. The program also meets the needs of working adults by holding classes once a week in the evening, thereby allowing teachers the opportunity to complete their studies while still being gainfully employed.	Dr. Gail Derrick, Interim Dean, School of Education-Regent University; Dr. Glenn Koonce, Chair, Educational Leadership Program-Regent University; and Bruce Ranney (Now is Bernard Spencer), Chief Operating Officer, K-12 Teachers Alliance	Yes

ROANOKE 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: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Partner Schools: Elementary	Roanoke College and its K-12 partner schools share a commitment to the preparation and continual education of quality teachers. The college and its partner schools impact their shared educational community through joint efforts to strengthen the educational experience of K-12 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to its partner schools: 1) Preservice teacher volunteers to serve as tutors and mentors for K-12 students; 2) Access to education experts by providing consultation opportunities with Education Department faculty members; 3) Professional development opportunities through attendance and participation in the Margaret Sue Copenhaver Institute (MSCI) 4) Support of partner school-based teaching and learning initiatives; and, 5) Exploration of grant and research opportunities that support shared partnership goals.	G.W. Carver Elementary, Dr. Joseph T, Coleman, Principal; West Salem Elementary, Trula L. Byington, Principal (City of Salem).	Yes
2.	Partner Schools: Middle School	Roanoke College and its K-12 partner schools share a commitment to the preparation and continual education of quality teachers. The college and its partner schools impact their shared educational community through joint efforts to strengthen the educational experience of K-12 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to its partner schools: 1) Preservice teacher volunteers to serve as tutors and mentors for K-12 students; 2) Access to education experts by providing consultation opportunities with Education Department faculty members; 3) Professional development opportunities through attendance and participation in the Margaret Sue Copenhaver Institute (MSCI); 4) Support of partner school-based teaching and learning initiatives; and, 5) Exploration of grant and research opportunities that support shared partnership goals.	Andrew Lewis Middle School, Forest I. Jones, Principal (City of Salem); Woodrow Wilson middle School, Rosalind Henderson, Principal (Roanoke City).	Yes

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

Name of Institution: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
3.	Partner Schools: High School	Roanoke College and its K-12 partner schools share a commitment to the preparation and continual education of quality teachers. The college and its partner schools impact their shared educational community through joint efforts to strengthen the educational experience of K-12 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to its partner schools: 1) Preservice teacher volunteers to serve as tutors and mentors for K-12 students 2) Access to education experts by providing consultation opportunities with Education Department faculty members 3) Professional development opportunities through attendance and participation in the Margaret Sue Copenhaver Institute (MSCI) 4) Support of partner school-based teaching and learning initiatives, and 5) Exploration of grant and research opportunities that support shared partnership goals.	Hidden Valley High School, Tina Tuner, Assistant Principal (Roanoke County)	Yes
4.	Southwest Virginia Professional Education Consortium	The Southwest VA Professional Education Consortium (SWVAPEC) provides consistent and on-going communication and collaboration between regional 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.	Four institutions of higher education: VA Tech, Radford, Hollins and Roanoke College; Eight K-12 School Divisions: Botetourt County, Craig County, Giles County, Montgomery County, Pulaski County, Radford City, Roanoke City, Roanoke County, Salem City	Yes
5.	Margaret Sue Copenhaver Institute for Teaching and Learning	The Margaret Sue Copenhaver Institute (MSCI) is a three-day professional development institute for teachers and administrators offered each summer by the Roanoke College Education Department. The 2008 institute was its 9th 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.	103 participants attended MSCI 2011. These individuals reflected 16 Virginia public school divisions, one Virginia independent school, and also included five out-of-state participants.	Yes
6.	Professional Licensure Program (PLP) for "Licensure Only" Students	This program was established in 2007 to meet the needs of individuals with college degrees who desire to pursue Virginia teacher licensure. This "licensure only" route allows these individuals to complete program requirements for a teacher's license without requiring pursuit of an additional degree program at Roanoke College.	This program meets K-12 needs by producing highly qualified, licensed teachers in a timely fashion. The program serves all teacher licensure areas offered by Roanoke College.	Three individuals are currently enrolled in PLP: PreK-6 Elementary, 6-12 Mathematics, and 6-12 History/Social Science.	Yes

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

Name of Institution: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
7.	McGlothlin Award for Excellence in Teaching Judging Panel	The McGlothlin Awards acknowledge regional excellence in teaching. One Roanoke College faculty member has served as a final judge for this $25,000 award since the inception of the award. Judges visit classrooms of the three finalists, interview parents, children and colleagues of the finalists and observe real-time teaching.	The McGlothlin Awards encourage excellence and innovation in regional teaching by acknowledging and awarding teaching finalists. The annual award recipient utilizes the $25,000 award, in part, to pursue travel abroad that supports their work and interests as an educator.	All PreK-12 public school divisions in Southwestern Virginia, Dr. Rose Martin, Director, Education Services, Blue Ridge PBS	Yes
8.	Teacher Education Consulting Committee	This committee of local education alumni (both teachers and administrators) was formed in order to facilitate alignment between Roanoke College Education Department offerings and current needs in local K-12 schools. The committee meets twice per year.	The purpose of committee meetings is two-fold: 1) to invite input from members regarding current challenges and needs in K-12 settings, and 2) to solicit their advisement regarding the direction of departmental programs.	Members of the 2009-11 TECC represent the following school divisions: Roanoke City Schools, Roanoke County Schools, Botetourt County Schools, City of Salem Schools.	No
9.	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.	Students in the following schools: Andrew Lewis Middle, Salem Alternative, and G.W. Carver Elementary (City of Salem). Breckenridge Middle School (Roanoke City), and Presbyterian Community Center (Private)	No
10.	Partner Schools: International	Roanoke College and its K-12 partner schools share a commitment to the preparation and continual education of quality teachers. The college and its partner schools impact their shared educational community through joint efforts to strengthen the educational experience of K-12 students and to enhance the preparation of pre-service teachers.	The Roanoke College Education Department offers to international schools: 1) student field placements, and 2) professional development for teachers through the Margaret Sue Copenhaver Institute for Teaching and Learning.	Qatar International Academy, International School of Monaco	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: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Reporting Date: August 2012

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

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

Name of Institution: Roanoke College
Contact Person: Maria Stallions
Phone No.: (540) 378-5167
Date: August 2012

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

SAINT PAUL'S 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: Saint Paul's College
Contact Person: Dr. Jennifer Palmgrin
Phone No.: (434) 848-6467
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Field Placement for Students Enrolled in (1) Foundations of Education and (2) Human Growth and Development	Students enrolled in these courses are required to complete 20 clock hours of field placement for each course. The students are placed in a wide variety of educational settings designed to provide educational experiences with a wide array of students with many different academic performance levels.	PreK-12 students being taught by Saint Paul's College Teacher Education Program will be exposed to teachers who have been prepared to work with students on their academic and social developmental levels.	Saint Paul's College Personnel; Area School divisions: Brunswick County, Lorie Mallory; Isle of Wight County, Dianne Pollard; Greensville County, Janet Roberts; Richmond City Schools, Dr. Darlene Currie	Yes
2.	Student teaching partnerships include those with area school divisions. Cooperating Teachers are selected through collaboration with area school divisions and Saint Paul's College Department of Teacher Education Faculty.	Students seeking endorsements from the Department of Teacher Education are required to obtain 300 clock hours under the supervision of a cooperating teacher from a school division and the director of field experience for the college.	The student teaching experience is one way for candidates seeking teaching endorsements to develop the skills needed to become effective educators.	Saint Paul's College Personnel; Brunswick County, Lorie Mallory; Isle of Wight County, Dianne Pollard; Greensville County, Janet Roberts; Richmond City Schools, Dr. Darlene Currie	Yes
3.	Partnership and Collaboration between Longwood University and Saint Paul's College for the "Call me Mister Program"	The "Call me Mister Program" is an effort to prepare African American men to take on leadership roles in the field of education. The program emphasizes character building and values clarification.	Men in the "Call Me Mister Program" are being prepared to teach and/or hold leadership positions in elementary or high schools. They will then be role models for students and other faculty in those school settings.	Longwood College and Saint Paul's College Faculty	Yes
4.	Brunswick Literacy Council	The Brunswick Literacy Council provides instruction for community members who want to learn to read.	The opportunity for community members to improve their reading abilities directly impacts their ability to help their PreK-12 students in their academic ability.	The Dominion Leadership Program staff and Dr. Jennifer Algren	Yes
5.	Recognizing Excellence in Business Administration and Teacher Education	This is a collaboration between the Department of Business and the Department of Teacher Education at Saint Paul's College to celebrate the accomplishments of students.	This program encourages junior and senior high school students to seek scholarly endeavors and to honor public school cooperating teachers and administrators for their work with the student teachers.	Faculty from Saint Paul's College's Business Department and Teacher Education Program; area schools	Yes

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

Name of Institution: Saint Paul's College
Contact Person: Dr. Jennifer Palmgrin
Phone No.: (434) 848-6467
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Business and Information Technology*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.						
1.	Field Placement for Students Enrolled in (1) Foundations of Education and (2) Human Growth and Development	X	X	X	X	X	X	X
2.	Student teaching partnerships include those with area school divisions. Cooperating Teachers are selected through collaboration with area school divisions and Saint Paul's College Department of Teacher Education Faculty.	X	X	X	X	X	X	X
3.	Partnership and Collaboration between Longwood University and Saint Paul's College for the "Call me Mister Program"	X						
4.	Brunswick Literacy Council	X		X				X
5.	Recognizing Excellence in Business Administration and Teacher Education	X	X	X	X	X	X	X

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

Name of Institution: Saint Paul's College
Contact Person: Dr. Jennifer Palmgrin
Phone No.: (434) 848-6467
Date: August 2012

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

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: Mary Bowser, EdD
Phone No.: (540) 545-7277
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Clinical Faculty Training	Shenandoah University (SU) has partnered with Frederick County, Warren County, and Winchester Public Schools to provide clinical faculty and mentor training.	Based on mutually identified needs, SU and the K-12 partners needed cooperating teachers trained to work with new teachers and with student teachers.	Superintendent of Instruction, Frederick County; Instructional Specialist, Warren County; and Director of Instruction, Winchester Public Schools	Yes
2.	Student Teacher Placements	School divisions accept our student teachers for internships.	School divisions are able to get additional support in the classroom, and teachers are able to team teach with newly trained teachers who are adept with technology and trained based on more recent research.	Superintendent of Instruction, Frederick County; Instructional Specialist, Warren County; Director of Instruction, Clarke County; Personnel Specialist, Loudoun County; Director of Instruction, Rappahannock County; Recruitment Specialist, Fairfax County; Recruitment Specialist, Prince William County; Superintendent of Instruction, Fauquier County; Director of Instruction, Shenandoah County; and Director of Instruction, Winchester Public Schools and Head Master, Powhatan School	Yes
3.	Reading Clinic	Teachers at schools in the partnership area identify children needing assistance in reading, and refer them to the Graduate Reading Program at SU.	Teachers in school divisions are able to get additional support for children in their classrooms who need help with reading problems.	Superintendent of Instruction, Frederick County; Instructional Specialist, Warren County; Director of Instruction, Clarke County; Personnel Specialist, Loudoun County; and Director of Instruction, Winchester Public Schools	Yes
4.	Shenandoah University/Virginia Avenue Charlotte DeHart Elementary School Partnership (VACDES)	EDU 324-Language Arts Methods, EDU 424-The Teaching of Diagnostic Reading, and EDU 337-Reasoning Skills II Mathematics hold class meetings at VACDES. Teachers and administrators from the school are often guest lecturers, and university students spend 30 clock hours per class observing, tutoring, teaching, and conducting action research in classrooms at VACDES.	VACDES is a Title I school that has not met Adequate Yearly Progress (AYP). Approximately 1,000 clock hours tutoring, classroom assistance, and research data have been provided for children and staff at VACDES. The university professors who teach the classes and their teacher education candidates provide activities and support to improve student literacy through small group instruction and one to one tutoring and action research studies.	VACDES faculty, students and administrators	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: Shenandoah University
Contact Person: Mary Bowser, EdD
Phone No.: (540) 545-7277
Reporting Date: August 2012

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.	Field Experiences	School divisions accept our candidates for field placements/practica.	School divisions are able to get additional support in the classroom, and teachers are able to team teach with newly trained teachers who are adept with technology and trained based on more recent research.	Superintendent of Instruction, Frederick County; Instructional Specialist, Warren County; Director of Instruction, Clarke County; Personnel Specialist, Loudoun County; Director of Instruction, Rappahannock County; Recruitment Specialist, Fairfax County; Recruitment Specialist, Prince William County; Superintendent of Instruction, Fauquier County; Director of Instruction, Shenandoah County; and Director of Instruction, Winchester Public Schools; Head Master, Powhatan School; and Director of Administrative Services, Timber Ridge School	Yes
6.	Management and Mentorship Placements	School divisions have hired provisionally licensed teachers who, through our classes EDU 613 and 614 Management and Mentorship, receive full supervision from the university along with a seminar class.	These provisionally licensed teachers are hired for shortage areas; however, many do not have sufficient experience or training in the field and need extra content and professional support.	Superintendent of Instruction, Frederick County; Instructional Specialist, Warren County; Director of Instruction, Clarke County; Personnel Specialist, Loudoun County; Director of Instruction, Rappahannock County; Recruitment Specialist, Fairfax County; Recruitment Specialist, Prince William County; Superintendent of Instruction, Fauquier County; Director of Instruction, Shenandoah County; and Director of Instruction, Winchester Public Schools and Head Master, Powhatan School	Yes
7.	Shenandoah University/Daniel Morgan Middle School (DMMS) Partnership to Provide Reading and Writing Tutors	Students in RDG 425 and EDU 635, Reading and Writing in the Content Area, provide 20-30 clock hours each tutoring students who are weak in reading and/or writing at DMMS, during both semesters.	DMMS has a 20 percent enrollment in English as a Second Language (ESL) classes, 54 percent free and reduced lunch, and has not made English AYP for five years. Tutors are used primarily in English, ESL and Standards of Learning content classes.	DMMS faculty, students, and administrators	Yes

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

Name of Institution: Shenandoah University
Contact Person: Mary Bowser, EdD
Phone No.: (540) 545-7277
Reporting Date: August 2012

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

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

Name of Institution: Shenandoah University
Contact Person: Mary Bowser, EdD
Phone No.: (540) 545-7277
Date: August 2012

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

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: Holly Gould
Phone No.: (434) 381-6546
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Transition to Work	Special needs high school students participate in "on the job" internships at Sweet Briar College (SBC), coached by students in the EDUC 410 course. Successful completion of the course earns high school students recognition at the end-of-year awards assembly at the high school.	Coaching from pre-service special education students helps high school special needs students build skills in applying for jobs, interviewing, developing confidence and self-determination.	James Gallagher (Amherst County Public Schools) and Margaret Ann White (Sweet Briar College, Education Department)	No
2.	Web-based Lesson Plan for History and Social Sciences Standards of Learning (SOL)	Sweet Briar College's Director of Tusculum Institute worked with a Maryland teacher to create a lesson plan for teachers in grades 4-5, and 9-11 to use with History and Social Sciences SOL. (http://www.tusculum.sbc.edu/Teaching/sbplantation/index.shtml)	The 40+ teachers who attended the 2012 "Teaching with Historic Places" conference had an illustrated lesson plan with PowerPoint slides and ready-made historic resources to use in classroom instruction.	Dr. Lynn Rainville (Sweet Briar College) and Baltimore City Schools Teacher	No
3.	Web-based Treasure Hunt of Charlottesville's Court Square	An archaeology professor at Sweet Briar College has developed an online treasure hunt to support a program with the Albemarle County Historical Society to take school groups on guided tours.	This online resource provides support for fourth and fifth graders' tours of the Court Square area in Charlottesville. Please see: www.locohistory.org/Albemarle/kids_tour1.shtml	Albemarle County Schools (Mr. Rossini), Albemarle/ Charlottesville Historical Society, and Sweet Briar College (Dr. Lynn Rainville)	No
4.	Web-based Architectural Treasure Hunt	An archaeology professor at Sweet Briar College has developed an online treasure hunt on Charlottesville's historic downtown mall.	This website teaches elementary students about architectural styles. It provides engaging access to social studies content and allows students who cannot visit the mall to take a virtual field trip. Please see: www.sequent.org/lynn/Mall_home.html.	Sweet Briar College (Dr. Lynn Rainville)	No
5.	Web-based Lesson Plan for History and Social Science SOL	Sweet Briar College's Director of Tusculum Institute worked with an SBC education student to create a War of 1812 lesson plan for teachers in grades 4-5 to use with Virginia History and Social Sciences SOL. (http://www.tusculum.sbc.edu/TeachingHistoricPlaces_2012.shtml)	Eleventh-grade and fourth- and fifth-grade Virginia teachers have lesson plans and materials for teaching about the War of 1812 and the Presidencies of Monroe and Madison	Dr. Lynn Rainville (Sweet Briar College) and a Sweet Briar undergraduate student	No
6.	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

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

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
Phone No.: (434) 381-6546
Reporting Date: August 2012

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.	Tye River Big Sister Partnership	Sweet Briar students, either in EDUC 103 or not, travel to Tye River Elementary School to spend time with an individual student or students who need some extra emotional or academic support. Sometimes this partnership carries on throughout the Sweet Briar student's college career.	Several students at Tye River have difficult home lives or issues that pose problems for the children. SBC students provide support, academically and/or emotionally, for these students who are struggling.	Tye River Elementary School (Makenzie Walstrom) and Sweet Briar College (Holly Gould)	No
8.	Amherst County Public Schools/Sweet Briar Partnership	Sweet Briar College entered into a signed, formal agreement with Amherst County Public Schools in the mid-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
9.	Differentiation Study Group	Clinical Faculty/Mentor Teachers who will supervise Sweet Briar student teachers in the spring semester participate in a Differentiation Study Group that meets monthly during the fall semester as part of EDUC 633, Instructional Strategies for the Differentiated Classroom.	Sweet Briar student teachers are assigned to classrooms across PreK-12. They meet with their Clinical Faculty supervisors during the fall study group to design SOL-based, differentiated instruction that they help to implement as a field experience one hour per week.	Amherst County Public Schools (Julie Rogers) and Sweet Briar College (Dr. Holly Gould)	No
10.	Clinical Faculty, Mentors, Pre-service and Arts and Sciences: A Continuing Partnership for Quality Teaching and Learning	This is 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 in-service and pre-service 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 (names available on request as there is not room enough here to list)	Yes
11.	Henry County Public Schools Differentiation Project	Henry County Public Schools has a 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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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12.	Frederick County Public Schools Differentiation Project	Frederick County Public Schools is in its second year of a professional development initiative focused on building expertise in differentiation. Sweet Briar College faculty provide instruction and coaching on differentiation and Frederick County teachers have been offered a reduced tuition rate on graduate courses on differentiation.	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 (Dr. James Alouf)	No
13.	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 profit from individual tutoring outside of school. The ARC and the SVEA try to match Sweet Briar students with appropriate content background or education courses in reading with individual student needs.	Sweet Briar's Academic Resource Center (Mary Jo Upchurch) and Sweet Briar's SVEA (Dr. Holly Gould)	No
14.	Sweet Briar High School Scholars Program	Amherst County High School juniors and seniors with at least a 3.0 grade point average may take Sweet Briar College courses for college credit at a reduced tuition rate.	In a rural area such as Amherst County, the options for dual enrollment credit for college-bound and gifted students are limited. This partnership provides this option within a five-minute drive (or bike ride) from the high school.	Sweet Briar College (Deborah Powell) and Amherst County High School (Haywood Hand)	No
15.	Sweet Briar College/Amherst County Public Schools Cultural Arts Day	Amherst County Public Schools' fifth graders spend a day at Sweet Briar College, visiting special museum and art exhibits related to the Virginia Standards of Learning and social studies content, have lunch in the dining hall, and tour the campus to get a flavor of college life.	Only 13.1 percent of Amherst County adults hold bachelor's degrees. This partnership meets PreK-12 needs on two levels: it provides resources and hands-on learning experiences related to the SOL and gives students an authentic and engaging introduction to college education.	Sweet Briar College (Karol Lawson) and Amherst County Schools (Evelyn Woodruff)	No
16.	Tri-College Consortium	Lynchburg College, Randolph College, and Sweet Briar College have been part of a tri-college consortium for many years. This consortium offers a range of collaborative initiatives and opportunities for the local communities and the campuses.	The three colleges work together to provide a range of programs for 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 - Ken Garren; Randolph College - John Klein; Sweet Briar College - Jo Ellen Parker	Yes

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

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17.	Tri-College Colloquium	Each spring, Lynchburg, Randolph, and Sweet Briar Colleges sponsor a Colloquium for pre-service teachers who are in their last year of preparation or who are student teaching. Students hear a speaker and attend breakout sessions focused on topics identified as critical need areas in local schools.	Local school divisions have identified data analysis, differentiation, and classroom management as 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 Stennete), Randolph College (Dr. Margaret Schimmoeller), and Sweet Briar College (Dr. James Alouf)	No
18.	Science, Technology, Engineering, and Mathematics (STEM) by Inquiry	Grants from the Virginia Department of Education through the Mathematics Science Partnership (MSP) program provide opportunities for teachers in grades three through eight to take inquiry-based courses and workshops with SBC science and mathematics faculty, implement new STEM lessons in their classrooms, and share the results with their peers.	The program focuses on science and math content geared specifically to the Virginia SOL for local teachers. Modeling, coaching, and resources on instruction in STEM build confidence in using strategies for teaching science and math that invite all students to be successful.	Central Office contacts in the school divisions of Amherst, Appomattox, Bedford, Campbell, and Nelson Counties and the City of Lynchburg, other Region 6 and Region 8 school divisions, Lynchburg College and Sweet Briar College (Dr. Jill Granger)	No
19.	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.	Campbell County Public Schools (Dr. Rob Arnold) and Sweet Briar College (Dr. Holly Gould)	No
20.	Girls on the Run	In May 2012, Sweet Briar partnered again with Girls on the Run to bring 300 regional elementary and middle school girls to campus.	Girls on the Run has some core values, values of empowerment and achievement for girls and women.	Sweet Briar College (Jackie Dawson) and Girls on the Run (Mary Hansen)	No
21.	National Introduce a Girl to Engineering Day, February 23, 2012	Twenty-five sixth-grade girls from Nelson Middle School in Lovingston came to Sweet Briar on Feb. 23, 2012, for the first Introduce a Girl to Engineering Day. The girls were encouraged to step out of their comfort zone to design and build audio speakers that work on their iPods.	The program encourages middle school girls to look seriously at future STEM careers.	Nelson County Middle School (Vicki Mays), Sweet Briar College (Dr. Hank Yochum & Paulette Porter-Stransky, Project Coordinator)	No

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

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
Phone No.: (434) 381-6546
Reporting Date: August 2012

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

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

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
Phone No.: (434) 381-6546
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Visual Arts PreK-12*	*Dance Arts PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																
20.	Girls on the Run	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21.	National Introduce a Girl to Engineering Day February 23, 2012												X	X	X	X		

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

Name of Institution: Sweet Briar College
Contact Person: Holly Gould
Phone No.: (434) 381-6546
Date: August 2012

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

UNIVERSITY OF MARY WASHINGTON

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

Name of Institution: University of Mary Washington
Contact Person: Dr. Adria Hoffman
Phone No.: (540) 286-8114
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Clinical Practice	Practicum, student teaching, and internship placements are made with the PreK-12 schools to ensure that candidates for teaching endorsements, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations for School Personnel and demonstrated by mentors.	Clinical experiences are designed to assist the candidate with performance of the required program standards and competencies that must be demonstrated for a specific endorsement. Identified needs of the PreK-12 community are met through well- prepared and highly qualified teachers for their classrooms. PreK-12 schools mentor these individuals for the betterment of teaching and possible employment in their divisions.	Administrators and licensed experienced teachers in the following school divisions/private schools: Caroline, Culpeper, Fauquier, Henrico, King George, Loudoun, Nelson, Prince William, Spotsylvania and Stafford; Cities of Falls Church and Fredericksburg; Odyssey Montessori School, Aurora School- Paxton Campus, and Alternative Paths Training School	Yes
2.	Mentor Teacher Training	The Director of Clinical Experiences and Partnerships conducts training sessions for all mentor teachers working with interns and student teachers, as well as teachers mentoring practicum students and recent University of Mary Washington graduates in their school divisions. Twenty new mentors successfully completed training as of this report, and over 100 additional teachers have enrolled for training sessions scheduled for summer 2012.	Providing instruction and resources in mentoring skills to veteran teachers enable them to help new teachers maximize their professional growth. Topics include: credible data collection, triangulation of assessment data, observation of novice and pre-service teachers, problem-solving uncomfortable mentoring scenarios with table-top exercises, and alignment of University of Mary Washington assessment tools with the new Virginia Department of Education Teacher Performance Standards.	Licensed educators with at least three years of teaching experience recommended by supervising administrators from the following school divisions: Stafford, Spotsylvania, Orange, Prince William, Culpeper, Henrico and Fredericksburg City	Yes
3.	School Outreach	Faculty from across the university give presentations, participate in school programs and events, serve on school division and school-based committees, integrate school-based projects in their courses, and work with students in area schools in a variety of areas.	This outreach serves to meet particular needs of the K-12 community and enrich the schools' curricula and special programs.	School Administrators and teachers from the following school divisions: Orange County, Culpeper County, Henrico County, Spotsylvania County, Stafford County, and Fredericksburg City	No
4.	Professional Consultation of K-12 and University of Mary Washington Faculty	Faculty from the University of Mary Washington frequently consult with K-12 faculty and present workshops on a variety of professional issues (e.g., legal issues, multicultural and diverse student learning, content specific areas). Also, K-12 teachers often are asked to make presentations in their areas of expertise to students in University of Mary Washington education classes.	This consultation serves to enhance the learning of both future and current teachers to better enable them to be successful teachers.	School Administrators and teachers from the following school divisions: Spotsylvania County, Stafford County, Fredericksburg City, and Catholic Diocese of Arlington	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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5.	Professional Development Courses	Faculty develop and offer courses and workshops to assist educators in the local divisions to meet their licensure renewal requirements and professional learning needs.	Course participants and school division representatives provide input for needed courses.	School Administrators and teachers from the following school divisions: Fredericksburg City, Culpeper County, Stafford County, Caroline County, Spotsylvania County, Prince William County, Fauquier County, and King George County	No
6.	Targeted Professional Development Course Development	The College of Education collaborates with area school divisions to develop tailored professional development courses on particular topics of interest to sbe delivered on-site in the partner school divisions.	Administrators provide requests for professional development needs to improve literacy instruction in their school divisions and select faculty who most need additional coursework to serve the changing student demographics.	School Administrators and teachers from the following school divisions: Culpeper County and Fredericksburg City Public Schools	Yes
7.	Superintendents' Forum	Three times per year, school division leaders meet to discuss educational issues and professional learning needs in the region.	These events offer an opportunity to discuss current programs offered by University of Mary Washington as well as the continuing needs of local school divisions and ways that the University of Mary Washington can address those needs. The meeting serves as a springboard for collaboration between the university and school divisions to meet the needs of pre-service and in-service teachers as well as school children.	Superintendents and/or designee(s) from Region 3 and neighboring counties	No
8.	Rappahannock Partnership for Professional Learning (RPPL)	The purpose of the partnership, sponsored by the University of Mary Washington, is to create a community of PreK-20 educators who work together to achieve mutual goals based on targeted needs across school division lines. The program exists as a "Community of Practice" to develop and provide professional learning through collaboration and problem solving aligned to the National Staff Development Council standards.	The RPPL serves as a conduit for discussion and collaboration on professional learning needs across school division lines. The PreK-12 community wishes to address shared needs in a collaborative way that increases communication, disseminates best practices, and efficiently utilizes funds.	School division Superintendent and/or designee(s) from the following school divisions: Fredericksburg City, Culpeper County, Stafford County, Caroline County, Orange County, Fauquier County, Spotsylvania County, Prince William County, and King George County	No

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9.	Ghana Project	In collaboration with the Virginia State Reading Association, this project was established for two reasons: 1) to bring state-wide reading teachers and students together to offer teacher and student training in the area of reading, and 2) to provide statewide reading teachers the opportunity for a study abroad learning experience in a diverse environment. University of Mary Washington faculty and students traveled to Ghana in the summer of 2009 and 2011.	University of Mary Washington College of Education faculty direct a program during the summer in collaboration with the University of Education Winneba. Teachers from Virginia schools and University of Mary Washington students traveled to Ghana to participate in workshops and training for K-12 teachers in Winneba, Ghana, and participated in the workshops. The program also places the participants in schools to work with school age children.	Administrators and classroom teachers from University of Education Winneba, Virginia State Reading Association President, and University of Mary Washington - College of Education professors and undergraduate/graduate students	Yes
10.	Stafford County Instructional Design and Technology Cohort	The Stafford County Cohort was launched as a collaboration between Stafford County Schools and the University of Mary Washington to offer the Master of Education (M.Ed.) in Instructional Design and Technology on-site to Stafford County teachers. The first cohort program reached completion in fall 2011.	The program addresses the need to support teachers to expand the use of technology in the classroom. Embedded throughout the program is instruction in using specific technologies available to teachers in Stafford County.	Stafford County School Office of Professional Learning and University of Mary Washington Instructional Design and Technology Program-Department Chair for Curriculum and Instruction(CUIN)	Yes
11.	TESL 532: Differentiated Instruction for English Language Learners (ELL) Across the Curriculum	The Education program provides professional development in differentiated instruction for content area teachers working with English language learners (ELL) by offering TESL 532. Research suggests that differentiated instruction across the curriculum is one way for teachers to make the content accessible and comprehensible to ELL.	The course assists the PreK-12 classroom teachers in understanding how to scaffold and differentiate lessons to meet instructional standards for English Language Learners. The course is offered in school divisions across the Commonwealth as requested.	Virginia Department of Education, Office of English as a Second Language Personnel and University of Mary Washington College of Education, Department Chair for Foundations, Leadership, and Special Populations	Yes
12.	Special Education Teacher Support Project	This is a regional training program for provisionally licensed special education teachers (General Curriculum K-12). As of 2011, the grant funded project served over 70 special education teachers.	This grant provides funding in the form of tuition assistance to support coursework that is part of a College of Education state-approved program in Special Education. Courses are offered in a blended format. An interactive Web site supports teachers in the field and a mentoring program is being planned for participating teachers.	Virginia Department of Education Special Education grant; University of Mary Washington College of Education; Department Chair FLSP; provisionally licensed special education teachers in Region 3 school divisions	Yes

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13.	University of Mary Washington Autism Clinic and Play Lab	The University of Mary Washington Autism Clinic and Play Lab was developed in response to Autism Focus Groups, which consisted of local autism agencies and local school divisions. Private funding to the University of Mary Washington Foundation continues to support this work.	The University of Mary Washington Autism Clinic and Play Lab trains pre-service and beginning teachers and those on provisional licenses how to work with children with special needs. Support to teachers and families also is provided.	Special Education administrators and provisionally licensed teachers in the following school divisions: Stafford County , Spotsylvania County, Fredericksburg City, Prince William County, Fauquier County, Caroline County; Quantico Schools; Director, Helping Hands Pediatric Occupational Therapy; Executive Director, Rappahannock Area Community Services Board; Director, Virginia Department of Health; Fredericksburg Child Development Center; Department Chair, FLSP, University of Mary Washington College of Education	No

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

Name of Institution: University of Mary Washington
Contact Person: Dr. Adria Hoffman
Phone No.: (540) 286-8114
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
14.	SINE Science in the Environment	Science in the Environment provides K-12 teachers with content and inquiry activities that support the Physical Sciences, Interrelationships in Earth/Space Systems, Earth Patterns, Cycles, and Change and Resources strands of the Virginia Standards of Learning. This project was completed in 2011.	The university and school partners have worked collaboratively to insure the success of the participating K-5 teachers and are committed to providing robust experiences that will enhance scientific education at the elementary school level. The partnership is designed to: • assist educators in making connections between science and their students' lives; • help teachers recognize the interdependence of physical, chemical and biological components of an ecosystem so they can abstract the concepts and apply them to their own grade level teaching; • increase the teachers' comfort in presenting inquiry-based and hands-on lessons; and, • provide hands-on training for technology and how to teach these topics in an inclusive classroom.	K-5 classroom teachers from the following four school divisions: Stafford County, Spotsylvania County, Caroline County, and Fredericksburg City; Executive Director, Friends of the Rappahannock; President, Science Education Committee, Science Museum of Virginia	Yes
15.	Friends of the Rappahannock Education Internship	This collaboration provides teacher candidates with internships through which they learn to develop place-based science education curriculum and lesson plans. Candidates then implement these lessons in partner public schools that qualify for Title I funding or have reduced science instructional time. These internships place elementary and science education candidates alongside environmental science students to collaboratively educate regional pubic school students.	The University of Mary Washington and Friends of the Rappahannock worked collaboratively with school division and building-level leadership to provide science education curricula that meet grade-specific Standards of Learning (SOL). The partnership provides additional resources, such as scholarships and knowledge of community organizations to pre-service teachers. The partnership increases teacher candidates' comfort-levels while working in place-based education settings.	Administrators in the following school divisions: Stafford County, Fredericksburg City, and Spotsylvania County Public Schools; University of Mary Washington Department Chair Curriculum and Instruction (CUIN); Friends of the Rappahannock Executive Director	Yes

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16.	Early Literacy/ Head Start Collaboration	The Fredericksburg City and Spotsylvania County Head Start Programs and the UMW College of Education collaboratively place practicum students enrolled in language development and literacy instruction courses in Head Start classrooms to both assist the classroom teacher and perform instructional assignments.	Students in the Head Start program benefit from more individual attention from adults in the classroom.	Directors, School-based Head Start Programs	No
17.	Orange County English Language Learners (ELL) Collaboration	The University of Mary Washington places students working towards English as a Second Language (ESL) endorsements in practicum placements working with students identified by school personnel as needing additional, individual support. The University of Mary Washington also placed students enrolled in a graduated ELL specialization in identified schools for the 2012-2013 internship as additional support and concurrent mentorship for University of Mary Washington students.	University of Mary Washington students taking ELL coursework at the graduate level provide additional, targeted literacy support to a rapidly expanding ELL population in Orange County who would not otherwise have continuous support from educators with ELL education backgrounds. In addition, the Teaching English as a Second Language faculty provide professional development to teachers working with ELL students in Orange County.	Administration and Classroom teachers in Orange County Public Schools and University of Mary Washington Department Chair for FLSP	Yes
18.	Clinical Faculty Program	Education faculty continue to work with area K-12 teachers we have trained as mentors for practicum students, student teachers, and student interns. Additional training and professional development is provided on a periodic basis.	Providing instruction and resources in mentoring skills to veteran teachers enable mentors to help new teachers maximize their professional growth.	Clinical Faculty from the following school divisions: Spotsylvania County, Stafford County, and Fredericksburg City	No
19.	Partnerships with other colleges and universities to develop courses and programs for K-12 teachers	Faculty from both the Education and the Arts and Sciences departments work with faculty at other institutions of higher education and representatives from K-12 education to develop courses or programs for teachers in the Commonwealth.	Courses and programs are collaboratively designed to meet the content and pedagogy needs for K-12 teachers across Virginia. Funding from grants helps offset the costs of implementation and tuition.	Administrators and faculty from the following institutions of higher education and school divisions: University of Virginia, Virginia Commonwealth University, Spotsylvania County, and Stafford County	Yes

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20.	Secondary Mathematics Cohort	The secondary mathematics core of the Track II Master's of Education program offered in a cohort format, was developed by education and mathematics faculty in cooperation, and in response to a need for enhancing the content knowledge for licensed middle and high school mathematics teachers.	The program is designed to strengthen the content and pedagogical knowledge of teachers and to better prepare them to teach Advanced Placement and International Baccalaureate courses and the dual enrollment courses offered at high schools in cooperation with community colleges.	This program was developed through a grant for the University of Mary Washington Department Chair for CUIN in collaboration with James Madison University and the mathematics coordinators from area school divisions.	No
21.	Gifted Education and Mountain Vista Governor's School	Endorsement courses in gifted education are customized and taught onsite for counties participating in the Governor's school.	The specifically developed courses meet the requirements for the gifted education add-on endorsement. By providing the courses on-site, the specific needs of the teachers and learners of the school are addressed.	Participating educators from the following school divisions: Frederick, Fauquier, Rappahannock, Culpeper, Warren, Clarke Counties and Winchester City, and the University of Mary Washington College of Education Department Chair for CUIN	NO
22.	History Grant	This federal grant, entitled "Forging Democracy: Change, Conflict, and Continuity," allows for the design and implementation of a graduate course for teachers in the area of U.S. History and numerous enrichment travel experiences.	This three-year program was developed in collaboration with school division history coordinators, University of Mary Washington History Department faculty, and College of Education faculty. The project has included travel for the participants for the study of history and the development of teaching materials for the classroom.	History Coordinators from the following school divisions: Caroline, Spotsylvania and Stafford Counties; University of Mary Washington History Department Chair and the College of Education Department Chair for FLSP	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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23.	Daybreak Respite Program	A weekend respite program for children with disabilities is directed by special education faculty and staffed by University of Mary Washington students and practicing teachers in the region.	University of Mary Washington works closely with public school and community agencies to assess respite needs. Area school divisions provide outreach services to attract local families to participate.	Special Education faculty from the following school divisions: Stafford County, Fredericksburg City, Prince William County, Spotsylvania County, and Caroline County ; Rappahannock Interagency Council for Early Childhood Education Executive Director and the University of Mary Washington College of Education Department Chair for FLSP	No

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

Name of Institution: University of Mary Washington
Contact Person: Dr. Adria Hoffman
Phone No.: (540) 286-8114
Reporting Date: August 2012

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

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

Name of Institution: University of Mary Washington
Contact Person: Dr. Adria Hoffman
Phone No.: (540) 286-8114
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*Reading Specialist*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Business and Information Technology*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*Computer Science*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Adapted Curriculum K-12*	*Special Ed. - General Curriculum K-12*	*Gifted Education (add-on endorsement)*	*Journalism (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*	*Speech Communication (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																										
20.	Secondary Mathematics Cohort																	X										
21.	Gifted Education and Mountain Vista Governor's School																								X			
22.	History Grant	X	X														X											
23.	Daybreak Respite Program																							X				

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

Name of Institution: University of Mary Washington
Contact Person: Dr. Adria Hoffman
Phone No.: (540) 286-8114
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Advanced Program Internship	Internship placements are made with PreK-12 schools to ensure that prospective school administrators, through support, supervision, and evaluation, can demonstrate and apply the competencies enumerated in the Virginia Licensure Regulations for School Personnel and demonstrated by skillful school leaders.	Field internship experiences are designed to assist the candidate with performance of the required program standards and competencies which must be demonstrated for the administration and supervision PreK-12 endorsement. Identified needs of the PreK-12 community are met through well-prepared and highly qualified principals and central office administrators. PreK-12 schools mentor these individuals for the betterment of student learning and possible employment as school leaders in their divisions.	Administrators in the following school divisions: Spotsylvania County, Stafford County, Fredericksburg City, Prince William County, King George County, Fauquier County, Caroline County, Orange County, and Alexandria City in collaboration with the University of Mary Washington College of Education Educational Leadership Program Department Chair for Foundations, Leadership, and Special Populations (FLSP)	Yes - MOUs sent to all partner school divisions in May 2012
2.	Spotsylvania Collaboration on Internship	To strengthen communication and the working relationship between the University of Mary Washington Educational Leadership Program and Spotsylvania County, the faculty works closely with the Assistant Superintendent for Human Resources to define appropriate experiences for Spotsylvania County Leadership interns.	This is an ongoing dialogue with Spotsylvania County Schools on what interns should be doing to meet school division needs while fulfilling embedded-experiences and specific-placement internship requirements.	Assistant Superintendent for Human Resources Spotsylvania County Schools in collaboration with the University of Mary Washington College of Education Educational Leadership Program Department Chair (FLSP)	No

UNIVERSITY OF RICHMOND

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

Name of Institution: University of Richmond
Contact Person: Patricia Stohr-Hunt
Phone No.: (804) 289-8432
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Student Teaching Partnerships	This is a partnership with local school divisions to place student teachers in accredited public schools.	Our candidates are not only in the schools to learn to be effective teachers, but they also are there to serve the students and help full-time teachers deliver the curriculum.	Chesterfield County Public Schools - Phil Sword; Hanover County Public Schools - Joanie Shelton; Henrico County Public Schools - Seza Aldridge; Goochland County Public Schools - Pete Gretz; Louisa County Public Schools - Susan Chaney; New Kent County Public Schools - Cynthia Pitts; Powhatan County Public Schools - Terry Stokes; Richmond City Public Schools - Darlene Curry	No formal agreement
2.	Middle and High School Practicum Partnerships	This is a partnership with local school divisions to place candidates in classrooms with experienced teachers who mentor them on a weekly basis.	During the practicum experience, our candidates directly serve the needs of the teacher and students by working with individual students and with small groups. In exchange for these placements we offer free staff development as determined by the leadership team at each school.	Henrico County Public Schools - Dave Myers	Yes
3.	Reading Assessment and Intervention	This is a partnership where pre-service teachers assess and tutor students in grades K-5 with demonstrated needs in the area of reading.	A local school division asked us for assistance in providing one-on-one instruction for students in the area of reading. We work with students during regular instructional hours, as well as in an after-school program.	Henrico County Public Schools - Patrick Kinlaw	Yes
4.	General Elementary Practicum	This is a partnership with local school divisions to place candidates in classrooms with experienced teachers, who mentor them on a weekly basis.	During the practicum experience, our candidates directly serve the needs of the teacher and students by working with individual students and with small groups. In exchange for these placements we offer free staff development as determined by leadership team at each school.	Henrico County Public Schools - Patrick Kinlaw	Yes
5.	Mentor Teachers and Professional Development Schools Program	This is a partnership with local school divisions to train teachers to mentor student teachers and first year teachers.	All teachers participating come from a pattern of feeder schools determined by the school division. Teachers work with our preservice teachers and are trained as mentors. Schools receive staff development services for participating.	Henrico County Public Schools - Patrick Kinlaw	Yes

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

Name of Institution: University of Richmond
Contact Person: Patricia Stohr-Hunt
Phone No.: (804) 289-8432
Reporting Date: August 2012

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6.	Gifted Program Partnerships	This is a partnership with local school divisions to train continuing contract teachers in methods for gifted education.	Local school divisions have asked that we provide practical experiences to teachers intending to add a gifted endorsement.	Chesterfield County Public Schools - Phil Sword; Hanover County Public Schools - Joanie Shelton; Henrico County Public Schools - Seza Aldridge; Richmond City Public Schools - Darlene Curry	Yes

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

Name of Institution: University of Richmond
Contact Person: Patricia Stohr-Hunt
Phone No.: (804) 289-8432
Reporting Date: August 2012

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

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

Name of Institution: University of Richmond
Contact Person: Patricia Stohr-Hunt
Phone No.: (804) 289-8432
Date: August 2012

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

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

Name of Institution: University of Richmond
Contact Person: Patricia Stohr-Hunt
Phone No.: (804) 289-8432
Date: August 2012

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

UNIVERSITY OF VIRGINIA

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

Name of Institution: University of Virginia
Contact Person: Joanne M. McNergney
Phone No.: (434) 924-0757
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Teaching Associateship	The Teaching Associateship is a full time semester-long (16 weeks) student teaching experience, supervised by university faculty/personnel. Teaching associates work closely with clinical instructors to further the educational goals of the school/classroom and to achieve the Virginia Standards of Learning (SOL).	The collaborative effort of the student teachers and the classroom teachers allows for increased instructional differentiation to cover a range of student groups in addressing the SOL.	Curry School of Education, (Placement Director), Superintendent of Central Virginia school divisions: Albemarle County Schools, Charlottesville City Schools, Louisa County Schools, Fluvanna County Schools, Nelson County Schools, and Greene County Schools	No
2.	Clinical Instructor Training Program	The annual training session's focus is on advancing clinical instructors' coaching/mentoring skills when working with University of Virginia (UVA) teaching associates. Each year a topic of educational relevance (e.g., working with English Language Learners also is part of the training.	The training provides clinical instructors with relevant professional development and enhances their ability to monitor their own instructional capabilities.	Curry School of Education, (Placement Director), Superintendents of Central Virginia school divisions: Albemarle County Schools, Charlottesville City Schools, Louisa County Schools, Fluvanna County Schools, Nelson County Schools, and Greene County Schools	No
3.	Tutoring Program	Curry Scool teacher education students enrolled in a semester-long course tutor students who are at-risk for academic failure and need individual attention in reading (elementary) and in content area reading comprehension (secondary).	Teacher education student tutors enhance the schools' ability to address the diverse needs of at-risk students from K-12 and to increase academic success.	Curry School of Education Placement Director; UVA Community Relations Office (Ida Lee Wooten); Superintendents of Central Virginia school divisions: Albemarle County and Charlottesville City Schools	No
4.	Mathematics, Men, Mission (M3)	Two-week summer camps for fifth-, sixth-, and seventh-grade boys provide instruction in advanced mathematics experiences. Tutoring is provided throughout the school year by mentors from the 100 Black Men of Central Virginia organization.	Access to advanced mathematics courses in middle school often determines the curriculum trajectory in high school and the selection of college majors in the fields of science, mathematics, and engineering.	Curry School of Education, and Superintendent of Central Virginia school divisions; Albemarle County Schools	No
5.	Phonological Awareness Literacy Screening (PALS) Assessment	After Curry Elementary Education students learn to administer PALS PreK and PALS 1-3 they assist local elementary schools with PALS testing.	Using trained PALS administrators enables schools to focus attention on interpretation of results and delivery of instruction.	Curry School of Education (Laura Smolkin) and Superintendents of Central Virginia school divisions: Albemarle County Schools and Charlottesville City Schools	No
6.	Smart Technologies Equipment Grant	Smart Technologies has provided the secondary Mathematics and Science Teacher Education programs with 24 Smart Boards for use in pedagogy courses on grounds/campus and for student teachers to use during their placements.	Curry school faculty have worked with local schools to identify strong clinical instructors and to place Smart Boards in their classrooms to be used with student teachers in developing new ways to use technology in teaching mathematics and science.	Curry School of Education, Smart Technologies (Director of Educational Initiatives), and Superintendents of Central Virginia school divisions: Albemarle County Schools, and Charlottesville City 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: University of Virginia
Contact Person: Joanne M. McNergney
Phone No.: (434) 924-0757
Reporting Date: August 2012

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7.	US Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) Program	FIPSE has provided the secondary mathematics and science teacher education programs with funding to develop and assess technology preparation for mathematics and science teachers in local schools.	Working with local school partners, Curry School is developing ways to use technology to enhance teaching and learning. This funding has allowed us to research the effectiveness of technology preparation models.	Curry School of Education faculty; Superintendents of Central Virginia school divisions: Albemarle County Schools, Charlottesville City Schools. United States Department of Education	Yes
8.	After-School Buddies	Some students in schools will need a tutor; some will need someone who spends a little time with them regularly. Our Essential Skills and Practicum students will be providing one-on-one interactions when requested.	Outside home adult interaction (especially in rural areas, where there is not enough Big Brother/Big Sister involvement) supports the work of classroom teachers.	Curry School of Education; Superintendents of Central Virginia school divisions: Albemarle City Schools, Charlottesville City Schools, and Fluvanna Middle School	No
9.	Saturday Enrichment Program	The Saturday Enrichment Program is an enrichment opportunity for gifted and/or high-ability students in kindergarten through fifth-grade.	The program offerings are distributed to students across the Commonwealth. Additional sites in Warrenton and Culpepper have been added in response to school division requests.	Curry School of Education (Gifted Education - Catherine Brighton, Carolyn Callahan, Tonya Moon, Carol Tomlinson) and Superintendents of Central Virginia school divisions	No
10.	Summer Enrichment Program	This residential summer program for gifted and talented students has a 29-year history at the University of Virginia. Students who are currently enrolled in grades four through 10 may apply to attend a two-week program session where curriculum emphasis is on extending a student's capabilities in problem-solving, creativity and critical examination, and evaluation of content-rich fields of study.	The program offerings extend that which is offered within the context of K-12 settings, meeting a specific demand for enrichment services for talented and gifted students in Virginia school divisions.	Curry School of Education (Gifted Education) Catherine Brighton, Carolyn Callahan, Tonya Moon, Carol Tomlinson) and Superintendents of Central Virginia school divisions	No
11.	McGuffey Reading Center's Diagnostic Service	Partnerships and collaborations with faculty and graduate students from other program areas in the Curry School (Speech and Hearing, Clinical Psychology) identify the needs of at-risk readers through structured reading assessments.	The Center serves students in PreK-12 schools throughout the Commonwealth who have struggled to learn to read. We serve 75-100 PreK-12 students each year with coordinated instructional services to their home school.	Curry School of Education (Reading, Latisha Hayes) and Superintendents of Central Virginia school divisions: Albemarle, Charlottesville, Fluvanna, Louisa, Nelson, Greene and others on request	No
12.	McGuffey Reading Center's Remedial Services (Academic Year Tutorial)	Partnerships and collaborations with faculty and graduate students from other program areas in the Curry School (Speech and Hearing, Clinical Psychology) address the needs of at-risk readers through structured reading tutoring programs.	The Center serves students in PreK-12 schools throughout the Commonwealth who have struggled to learn to read. We serve approximately 30 PreK-12 students each year and provide service to the classroom teachers.	Curry School of Education (Communication Disorders, Special Education, Elementary, English Education, and Counseling: Latisha Hayes); Superintendents of Central Virginia school divisions	No

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13.	Project Build: Bridges of Understanding to Inclusive Literacy Development	This partnership involves a bi-weekly faculty workshop focused on reading, writing, and research strategies, combined with art and technology, to improve K-5 literacy competencies. Teachers implement strategies, share results, discuss and analyze student work, and document successes in a schoolwide literacy manual.	The partnership has resulted in a rich interdisciplinary curriculum focused primarily on nonfiction text, with an emphasis on writing to make sense of such texts using daily writing practice. SOL writing scores are consistently 97-100 percent since implementation.	Curry School of Education (English Education) and Stony Point Elementary, Albemarle County Schools	No
14.	Virginia Severe Disabilities Consortium (SDC)	The practicum experience is designed via the SDC to allow students the opportunity to work closely with their supervisors to increase performances of students with severe disabilities.	All teachers in the SDC are supervised in practicum experiences as they apply coursework in classroom settings. This allows classroom teachers to provide more appropriate and targeted instruction to children and to increase inclusionary practices when appropriate.	Curry School of Education (Clinical and School Psychology); Superintendents of Central Virginia school divisions: Albemarle County Schools, Charlottesville City Schools, Culpeper Schools, Rockbridge Schools; Virginia School for the Deaf and the Blind	No
15.	Training in Threat Assessment and Prevention of Bullying	Training sessions are provided for principals, school psychologists, and counselors by Curry School faculty. Resources and follow-up are provided.	School divisions wish to strengthen their ability to detect and deter serious student threats and bullying.	Curry School of Education (Clinical and School Psychology) in collaboration with Superintendents of Central Virginia school divisions	No
16.	Institutes on Academic Diversity	Faculty provide annual professional development to educators from the Commonwealth of Virginia and beyond on topics related to meeting a broad range of learners' needs in general education classrooms. The institutes occur throughout the school year and summer (July: two-week institute; March: topical "Best Practices Institute;" and, the "Getting Started" Fall Symposium).	Annual surveys to school division personnel determine the topics presented at each institute. With this PreK-12 data in hand, faculty are able to tailor the content of the professional development to meet K-12 educators' specific needs.	Curry School of Education (faculty members Dr. Carol Tomlinson, Dr. Catherine Brighton, Dr. Tonya Moon); PreK-12 School Divisions (upon request)	No
17.	Differentiated Instruction Projects	Faculty and graduate students in the Educational Psychology, Research, Evaluation, and Statistics; Curriculum, Teaching and Learning; and, Applied Developmental Science programs provide professional development and coaching for the administrators and teachers of Henry County. This includes direct professional development for educators and individual coaching of teachers (including classroom observations with constructive feedback and development of differentiated curricular materials).	Division leaders have identified the need for increased awareness of the needs of all learners, including those with high ability within the context of the mixed-ability general education classroom. This partnership was initiated by the school division and has been in place for five academic years.	Curry School of Education, Superintendents of Central Virginia school divisions: Henry County Schools, and Hempfield County Schools (Pennsylvania)	No

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18.	Phonological Awareness Literacy Screening (PALS)	Partnerships and collaborations with the Virginia Department of Education (VDOE) and the Virginia General Assembly assess the emerging reading ability of PreK-3 students.	Approximately one quarter million PreK-3 students are screened for literacy development annually. Diagnosed needs are revealed to the classroom teacher. The Commonwealth's Early Intervention Reading Initiative (EIRI) meets these needs by providing additional instruction.	Curry School of Education (Reading); VDOE; Superintendents of Central Virginia's 132 school divisions	Yes
19.	Speech-Language Pathology Practica	An American Speech-Language-Hearing Association (ASHA) certified, state-licensed Speech-Language Pathologist assigned to the school division provides clinical supervision for a master's degree student who is responsible for providing clinical services to identified PreK-12 students.	Working with a speech-language pathologist, Curry School graduate students help to provide services as described in the Individualized Education Plan (IEP) for each student, extending the service provisions to a greater number of the school clientele. Training and supervision are prescribed by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.	Curry School of Education (Communication Disorders); Superintendents of Central Virginia school divisions: Albemarle, Charlottesville, Chesapeake, Chesterfield, Greene, Fluvanna, Fairfax, Richmond City, Goochland County, and Madison Public Schools	Yes
20.	Virginia Mathematics-Science Coalition	Participants in the coalition work to prepare classroom teachers for the mathematics specialist endorsement or to complete a masters of education degree with a concentration in the mathematics specialist field.	Participants work with classroom teachers to increase mathematics content knowledge, assist administrators and teachers in identifying mathematical weaknesses among students, develop programs addressing these needs resulting in increased mathematics SOL scores, and provide mathematics leadership in the schools.	Curry School of Education (Mathematics, Science) and Virginia Mathematics-Science Coalition school division members	No
21.	Young Women Leaders Program	One faculty member (Winx Lawrence) and 10 graduate students developed and are implementing a mentoring program for at risk middle school girls who are nominated by their teachers as showing academic promise. They are paired with 80 UVA undergraduate students who work with them throughout the year using a structured curriculum.	Data indicated that participants make substantial gains over matched peers on social, academic, and emotional (e.g., self-concept) measures.	Curry School of Education; Superintendents of Central Virginia school divisions: Charlottesville City Schools, Albemarle County Schools, Fredericksburg County Schools, Alexandria City Schools, and Lynchburg City Schools	No
22.	Practicum and Internships in School Psychology	Doctoral students spend one or two days per week in selected school divisions working with school psychologists.	Counseling and other services are provided to students at-risk for emotional and academic problems.	Curry School of Education; Superintendents of Central Virginia school divisions: Charlottesville City, Albemarle County and Fluvanna County	Yes

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23.	English Language Learners (ELL) Assessment and Planning Practicum Teacher Assistants	Students in the ELL Assessment and Planning Practicum course (EDIS457) work as teacher assistants with English as a Second Language (ESL) teachers for three hours per week for five to eight weeks. They also prepare materials and work with individual students and small groups.	The University students add to the interaction options for ELL students and support the work of the regular ELL teacher, benefiting the non-native English speaking students by offering one-on-one instruction.	Curry School of Education (Curriculum, Instruction and Special Education Deptartment); Superintendents of Central Virginia school divisions: Charlottesville City's and Albemarle County's ESL programs	No
24.	Foreign Languages Professional Development in Southwest Virginia	Curry School faculty demonstrate technology-based instruction in foreign languages through a Web-based "Cine Con Clase."	The program is offered in response to requests for strengthening instructional skills in foreign languages.	Curry School of Education; Superintendents of Central Virginia school divisions: Wise County, Dickenson County and Russell County	No
25.	Southwest Virginia Early Learning and Literacy Project (SWELL)	Intervention in literacy approaches are provided to very young children to promote language development skills.	Early and sustained intervention in communication and reading have been demonstrated to increase reading readiness and language development that is critical in low-income families.	Curry School of Education; University of Virginia at Wise; Wise County; Early Head Start Program	No
26.	McGuffey Reading Center's Summer Reading Program	This partnership and collaboration with local schools identifies and serves students with remedial reading needs through a summer tutorial program.	We serve approximately 95 struggling readers from local schools every summer. Clinicians are primarily part-time graduate students who also are full-time teachers in local schools. Their experiences in the summer clinic result in more effective instruction in their home schools.	Curry School of Education (CISE Department), Superintendent of Albemarle County Schools	No
27.	Safe Schools / Healthy Students	Part of the federal Safe Schools/Healthy Students initiative, this project studies school climate with an emphasis on disciplinary structure and student support. We help plan and implement the project, provide some staff for mental health services, and expand the bullying prevention effort in all grades.	By combining the efforts of the community, schools, and university resources, the initiative provides for oversight and analysis of the bi-annual student surveys to measure progress, provides information about existing services and issues in the schools, and regularly reviews progress.	Curry School of Education (Dewey Cornell); Superintendents of Central Virginia school divisions: Albemarle County and Charlottesville City Schools	Yes
28.	Languages Across Borders	This is a partnership and collaboration with local high schools to provide opportunities for peer mentoring of Spanish and English language learners through an after-school dual-language program. The program is facilitated by UVA faculty and ESOL/English/Spanish teachers at the school.	We serve approximately 20 students. Existing evidence suggests that their experiences in the program have resulted in improved cultural awareness, social connections with diverse peers, and second language use.	Curry School of Education (CISE Deparment - Amamda Kibler); Dr. Pamela Moran, Superintendent of Albemarle County Schools	No

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29.	Virginia Initiative for Science Teaching and Achievement / VISTA	The initiative provides a four-week summer institute for elementary teacher teams, two science methods courses over two years for uncertified, provisionally licensed, or new secondary science teachers, and academic-year support through coaching and follow-up sessions for all participants.	Goals are to improve science teaching and student learning throughout Virginia, especially in high-need, high-poverty, high-minority schools, and to build an infrastructure to provide sustained, intensive professional development to support inquiry-based science teaching and improve achievement in science for students.	Curry School of Education (Jenn Maeng); George Mason University, Virginia Commonwealth University, William and Mary, James Madison University, Virginia Polytechnic Institute and State University, and 47 Superintendents of Central Virginia school divisions: Albemarle County, Amherst County, Appomattox County, Arlington County, Bedford Cty, Buckingham County, Buena Vista City, Campbell County, Charlottesville City, Chesterfield County, Clarke County, Culpeper County, Fairfax Cty, Floyd County, Fluvanna County, Frederick County, Fredericksburg City, Grayson County, Greene County, Hanover County, Hopewell City, Loudoun County, Louisa County, Lynchburg City, Madison County, Manassas City, Manassas Park City, Mecklenburg County, Nelson County, Newport News City, Orange County, Poquoson City, Portsmouth City, Prince William County, Rockbridge County, Rockingham County, Russell County, Spotsylvania County, Stafford County, Staunton City, Virginia Beach City, Virginia School for the Deaf and the Blind, Warren County, Waynesboro City, Williamsburg-James City County, Winchester City, and York County	Yes
30.	America on the World Stage: Teaching American History Project	This project is an immersive professional development program that provides three 10-week modules of study per year. Participants receive content instruction, develop hands-on instructional approaches, and publish master teaching kits for dissemination across the state.	This project reframes the teaching of American history in a global context. Published teaching kits emphasize this same integrated approach, dovetail every lesson with the SOL, and lead to increased content knowledge, increased inquiry-based instruction, and increased student performance.	Curry School of Education, (Andy Mink), Superintendent of Central Virginia school divisions: Albemarle County, Charlottesville City, Madison County, Greene County, and Orange County	Yes

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31.	Transatlantic Teacher Scholars Program (TTSP)	TTSP is an immersive professional development program that provides one 14-week module of study per year that connects elementary and secondary teachers in the USA with teachers in the United Kingdom (UK) to study topics in history. Participants receive content instruction, develop hands-on instructional approaches, and publish master teaching kits for international dissemination.	This program provides an authentic research partnership between an international partners to develop inquiry-based, scholarly approaches to teaching history with the ultimate goal of increased student participation and performance at the elementary and secondary levels.	Curry School of Education (Andy Mink); Superintendents of Central Virginia school divisions: Albemarle County, Charlottesville City, Madison County, Greene County, Orange County Public Schools; National Archives (UK); Virginia Geographic Alliance; United States Library of Congress	Yes
32.	Shaping America's Identity and Legacy (SAIL) Teaching American History Project	This project is an immersive professional development program that provides two annual cohorts of 36 fourth- and fifth-grade teachers training in teaching history at the elementary level with a particular focus on literacy, cross-discipline connections, and student-driven activities.	This project addresses specific strategies for teaching history at the elementary level by focusing on increased content knowledge and experiential professional development field-work using historic sites and resources.	Curry School of Education (Andy Mink); Dr. James G. Merrill, Superintendent of Virginia Beach City Public Schools	Yes
33.	"To Secure the Blessings of Liberty: Analyzing American History Through Primary Sources" Teaching American History Project	This project is an immersive professional development program that provides one annual cohort of 40 K-12 teachers training in teaching history in a hands-on, interactive methodology with a particular focus on instructional technology.	This project integrates instructional technology in the history classroom with a specific focus on elementary and secondary level classrooms.	Curry School of Education (Andy Mink); Edmonds School District (Seattle, Washington)	Yes
34.	Liberty Today Digital Archive Project	This project is a curriculum design and development initiative that integrates the "Liberty Today" digital exhibit at Monticello into the elementary, middle, and secondary classroom.	This initiative develops hands-on curriculum around best teaching practices that integrate public history exhibit content with classroom instruction.	Curry School of Education (Andy Mink); Monticello Foundation	No
35.	Practicum and Internships in School Counseling	Master's students spend three semesters and a total of 700 clock hours in area schools working with school counselors. Students spend one day a week in schools during the first semester and three days per week in schools during the following two semesters.	Students provide intervention and prevention strategies through individual and group counseling, classroom guidance lessons, and other school counseling duties that address personal, emotional, social, career, and academic needs of PreK-12 students. The program also provides area school counselors with supervision training and professional development relevant to their work duties.	Curry School of Education; Superintendents of Central Virginia school divisions: Albemarle County, Charlottesville City, Louisa County, Fluvanna County, Madison County, Nelson County, and Waynesboro City Schools	Yes
36.	Center for Advanced Study of Teaching and Learning (CASTL)-Pre-Kindergarten Programs/Projects	CASTL broadly supports the advancement of the quality and impact of teaching and learning through scientific study. Our projects partner with teachers to provide supports that help children develop in meaningful ways.	The collaborative effort of teachers and staff for CASTL projects provide strategies, support, and materials for a variety of topics (e.g., phonological awareness in book reading), and children, including those with special needs.	Curry School of Education (Leslie Booren); Superintendents of Central Virginia school divisions: Wise County Schools, Hampton Roads Schools (Virginia Beach, Suffolk, Norfolk, Portsmouth), Albemarle County Schools, Charlottesville City Schools	Yes

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37.	Center for Advanced Study of Teaching and Learning (CASTL)--Elementary Programs/Projects	CASTL broadly supports the advancement of the quality and impact of teaching and learning through scientific study. Our projects partner with teachers to provide supports that help children develop in meaningful ways.	The collaborative effort of teachers and staff for CASTL projects provide strategies, support, and materials for a variety of topics (e.g., management of social and academic learning strategies), types of assessments (e.g., observations and teacher reports), and after school activities (e.g., promotion of fine motor skills).	Curry School of Education; Superintendents of Central Virginia school divisions: Fairfax County, Hampton City, Arlington County, Albemarle County, Charlottesville City, and Fluvanna County Schools	Yes
38.	Center for Advanced Study of Teaching and Learning (CASTL)--Upper Elementary and Secondary Programs/Projects	CASTL broadly supports the advancement of the quality and impact of teaching and learning through scientific study. Our projects partner with teachers to provide supports that help adolescents develop in meaningful ways.	The collaborative effort of teachers and CASTL projects provides strategies, support, and materials for a variety of topics (e.g., effective interactions), and content (e.g., strategies to teach history).	Curry School of Education; Superintendents of Central Virginia school divisions: Hampton City, Albemarle County, Charlottesville City, Bristol, Carroll, Dickinson, Lee, Russell, Scott, Smyth, Washington, Wise, and Wythe Counties	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)

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

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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																							
20.	Virginia Mathematics-Science Coalition		X												X										
21.	Young Women Leaders Program	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	
22.	Practicum and Internships in School Psychology					X																			
23.	English Language Learners (ELL) Assessment and Planning Practicum Teacher Assistants	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			
24.	Foreign Languages Professional Development in Southwest Virginia						X	X	X																
25.	Southwest Virginia Early Learning and Literacy Project (SWELL)																					X			
26.	McGuffey Reading Center's Summer Reading Program	X		X																					
27.	Safe Schools / Healthy Students				X	X																			
28.	Languages Across Borders										X														
29.	Virginia Initiative for Science Teaching and Achievement / VISTA															X	X	X	X						
30.	America on the World Stage: Teaching American History Project													X											
31.	Transatlantic Teacher Scholars Program (TTSP)													X											
32.	Shaping America's Identity and Legacy (SAIL) Teaching American History Project													X											
33.	"To Secure the Blessings of Liberty: Analyzing American History Through Primary Sources" Teaching American History Project													X											
34.	Liberty Today Digital Archive Project													X											
35.	Practicum and Internships in School Counseling				X																				
36.	Center for Advanced Study of Teaching and Learning (CASTL)-Pre-Kindergarten Programs/Projects	X			X										X	X	X	X		X			X		
37.	Center for Advanced Study of Teaching and Learning (CASTL)--Elementary Programs/Projects	X										X													

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

Name of Institution: University of Virginia
Contact Person: Joanne M. McNergney
Phone No.: (434) 924-0757
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*	*Special Ed. - Speech-Lang. Pathologist PreK-12*	*Gifted Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																							
38.	Center for Advanced Study of Teaching and Learning (CASTL)--Upper Elementary and Secondary Programs/Projects													X											

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

Name of Institution: University of Virginia
Contact Person: Joanne M. McNergney
Phone No.: (434) 924-0757
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	The Virginia School University Partnership (VSUP)	VSUP links UVA with 26 central and northern Virginia school divisions to provide quality professional development for school administrators and teachers, better access to university resources and services, and increased opportunities for university faculty to conduct research related to school administrative needs.	VSUP provides for its school division members' leadership needs through a school leader preparation program which addresses administrative shortages in member divisions and a summer leadership institute that focuses on current issues in school administration.	Curry School of Education (Dr. Pamela Tucker); VSUP Board of Directors (Andy Stamp); Superintendents of 26 Central and Northern Virginia school divisions	Yes
2.	Fairfax Leadership Development Cohort	Fairfax County and the Administration and Supervision Program Area collaborate on the delivery of an Masters of Education (MED) in Administration and Supervision. Students are selected jointly, and the courses are taught by a combination of Curry faculty and Fairfax administrators.	The need for high quality leadership candidates for schools across the Commonwealth is well-documented. Although many candidates are available who are licensed, they often lack the demonstrated aptitude for leadership roles. By collaborating with Fairfax County, candidates are recruited who have demonstrated the skills and dispositions for leadership.	Curry School of Education (Dr. Pamela Tucker) and Dr. Jack D. Dale, Superintendent, Fairfax County Public Schools	Yes

UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE

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

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
Phone No.: (276) 328-0163
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Partners in Education	The Education Department at the University of Virginia's College at Wise (UVA-Wise) collaborates with eight public school divisions in Southwest Virginia through the Southwest Virginia Education Consortium and the Partners in Education. The eight public schools divisions in the coalfield counties of Southwest Virginia, including Dickenson, Wise, Russell, Tazewell, Buchanan, Scott, Lee, and the City of Norton comprise this partnership.	The UVA-Wise Education Department and the College's Center for Teaching Excellence (CTE) assist eight school divisions by providing coursework for provisionally licensed teachers, professional development workshops, and courses to improve instruction and technology, grant writing, and other resources for administrators.	Dickenson, Wise, Russell, Tazewell, Buchanan, Scott, and Lee County Public Schools; Norton City Schools	Yes
2.	Southwest Virginia Public Education Consortium (SVPEC)	The Education Department and the Center for Teacher Excellence at UVA-Wise collaborate with the Southwest Virginia Public Education Consortium. The Consortium is comprised of the schools identified in the Partners in Education (coalfield county school divisions) as well as most of the remaining public school divisions in Region 7 (i.e., Interstate 81 corridor school divisions).	The UVA-Wise Education Department collaborates with the SVPEC and the CTE in providing professional development programs, workshops, and academies/conferences for teaching and school leadership for sixteen school divisions in Southwest Virginia. The SVPEC serves to bring these organizations together for the betterment of the educational division in Southwest Virginia.	The SVPEC provides assistance to the public school divisions of Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe Counties and the cities of Bristol, Galax, and Norton.	Yes
3.	Buchanan County Schools	The UVA-Wise Education Department collaborates with Buchanan County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Buchanan County Schools, Mr. Larry Ashby, Superintendent	No
4.	Lee County Schools	The UVA-Wise Education Department collaborates with Lee County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Lee County Schools, Mr. Mark Carter, Superintendent	No
5.	Russell County Schools	The UVA-Wise Education Department collaborates with Russell County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Russell County Schools, Dr. Brenda Hess, Superintendent	No

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

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
Phone No.: (276) 328-0163
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
6.	Scott County Schools	The UVA-Wise Education Department collaborates with Scott County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Scott County Schools, Mr. John Ferguson, Superintendent	No
7.	Dickenson County Schools	The UVA-Wise Education Department collaborates with Dickenson County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Dickenson County Schools, Mrs. Haydee Robinson, Superintendent	No
8.	Tazewell County Schools	The UVA-Wise Education Department collaborates with Tazewell County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Tazewell County Schools, Dr. Brenda B. Lawson, Superintendent	No
9.	Wise County Schools	The UVA-Wise Education Department collaborates with Wise County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Wise County Schools, Dr. Jeff Perry, Superintendent	No
10.	Norton City Schools	The UVA-Wise Education Department collaborates with Norton City Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Norton City Schools, Dr. Jeff Comer, Superintendent	No

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

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
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Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
11.	Smyth County Schools	The UVA-Wise Education Department collaborates with Smyth County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Smyth County Schools, Dr. Michael M. Robinson, Superintendent	No
12.	Washington County Schools	The UVA-Wise Education Department collaborates with Washington County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Washington County Schools, Mr. Jim R. Sullivan, Superintendent	No
13.	Bristol City (Virginia) Schools	The UVA-Wise Education Department collaborates with Bristol City (Virginia) Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Bristol City (VA) Schools, Dr. Mark Y. Lineburg, Superintendent	No
14.	Jenkins Independent Schools (Jenkins, Kentucky)	The UVA-Wise Education Department collaborates with Jenkins Independent Schools (Jenkins, Kentucky) to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Jenkins Independent Schools (Jenkins, Kentucky), Ms. Deborah Watts, Superintendent	No
15.	Wythe County Schools	The UVA-Wise Education Department collaborates with Wythe County Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Wythe County Schools, Dr. William Lee Brannon, Superintendent	No

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

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
Phone No.: (276) 328-0163
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
16.	Bristol City (Tennessee) Schools	The UVA-Wise Education Department collaborates with Bristol City (Tennessee) Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Bristol City (Tennessee) Schools, Dr. Gary Lilly, Superintendent	No
17.	Pike County (Kentucky) Schools	The UVA-Wise Education Department collaborates with Pike County (Kentucky) Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Pike County (Kentucky) Schools, Mr. Roger Wagner, Superintendent	No
18.	Kingsport City (Tennessee) Schools	The UVA-Wise Education Department collaborates with Kingsport City (Tennessee) Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Kingsport (Tennessee) Schools, Dr. Lyle Ailshie, Superintendent	No
19.	Roanoke City Schools	The UVA-Wise Education Department collaborates with Roanoke City Schools to provide quality early field and internship experiences for pre-service teachers, training for teaching faculty who serve as clinical faculty and mentors to first year teachers, and teacher education endorsement programs for identified need areas.	The UVA-Wise Education Department provides training for Clinical Faculty and Teacher Mentors and endorsement programs for identified and/or critical teacher shortage areas. The school division provides early field and intern experiences for pre-service teachers.	Roanoke City Schools, Dr. Rita Bishop, Superintendent	No
20.	Partnerships for Teacher Excellence: Preparing Teachers as Transformative Leaders	The Education Department at UVA-Wise, funded by a grant from the Virginia Department of Education, has established a training and partnership program with the area schools and school divisions where pre-service teachers are placed for field experiences. UVA-Wise provides initial and ongoing training for clinical faculty and mentors for first year teachers.	The UVA-Wise Education Department provides training for teachers who serve as Clinical Faculty and who may serve as Teacher Mentors teachers for first year teachers. These teachers provide quality field experiences for pre-service teachers.	Dickenson, Wise, Russell, Tazewell, Buchanan, Scott, Lee, and Washington County Public Schools; Norton City Schools	Yes

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

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
Phone No.: (276) 328-0163
Reporting Date: August 2012

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

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

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
Phone No.: (276) 328-0163
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*French PreK-12*	*Spanish PreK-12*	*Business and Information Technology*	*Health and Physical Education PreK-12*	*Library Media PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Special Ed. - General Curriculum K-12*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																	
20.	Partnerships for Teacher Excellence: Preparing Teachers as Transformative Leaders	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

Name of Institution: University of Virginia's College at Wise
Contact Person: G. Jewell Askins
Phone No.: (276) 328-0163
Date: August 2012

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

VIRGINIA COMMONWEALTH 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: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
Phone No.: (804) 828-3382
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Mary Munford Micro Teaching Partnership	This is a collaborative effort designed to give undergraduate health and physical education students the opportunity to teach elementary students under the supervision of a university faculty member and site professional.	Undergraduate students, with the university professor, assist the site professional with daily instruction while acquiring pedagogical experience.	Dr. Robert Davis, University Professor; Mr. Greg Muzik, School Principal; Mr. Cordel Watkins, Site Teaching Professional	No
2.	Crestwood Micro Teaching Partnership	This is a collaborative effort designed to give undergraduate health and physical education students the opportunity to teach elementary students under the supervision of a site professional.	Undergraduate students assist the site teaching professional with daily instruction, while acquiring pedagogical experience.	Ms. Vicki Miller, University Instructor; Ms. Marsha Carter, School Principal; Mr. Henry Castelvecchi, Site Teaching Professional	No
3.	Metropolitan Health and Physical Education Master's Degree Cohort	This is a formal agreement with Richmond City, Henrico County, Chesterfield County, and Hanover County offering a master's degree to health and physical education teaching professionals.	This cohort offers advanced educational opportunities to over 25 health and physical education professionals.	Dr. Edmund Acevedo: University Administrator and Advisor, Ms. Bonnie Connor Gray: Henrico County Representative, Ms. Lynne Bennett: Chesterfield County Representative, Mr. John Trott: Hanover County Representative, Mr. William James: Richmond City	Yes
4.	American College Testing - English as a Second Language (ACT-ESL)	ACT-ESL is a five-year, federally funded ESL training grant in collaboration with Chesterfield County.	The number of ESL students is rapidly increasing in Chesterfield County and this project provides content area teachers with the skills necessary to utilize ESL pedagogy in their classes.	Virginia Commonwealth University (VCU) School of Education and Chesterfield County Public Schools	Yes
5.	eLEARN Virginia	This is a university funded community engagement project designed to provide training to the field, maintenance of online learning systems, and technical assistance on distance learning.	Students at Adult Career Development Center (ACDC) are in danger of dropping out of school and the online General Education Development (GED) provides another opportunity to keep them connected.	VCU School of Education, the Literacy Institute at VCU and RCPS	Yes

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

Name of Institution: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
Phone No.: (804) 828-3382
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
6.	Richmond Early Reading First (RERF)	In August, we will close out our third and final Early Reading First (ERF) project. All three projects were funded by the United States Department of Education (USED) to train preschool teachers in early literacy, to upgrade preschool classrooms with early literacy materials, and to provide family literacy programs to parents in the City of Richmond. In collaboration with the Virginia Literacy Foundation, we have taken the knowledge gained, the teacher training, and parent programs developed during the ERF projects and created a more streamlined, cost effective model called Excellence in Children's Early Language and Literacy (ExCELL), which is now being offered in Richmond, Hampton Roads, and Northern Virginia.	Children with low literacy skills are at-risk for school success.	VCU School of Education, the Literacy Institute at VCU and Richmond City Public Schools (RCPS)	Yes
7.	Urban Educator Certificate Program	This program offers professional development designed to provide urban teachers with new approaches to use in reaching at-risk students. The VCU School of Education and J. Sargeant Reynolds Community College offer a summer institute and the possibility of earning a 15-credit Post-Baccalaureate Certificate in Urban Education.	There is an identified set of instructional skills and understandings that have been found to make a difference in the success of urban children.	VCU School of Education and J. Sargeant Reynolds Community College	Yes
8.	Metropolitan Educational Research Consortium (MERC)	MERC is a partnership of VCU and Richmond area school divisions working together to provide systematic, disciplined inquiry into public education.	The school divisions identified the need to study practice-based issues that seemed to be influencing student success.	VCU School of Education, MERC, Chesterfield, Colonial Heights, Henrico, Hanover, Hopewell, Powhatan, Richmond City Schools	Yes
9.	Metropolitan Educational Training Alliance (META)	META exists to enhance the professional development and training of teachers, administrators, and other educational personnel in the respective school divisions.	META is an opportunity for the four school divisions to best use their resources to meet professional development needs.	Chesterfield, Hanover, Henrico, Richmond City, and VCU	Yes
10.	The Virginia Center for Teaching International Studies	The purpose is to enhance the teaching of international studies in Virginia's middle and high schools.	Globalization has increased the need for middle and high schools to refine their curricula and instructional practices related to international studies.	VCU School of Education and the World Affairs Council of Greater Richmond	Yes
11.	VCU Project Certifying Online Virginia Educators (COVE)	The partnership established an online licensure program for special educators in Superintendents' Regions I and VIII. The program provides full professional licensure in Special Education General Curriculum K-12.	There continue to be many individuals teaching under provisional licenses.	The partnership includes system administrators, teachers, and VCU faculty.	No (only with Virginia Department of Education - VDOE)

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

Name of Institution: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
Phone No.: (804) 828-3382
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
12.	Region I Superintendents' Autism Education Professional Development Consortium	The partnership is developing a comprehensive personnel development program for teachers and staff members providing educational services to students with Autism Spectrum Disorders in Superintendents' Region I.	There are over 1,200 students with Autism Spectrum Disorders served in the 15 school divisions in Region I.	The partnership includes Superintendents, special education directors, principals, teachers and VCU faculty.	Yes
13.	Special Education and Disability Policy (SEDP) Paraprofessional Licensure Program	Coordinated through META, the partnership allows paraprofessionals in Richmond, Henrico, Chesterfield and Hanover to pursue licensure and master's degrees in special education. The program was expanded to surrounding counties in 2009.	The partnership allows paraprofessionals with bachelor's degrees to pursue licensure and master's degrees through special scheduling and faculty mentoring relationships.	The partnership includes system administrators, paraprofessionals, and VCU faculty.	Yes
14.	Post-Baccalaureate Autism Certificate Program	The partnership is implementing 12 credit hour post-baccalaureate certificate cohorts with Richmond, Chesterfield, Henrico, Eastern Shore, and Isle of Wight school divisions.	The number of students with Autism Spectrum Disorders is increasing rapidly throughout the Commonwealth. School divisions are requesting assistance from the Department of Special Education and Disability Policy in implementing their professional development programs.	The partnership includes system administrators, teachers, and VCU faculty.	Yes
15.	Peter Paul Development Center Collaborative	The partnership involves SEDP faculty and graduate students working with children and staff at the Peter Paul Development Center in screening, assessment, and tutoring activities.	SEDP faculty and graduate students, led by Dr. Kevin Sutherland, are providing direct service, training, technical assistance, and materials to staff at the Center.	The partnership is led by Dr. Kevin Sutherland and involves VCU special education faculty and staff, Peter Paul Development Center students and staff.	Yes
16.	Clinical Counseling Partnership	The partnership is designed to coordinate clinical placements for the Counselor Education Department.	The initiative ensures that an expert counselor educator plans and implements appropriate placement and supervision for counselor education students.	Dr. Jennifer Burruss, Williamsburg-James City, Hanover, Henrico, Chesterfield, Stafford, Richmond, Powhatan, Goochland School divisions and VCU	Yes
17.	Clinical Faculty Program	This is a collaborative initiative with local school divisions to train clinical faculty who are prepared to guide, evaluate, and mentor candidates in our teacher preparation programs.	The purpose of the program is to prepare teachers for service in the local school divisions.	Dr. Terry Dozier and Human Resource contacts in Chesterfield, Hanover, Henrico and Richmond and VCU	Yes
18.	Field Instruction Placement Initiative	This is a collaborative initiative for placement for School of Social Work students. The program is supervised by licensed school social workers.	Interns (under supervision) perform all school social worker tasks to support the school.	Dr. Elizabeth Dungee-Anderson and Dr. Timothy Davey and the school social worker supervisor at VCU	No

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

Name of Institution: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
Phone No.: (804) 828-3382
Reporting Date: August 2012

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?
19.	Preparing for Change Project	The purpose of the project is to increase the quantity, quality, and diversity of early childhood special educators who are prepared to teach in the metropolitan area. Community-based learning experiences are provided in collaboration with public schools and community agencies.	The program meets the need for new and fully credentialed early childhood special educators by providing tuition support for graduate students and provisionally licensed teachers (50 in total).	Dr. Evelyn Reed and Belinda Hooper at VCU collaborate with state and local early childhood special education (ECSE) personnel.	Yes
20.	VCU Noyce Initiative	This is a National Science Foundation (NSF) funded project to recruit and train secondary science teachers for high needs schools. Completion of the program results in a Master of Teaching degree in the area of biology, chemistry, earth science and physics.	Many schools have high numbers of provisionally licensed science teachers.	School divisions of Chesterfield County, Hopewell City, Richmond City, and Henrico County and VCU	Yes
21.	Richmond Teacher Residency Program	This program will increase student achievement by designing and piloting an innovative approach to recruiting, preparing, and retaining bright, capable teachers for Richmond Public Schools.	Urban schools have specific challenges which traditional teacher preparation programs often do not address effectively; these teachers may be unable to meet the needs of their students and also may leave the school division in a matter of years.	Richmond Public Schools and Dr. Terry Dozier, VCU	Yes
22.	Partnership for Clinical Placements in Local School Divisions	The Partnership for Clinical Placements in Local School Divisions is designed to facilitate the placement of interns and student teachers with cooperating teachers when placements with Clinical Faculty are not available in the Chesterfield, Hanover, Henrico and Richmond Public School divisions.	The partnership facilitates the preparation of pre-service teachers for careers in K-12 classrooms in the target school divisions and across the Commonwealth of Virginia.	HR Contacts: Mr. Phil Sword (Chesterfield), Ms. Seza Aldrich (Henrico), Ms. Deborah Dailey (Hanover), Dr. Darlene Curry (Richmond)	Yes

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

Name of Institution: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
Phone No.: (804) 828-3382
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Social Worker*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																			
1.	Mary Munford Micro Teaching Partnership								X												
2.	Crestwood Micro Teaching Partnership								X												
3.	Metropolitan Health and Physical Education Master's Degree Cohort								X												
4.	American College Testing - English as a Second Language (ACT-ESL)							X													
5.	eLEARN Virginia	X		X								X	X	X	X	X	X	X			
6.	Richmond Early Reading First (RERF)	X																			
7.	Urban Educator Certificate Program	X												X	X	X	X	X			
8.	Metropolitan Educational Research Consortium (MERC)		X	X	X							X	X	X	X	X	X	X		X	X
9.	Metropolitan Educational Training Alliance (META)	X										X	X	X	X	X	X	X			
10.	The Virginia Center for Teaching International Studies												X								
11.	VCU Project Certifying Online Virginia Educators (COVE)	X																			X
12.	Region I Superintendents' Autism Education Professional Development Consortium																		X	X	X
13.	Special Education and Disability Policy (SEDP) Paraprofessional Licensure Program	X																			X
14.	Post-Baccalaureate Autism Certificate Program	X																	X	X	X
15.	Peter Paul Development Center Collaborative																		X		X
16.	Clinical Counseling Partnership				X																
17.	Clinical Faculty Program	X			X		X		X	X	X	X	X	X	X	X	X	X			
18.	Field Instruction Placement Initiative					X															
19.	Preparing for Change Project	X																	X		

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

Name of Institution: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
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Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*School Social Worker*	*Visual Arts PreK-12*	*English as a Second Language PreK-12*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Special Ed. - Early Childhood (Birth - Age 5)*	*Special Ed. - Adapted Curriculum K-12* (* Part of a consortium offering an Adapted Curriculum endorsement.)	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																			
20.	VCU Noyce Initiative														X	X	X	X			
21.	Richmond Teacher Residency Program											X	X	X	X	X	X	X			
22.	Partnership for Clinical Placements in Local School Divisions	X			X		X		X	X	X	X	X	X	X	X	X	X	X		X

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

Name of Institution: Virginia Commonwealth University
Contact Person: Dr. Diane Simon
Phone No.: (804) 828-3382
Date: August 2012

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

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7.	Project ALL	The partnership establishes a principal development program for Richmond City Schools.	The Department of Educational Leadership and Richmond City Schools received a grant to develop an urban principal development program. This program targets both the issue of principal retirements and the need for new principals and the need for principals with a strong understanding of instructional leadership.	The partnership includes VCU educational leadership faculty and Richmond City School administrators and teachers.	Yes
8.	Next Generation Leadership Academy (NGLA)	Staff development leaders in EduLead's four partner school divisions assist in the development and delivery of NGLA programming. NGLA morning speakers are university experts in their fields. After large group morning sessions, NGLA participants gather by division and experience division-specific activities and discussion, led by expert leaders from their own school divisions.	To support the preparation of aspiring school leaders in EduLead's four partner school divisions, NGLA provides instructional, transformational and organizational leadership development through a combination of coursework and practical application. Sessions address: What is Leadership, Group Dynamics, Ethics, Leading Change, Leading and Communicating, Educational Leadership in Action, and Book Discussion by a nationally known author.	Collaborators include: University of Richmond, Virginia Commonwealth University, Chesterfield County Schools, Hanover County Schools, Henrico County Schools, Richmond Public Schools, Challenge Discovery, EduLead, individual leadership consultants. Funding partners include: Altria Group, Genworth Foundation, partner school divisions.	Yes
9.	Leaders in Transition Summer Institute (LIT)	A curriculum committee, consisting of representatives from the four partner school divisions and EduLead, develops the curriculum for LIT. Following EduLead's spirit of regional collaboration, LIT session facilitators include experts from partner school divisions, corporate partners, the Virginia Department of Education (VDOE), EduLead's leadership coaching staff, and leaders in education and professional development throughout Virginia.	A three-day residential institute, LIT supports school leaders' success. LIT offers professional development for newly assigned principals and a member of their leadership team, early career principals and principals serving hard-to-staff schools. Participants experience a variety of sessions that address the concepts and skills critical to the success of schools and school leaders. Participants leave the Institute with a 90-Day Plan for success.	Collaborators include: Virginia Commonwealth University, University of Richmond, Chesterfield County Schools, Hanover County Schools, Henrico County Schools, Richmond Public Schools, individual leadership consultants including facilitators from VDOE and Fairfax County Schools, EduLead. Funding partners include: Robins Foundation, Altria Group, partner school divisions.	Yes

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Name of Institution: Virginia Commonwealth University
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10.	EduLead Leadership Coaching Project (ELCP)	EduLead coaches support principal goals and growth for 12 – 24 months. Partner divisions assist in the assignment of coaches and facilitating principal/coach gatherings throughout the year. To promote true trust and growth, coaching conversations are confidential – coaches communicate with EduLead but do not discuss coaching conversations with school divisions. This evidences significant trust from partner divisions.	EduLead and partner divisions recognize that principals can benefit from quality, confidential leadership coaching, especially when coaches are skilled former principals trained in a highly-regarded leadership coaching model. Coaching utilizes skilled questioning and varying levels of instructive and facilitative guidance. Principals participate in a 360 survey regarding their leadership. This leadership "snapshot" serves as content for coaching conversations.	Collaborators include: Virginia Commonwealth University, University of Richmond, Chesterfield County Schools, Hanover County Schools, Henrico County Schools, Richmond Public Schools, New Teacher Center, EduLead. Funding partners include: Altria Group, partner school divisions.	Yes
11.	Powerful Partnerships (P2)	An element of ELCP, EduLead and Henrico co-plan and co-deliver programming in support of Henrico's leadership development and succession planning model. The P2 partnership works with current school principals to ensure associate principals have the practical experiences and mentor guidance necessary to prepare them to become the next generation of skilled, successful school leaders in Henrico County.	P2 supports efforts to ensure skilled leadership is in place in every Henrico County school and to address Henrico's need for succession planning. Forty-three Henrico principals meet seven times a year in small groups, facilitated by EduLead coaches, to discuss their skill, comfort and strategies as they actively mentor associate principals (who are being groomed for future principalships).	Collaborators include: Virginia Commonwealth University, University of Richmond, Henrico County Schools, EduLead. Funding partners include: Altria Group, Henrico County Schools.	Yes

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

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Phone No.: (804) 828-3382
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12.	Partnering for Excellence Program (PEP)	PEP is unique to Richmond Public Schools. PEP facilitates professional dialogue and collaboration among Richmond middle school principals and the business community. Key elements of PEP include individualized leadership profiles, principals' development plans and goals, partnering with corporate executives, conversation circles (to discuss goal progress), and leadership seminars led by respected business leaders.	Middle school principals engage with successful corporate executives to explore best practices for highly effective leadership. The goal is to build a cadre of principals with powerful, focused leadership behaviors. Partnerships also foster solid relationships between the corporate community and Richmond Schools and help build community support/recognition for the work occurring in Richmond Public Schools.	Collaborators include: University of Richmond, Virginia Commonwealth University, Richmond Public Schools, Altria Group, Capital One Financial Corporation, Dominion Virginia Power, Federal Reserve Bank of Richmond, Genworth Financial, Hunton and Williams LLP, Markel Corporation, Media General, Inc., Troutman Sanders LLP., and EduLead. Funding partners include: CarMax, Genworth Foundation, MeadWestvaco, Pure Culture Consulting, Corporate Insights and Development, and Richmond Public Schools.	Yes

VIRGINIA INTERMONT 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 Intermont College
Contact Person: Brenda G'Fellers, Ed. D.
Phone No.: (276) 466-7966
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Bristol, Virginia Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional teaching licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or groups, work with Virginia reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Virginia High, Virginia Middle, Highland View Elementary, VanPelt Elementary, Stonewall Jackson Elementary, Washington-Lee Elementary Schools; Contact: Dr. Rex Gearheart	No
2.	Washington County Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional teaching licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or groups, work with Virginia reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Abingdon High, Holston High, John Battle High, P. Henry High, Wallace Middle, Abingdon Elementary, Greendale Elementary, High Point Elementary, Meadowview Elementary, Rhea Valley Elementary, Valley Institute Elementary, Watauga Elementary; Contact: Dr. Janet Lester, Elementary Schools; Gary Catron, High Schools	No
3.	Bristol, Tennessee Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional teaching licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or groups, work with Virginia reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Tennessee High, Vance Middle, Anderson Elementary, Central Elementry, Fairmount Elementary, Haynesfield Elementary, Holston View Elementary; Contact: Dr. Annette Tudor	No

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

Name of Institution: Virginia Intermont College
Contact Person: Brenda G'Fellers, Ed. D.
Phone No.: (276) 466-7966
Reporting Date: August 2012

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.	Johnson City, Tennessee Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional teaching licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or groups, work with Virginia reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Science Hill High, Liberty Bell Middle, Indian Trail Middle, Lake Ridge Elementary; Contact: Dr. Debra Bentley	No
5.	Washington County (Tennessee) Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional teaching licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or groups, work with Virginia reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Daniel Boone High, David Crockett High, Boones Creek Middle, Gray Elementary; Contact: Dr. Karla Kyte, Elementary Schools; Dr. William Flanary, High Schools	No
6.	Russell County Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Castlewood High, Lebanon High, Belfast-Elk-Garden Elementary, Honaker Elementary, Sword's Creek Elementary, Lebanon Elementary, Lebanon Primary; Contact: Dr. Brenda Hess	No

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Contact Person: Brenda G'Fellers, Ed. D.
Phone No.: (276) 466-7966
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7.	Tazewell County Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal. Space for class meetings also is provided.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Tazewell High, Tazewell Middle, Graham Intermediate, Cedar Bluff Elementary, Dudley Elementary, Tazewell Elementary, Raven Elementary, Richlands Elementary, Richlands High; Contact: Dr. Brenda Lawson	Yes
8.	Dickenson County Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal. Space for class meetings also is provided.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Haysi High, Clinchco High, Clintwood Elementary, Ervinton Elementary, Longsfork Elementary, Sandlick Elementary; Contact: Haydee Robinson	NO
9.	Wise County Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal. Space for class meetings also is provided.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Central High, Eastside High, Union High, Coburn Middle, Powell Valley Middle, L. F. Addington Middle, James W. Adams Combined School, Applachia Elementary, St. Paul Elementary, Coeburn Primary, Powell Valley Primary, Wise Primary; Contact: Gene Rowland	No

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

Name of Institution: Virginia Intermont College
Contact Person: Brenda G'Fellers, Ed. D.
Phone No.: (276) 466-7966
Reporting Date: August 2012

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10.	Buchanan County Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal. Space for class meetings also is provided.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Grundy High, Twin Valley Elementary/Middle, Hurley Elementary/Middle; Contact: Mrs. Joyce Presley	No
11.	Smyth County Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Chilhowie High, Marion High, Chilhowie Middle, Sugar Grove Combined School, Chilhowie High, Saltville Elementary, Marion Primary; Contact: Dr. Cole Spencer	No
12.	Lee County Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal. Space for class meetings also is provided.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Elk Knob Elementary, Flatwoods Elementary, Stickleyville Elementary, Lee County Head Start; Contact: Dr. Wandaleen Adams	Yes

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13.	Scott County Public Schools	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal. Space for class meetings also is provided.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Hilton Elementary, Shoemaker Elementary, Weber City Elementary, Duffield Primary, Gate City Middle; Contact: John Ferguson	No
14.	St. Anne's Catholic School	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal. Space for class meetings also is provided.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	St. Anne's Catholic School; Contact: Dr. Richard Fenchek	No
15.	Sullins Academy	PreK-12 representatives serve on the Education Advisory Committee which meets semi-annually to assess program effectiveness and school division needs. Visits are made to school divisions to discuss short- and long-term needs and to propose ways to meet those needs. Graduating highly qualified teachers to meet the needs of area schools is our primary goal. Space for class meetings also is provided.	Virginia Intermont College (VI) offers approved courses of study, assists those with provisional licenses to meet stated requirements, and collaborates with partnering school divisions. Students work in selected classrooms to assist teachers with the delivery of instruction. Instructional assistants (VI students) tutor individuals or small groups, work with Virginia Reading initiatives, teach brief lessons, and generally assist at the direction of the teacher. Students complete practice teaching.	Sullins Academy; Contact: Ramona Harr	No

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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16.	Boys' and Girls' Club of Bristol, Virginia	Students assist with after-school and summer programming and tutoring.	Students assist with summer and after-school tutoring. Some VI students are employed by the agency.	Boys' and Girls' Club of Bristol Virginia; Contact: Eric Clark, Director; Jessica Rose, Assistant Director	No
17.	William King Arts Center	The Arts Center and VI communicate through Program Directors to inform of opportunities and needs.	Art and other students participate in and view exhibits.	William King Arts Center; Contact: Kathy Gibian	No
18.	Barter Theatre	Barter Theatre and VI communicate through Program Directors to inform of opportunities and needs.	Theatre and other students participate in Barter's offerings.	Barter Theatre programs; Contacts: Bonny Gable, VI; David Alfred, Barter Theatre	No
19.	People Inc., Abingdon Virginia	VI provides classes to allow Head Start personnel to complete the Bachelor of Arts in Early Childhood Studies. People Inc. provides some classroom space in Abingdon and Lebanon.	Many Head Start personnel are VI students who are learning to better meet needs of PreKindergarten population.	People Inc., Abingdon,Virginia and Lebanon, Virginia; Contact: Juanita Perkins	Yes
20.	Southwest Virginia Reading Association (SVRA), Regional Affiliate of Virginia Reading Association and International Reading Association	VI provides Board member and conducts staff development workshops. SVRA provides annual conference and sponsors author visits. VI faculty offer workshops and provide door prizes for the conference.	Students expand their learning through the offerings of the annual conference and also assist with conference logistics, as appropriate.	Contact: Jennifer Hurt, Bristol, Virginia Public Schools	No

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

Name of Institution: Virginia Intermont College
Contact Person: Brenda G'Fellers, Ed. D.
Phone No.: (276) 466-7966
Reporting Date: August 2012

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

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

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Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Business and Information Technology*	*Visual Arts PreK-12*	*Health and Physical Education PreK-12*	*Theatre Arts PreK-12*	*English*	*History and Social Sciences*	*Science - Biology*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.								
20.	Southwest Virginia Reading Association (SVRA), Regional Affiliate of Virginia Reading Association and International Reading	X					X			X

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

Name of Institution: Virginia Intermont College
Contact Person: Brenda G'Fellers, Ed. D.
Phone No.: (276) 466-7966
Date: August 2012

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

VIRGINIA POLYTECHNIC INSTITUTE AND STATE 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: Virginia Polytechnic Institute and State University
Contact Person: Joan Hirt
Phone No.: (540) 231-1802
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Southwest Virginia Professional Education Consortium	The purpose of this program is to develop a cadre of clinical faculty and mentors who are exemplary models of effective teaching for student teachers and beginning teachers. The program also develops and nurtures leadership abilities and exemplary practice in faculty and mentors while facilitating cooperation and communication among consortium members.	This grant-funded program addresses the recruitment and retention of qualified teachers through training faculty and mentors who work with pre-service teachers. Additionally, it addresses the need to improve mentor programs and provide meaningful professional development opportunities.	Higher Education participants: Roanoke College, Hollins University, Radford University, and Virginia Tech, with Sue Magliaro, contact; Public Schools participants: Roanoke City, Roanoke County, Botetourt, Craig, Floyd, Giles, Montgomery, Pulaski, Radford City, and Salem City, with central office administrators as contacts	Yes
2.	Montgomery County Public Schools (MCPS)-Teaching American History Grant (grant extended)	The purpose of this program is the acquisition of history content knowledge and the development of teaching skills in PreK-12 teachers.	This grant is aimed at improving the teaching of U.S. History in MCPS, as ascertained by a needs survey and by Standards of Learning test results.	MCPS-Sharon Zucherwar, social studies supervisor and David Hicks and Thomas Ewing, Virginia Tech	Yes
3.	America on the World Stage - Teaching American History Grant	David Hicks of Virginia Tech serves on the Editorial Review Board to evaluate teacher work products; he also serves on the Advisory Board for the Transatlantic Teacher Exchange Program, as part of the grant.	David Hicks, alongside Pat Hughes and Heather Streets, evaluated a series of lesson materials that were developed by teachers who participated in the grant. David Hicks also worked on the rubric and the focus for the types of works in which teachers should be engaging.	Albemarle County, Charlottesville City, Greene County, Madison County, and Orange County Public Schools, with Andy Mink serving as contact person from the University of Virginia	Yes
4.	Library of Congress, Teaching through Primary Sources Grant	This grant focuses on using historical sources to teach about race and relations.	Through this grant David Hicks, in Social Studies Education at Virginia Tech, supports Montgomery County Public School teachers and the social studies supervisor as they work to redesign their fifth-grade curriculum, incorporating the use of primary sources in social studies instruction.	Virginia Tech Social Studies Education faculty member, David Hicks and Montgomery County Public Schools Social Studies Supervisor, Sharon Zucherwar	No

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5.	Virginia Tech's PhysTEC Project: Inspiring Students To Pursue Physics Teaching	PhysTEC is a collaborative project that is focused on the following: (1) increasing the number of highly qualified high school physics teachers; (2) improving the quality of physics and physical science teacher education; and, (3) spreading best practices ideas throughout the physics teacher community while transforming physics departments to engage in preparing physics teachers.	Through the Physics Outreach programs, prospective teachers have opportunities to engage K-12 students in local schools with physics and robotics activities. A Physics Teacher-in-Residence plays a key role in the program by recruiting future teachers and serving as a mentor to future physics teachers.	Virginia Tech Physics Department staff: John Semonetti and Leo Pillonen; Virginia Tech School of Education: George Glasson and Brenda Brand; participating school divisions providing clinical faculty mentors--primarily clinical faculty representing Montgomery and Roanoke Counties and the cities of Radford, Roanoke and Salem	Yes
6.	Virginia Career VIEW (Vital Information for Education and Work)	Virginia Career VIEW provides career and educational resources and activities for Virginia residents from kindergarten through eighth-grade.	Virginia Career VIEW provides hands-on activities and printed activities for grade levels K-8 through a free Web site: www.vacareerview.org. Virginia Career VIEW also conducts free counselor/educator training workshops on utilizing materials and activities with students and clients.	Virginia Department of Education: Career Clusters in Virginia; Association of Computer-based Systems for Career Information (ACSCI); Contact and direct supervisor of VIEW, Lolita Hall, Virginia Department of Education	Yes
7.	Montgomery County Public Schools/Virginia Tech FIRST (For Inspiration and Recognition of Science and Technology) Robotics Project	High school students enhance their application of Science, Technology, Engineering, and Mathematics (STEM) concepts through hands-on applications mirroring real-world processes, which increase the numbers of students from underrepresented groups in STEM fields. College students are provided authentic opportunities for facilitating problem-solving experiences with high school students, applying the engineering design process, and developing capacity to plan, lead, and participate in teaming processes.	This program addresses the need to provide students with STEM-related experiences.	Three high school teachers from Montgomery County Public Schools: Michael Collver, Tiffany Anton, and Charles Odum	No

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8.	Project ESTEEM (Exploring Strategies to Engage and Empower Minority Students)	ESTEEM was designed as a sustainable community-based project focused on the enhancement of cultural identity, self-esteem, and self-efficacy in elementary-level minority children in Montgomery County. The project is designed to positively influence conceptions of identity through meaningful representations of culture through literacy integrated with science, mathematics, and the arts.	In the local schools, it is common for African American/biracial/minority children to be in classrooms in which they are the only representatives of their ethnic groups. There are few to no elements in the local community with which minority children can identify. Minority children need support to build a strong sense of cultural identity.	Project ESTEEM is an after-school program that involves a collaborative effort including the following: (a) Virginia Tech School of Education Faculty (Brenda Brand, Mary Alice Barksdale, and doctoral students); (b) Radford University School of Education faculty (Dr. T. Wallace); (c) the Community Group of Montgomery County; (d) the Christiansburg Institute; (e) Montgomery County Public Schools; and, (f) Christiansburg Primary School.	No
9.	* Training and Technical Assistance Center (TTAC)	TTAC works to improve the educational opportunities and to contribute to the success of children and youth with disabilities. TTAC services increase the capacity of schools, school personnel, service providers, and families to meet the needs of students with disabilities.	TTAC addresses and meets the needs of students with disabilities in grades PreK-12.	Special Education Directors in the following school divisions: Alleghany, Botetourt, Covington, Craig, Danville, Floyd, Franklin, Henry, Martinsville, Montgomery, Patrick, Pittsylvania, Roanoke City, Roanoke County, Salem, Bland, Bristol, Buchanan, Carroll, Dickenson, Galax, Giles, Grayson, Lee, Norton, Pulaski, Radford, Russell, Scott, Smyth, Tazewell, Washington, Wise, and Wythe	Yes
10.	Northern Virginia School Counseling Leadership team (SCLT)	Collaboration between district school counseling supervisors/directors and counselor education program faculty creates effective working relationships in support of effective school counselors and school counseling programs. This partnership includes summits organized and hosted by SCLT to meet identified needs of practicing school counselors from participating school districts.	School needs targeted are as follows: (a) to maintain lines of communication between local PreK-12 school counseling supervisors/directors and university counselor education program faculty; (b) to share information on practicum and internship placements, job fairs, and school counseling issues; and, (c) to provide professional development programs related to 21st century school counseling programs.	Representatives from the following PreK-12 school districts: Alexandria, Arlington, Fairfax, Loudoun, Prince William, and Spotsylvania; Faculty members from the following universities with counselor education programs: George Mason University, George Washington University, Marymount University, and Virginia Tech	No

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11.	Gateways to Algebraic Motivation, Engagement, and Success (GAMES)	The GAMES Project is a three-year, National Science Foundation funded program addressing the need to develop transformative learning experiences that leverage video games and mobile technologies. The focus is to target the learning of pre-algebraic fraction concepts in middle school students by examining links between motivation, engagement, and fraction proficiency.	According to mathematics educators and researchers, students' development of measurement concepts for fractions mark a critical point in their progression toward algebra-readiness. Most grade six students commonly rely on part-whole conceptions alone. However, students who learn to sequence, partition, and iterate – as in measuring fractional sizes – go on to construct and conceptualize splitting operations, developing a distinct advantage for algebra-readiness. Thus, a major goal of the GAMES Project is to support the constructions of splitting concepts by designing digital video games that require students to coordinate sequencing, partitioning, and iterating operations in goal-directed activities.	The team includes a coalition of three colleges at Virginia Tech (Liberal Arts and Human Sciences, Science, and Engineering),with Michael Evans, as contact; the Danville Public School System in Danville, Virginia, with Andrew Tyrrell, Assistant Superintendent for Instruction, as contact; and, the Institute for Advanced Learning and Research in Danville, Virginia, with Dana Silicki, as contact.	Yes
12.	Studio STEM: Engaging Middle School Students in Networked Science and Engineering Projects	Studio STEM is an after-school program that implements and evaluates an inquiry-based studio experience supported by information and communication technologies. The program uses engineering design activities that integrate digital modeling and social networking to engage students in investigating concepts and skills in science, technology, engineering, and mathematics.	Studio STEM engages students in learning by capturing their situational, short-term interest in STEM and information and communication technology (ICT) topics and developing these short-term interests into longer-term interests.	Virginia Tech School of Education: Michael Evans (Principal Investigator), Carol Brandt, and Brett Jones; University of Kentucky: Christine Schnittka; Shawsville Middle School: Dave Dickinson, Principal; and Boys and Girls Club of the New River Valley: Richelle Price	Yes
13.	Digital Collaborative	This collaborative illustrates the impact of multi-modal teaching practices on pupil motivation and understanding, as well as showcases the nature of interactions between secondary pupils and English Education candidates teaching in a digital environment. Teacher candidates experience real digital writing classrooms and serve as mentors to diverse students.	The K-12 classroom staff, Fredericksburg Academy, approached Virginia Tech in an effort to encourage college-level writing from secondary students. Virginia Tech student teachers give feedback to high school students on their compositions.	Katie Dredger, Virginia Tech; Susanne Nobles, Fredericksburg Academy; Jenny Martin, Virginia Tech; Amanda Biviano, Virginia Tech	Yes

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14.	Substance Abuse Prevention Grant	Partners collaborated in the development of a parent survey to measure Parent Perception of Youth Substance Use. There also was an external consultant for a Governor's Office for Substance Abuse Prevention Grant to fund a parenting program, focusing on substance abuse prevention for homeless families. Partners assisted with a community workshop focused on substance abuse prevention.	This partnership targeted the area of substance abuse prevention for youth and their families by exploring the effectiveness of a current program and gathering data from parents regarding perceived substance use.	Fairfax County Public Schools Safe and Drug-Free Youth Section: Diane Eckert and Clarence Jones; Virginia Tech Counselor Education faculty	No
15.	Leading in Reading (LnR)	Leading in Reading is a professional development grant designed to increase teachers' knowledge in research-based reading strategies. Teachers participated in ongoing workshops, implemented new reading initiatives, and measured results. Results were shared at a one-day conference at the end of the school year.	Analysis of SOL achievement data underscored the challenges that both geographic location and financial need introduced in these districts. None of the school divisions made Adequate Yearly Progress for the past school year. In looking at the reading scores across the school divisions in grades three, four, and five, the pass rates typically fell at or below the state scores.	Virginia Tech: Heidi Anne Mesmer; School Divisions: Bristol City, Federal Programs Administrator; Buchanan, Principals; Dickenson, Director of Instruction; Giles, Principal; Grayson, Principals; Galax City, Assistant Principal; Pittsylvania, Principal; Washington County, Principals; Wythe, Director of Elementary and Middle Education	No
16.	Hopewell City Public Schools in School Improvement	Virginia Tech is acting as an external partner for the high school, which is in school improvement. We are providing professional development opportunities through the Richmond Center.	Efforts are towards supporting the transformation required in a local high school that is in school improvement. Efforts have been in the areas of mathematics and reading literacy with support for administrative efforts to create a learning environment.	Virginia Tech contacts, Carol Cash and Betti Kreye, working with Hopewell High School's principal and faculty	Yes
17.	Center for Creative Technologies in the Arts (CCTA), with subsidiary, Integrated Design+Education+Arts Studio (IDEAS)	This partnership works to conduct research and develop materials that use the arts and technology to develop critical and creative thinking skills in PreK-12 environments. The program initiates collaborations between Virginia Tech faculty and PreK-12 teachers to develop and integrate products that connect the arts and technology to schools and classrooms.	IDEAS and CCTA are positioned to bring research and programming to combine the arts and technology to teach content standards while developing critical and creative thinking skills. All of these components have been identified as essential to current teaching and learning needs.	Virginia Tech participants include faculty from the School of Education, the School of Visual Arts, and CCTA working with faculty in schools in the following school divisions: Craig, Floyd, Franklin, Giles, Montgomery, Patrick, Pulaski, Roanoke, and Wythe Counties, as well as the cities of Roanoke and Salem. Liesl Baum is head of IDEAS.	Yes

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

Name of Institution: Virginia Polytechnic Institute and State University
Contact Person: Joan Hirt
Phone No.: (540) 231-1802
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
18.	Kindergarten to College Program	Virginia Career VIEW co-sponsored the Kindergarten to College program for fifth-grade students to experience the Virginia Tech campus (2011 and 2012) through a field trip and STEM experiences at Virginia Tech. Virginia Career VIEW related STEM majors to careers and provided students with packets to promote college and career exploration.	This partnership exposes Title I school fifth-grade students to a college campus, is geared towards first-generation college students, allows students to meet current college students, and allows students to understand different STEM-based majors and college programs, such as the Corps of Cadets.	Virginia Tech School of Education (Sue Magliaro, contact), STEM Collaboratory, Virginia Career VIEW, Physics Department, Virginia Tech Geosciences Museum, Project Learning Tree, Institute for Creativity, Arts, and Technology; school divisions of Prince William County, Montgomery County, Newport News, and Roanoke City; Contacts: Elementary Principals	No
19.	Hurt Park Elementary as a Professional Development School	This partnership sees Virginia Tech School of Education faculty, under the leadership of elementary education program leader Mary Alice Barksdale, developing a professional development school relationship with Hurt Park Elementary.	This partnership includes placement of Virginia Tech elementary education students at Hurt Park Elementary for field experiences, student teaching, and professional development experiences. For 2011-12, focus was on third-, fourth-, and fifth-grade teams in this school. Dr. Barksdale of Virginia Tech worked in the school each Monday, attending team meetings in the fall and providing professional development on comprehension and metacognition in the spring.	Virginia Tech, under the leadership of Mary Alice Barksdale; Hurt Park Elementary faculty and administration, Roanoke City Public Schools	No

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20.	Blue Ridge Writing Project (BRWP)	This partnership supports teachers in Southwest Virginia as writers and teachers of writing in their classrooms.	Virginia Tech School of Education supports the invitational summer institute of the BRWP with the support of a School of Education graduate student. Additionally, in the fall, Virginia Tech English Education teacher candidates partnered with Virginia Tech's English Department and BRWP fellows to offer college essay refinement to local high school seniors applying to college.	Virginia Tech English Education faculty and students; Virginia Tech English Department faculty; teachers and students from high schools in Southwest Virginia, including school divisions of the following counties and cities: Montgomery, Floyd, Giles, Pulaski, Roanoke, Craig, Botetourt, Wythe, Bland, Carroll, Patrick, Henry, Pittsylvania, Franklin, Bedford, Radford City, Roanoke City, and Salem City	Yes
21.	21st Century Community Learning Centers Grant	Virginia Tech worked with Roanoke City Public Schools personnel to enhance opportunities for English language learners (ELLs) in an after-school program at Stonewall Jackson Middle School. We provided an adjunct faculty member who scheduled students and worked with staff. Between 2009-2012, we provided nine in-service activities. Pre-service teachers contributed 500+ clock hours of service-learning with ELLs in the program.	Stonewall Jackson Middle School was named an ELL Middle School Center for Roanoke City Public Schools in 2009. Most personnel lacked experience working with ELL, so Virginia Tech faculty provided much needed educational support as well as preservice teachers to work directly with students.	Virginia Tech School of Education/English as a Second Language Education Program: Kris Tilley-Lubbs, contact; Roanoke City Public Schools' Stonewall Jackson Middle School; Contacts: Principal and faculty members	Yes

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

Name of Institution: Virginia Polytechnic Institute and State University
Contact Person: Joan Hirt
Phone No.: (540) 231-1802
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*Reading Specialist*	*School Counselor PreK-12*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Latin PreK-12*	*Agricultural Education*	*Business and Information Technology*	*Marketing Education*	*Family and Consumer Sciences*	*English as a Second Language PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*	*Journalism (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																						
1.	Southwest Virginia Professional Education Consortium	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	Montgomery County Public Schools (MCPS)-Teaching American History Grant (grant extended)																	X						
3.	America on the World Stage -Teaching American History Grant																	X						
4.	Library of Congress, Teaching through Primary Sources Grant																	X						
5.	Virginia Tech's PhysTEC Project: Inspiring Students To Pursue Physics Teaching																						X	
6.	Virginia Career VIEW (Vital Information for Education and Work)				X																			
7.	Montgomery County Public Schools/Virginia Tech FIRST (For Inspiration and Recognition of Science and Technology) Robotics Project																		X				X	
8.	Project ESTEEM (Exploring Strategies to Engage and Empower Minority Students)	X																	X	X	X	X	X	
9.	* Training and Technical Assistance Center (TTAC)																							
10.	Northern Virginia School Counseling Leadership team (SCLT)				X																			
11.	Gateways to Algebraic Motivation, Engagement, and Success (GAMES)																		X					
12.	Studio STEM: Engaging Middle School Students in Networked Science and Engineering Projects																		X				X	
13.	Digital Collaborative																X							
14.	Substance Abuse Prevention Grant				X																			
15.	Leading in Reading (LnR)	X		X																				
16.	Hopewell City Public Schools in School Improvement			X															X					

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																						
17.	Center for Creative Technologies in the Arts (CCTA), with subsidiary, Integrated Design+Education+Arts Studio (IDEAS)														X	X								
18.	Kindergarten to College Program	X			X																			
19.	Hurt Park Elementary as a Professional Development School	X																						
20.	Blue Ridge Writing Project (BRWP)																X							
21.	21st Century Community Learning Centers Grant													X										

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

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

Name of Institution: Virginia Polytechnic Institute and State University
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Phone No.: (540) 231-1802
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Virginia School Leadership Institute (VSLI)	VSLI is a partnership designed to prepare the next generation of educational leaders.	The Virginia School Leaders Institute is a comprehensive, in-residence, high-quality professional development experience. The institute offers two different programs: the Recently Appointed Administrators Program and the Aspiring Superintendents Program. Participants engage in multiple, hands-on activities structured to hone and expand existing skills and to sharpen decision-making ability.	Virginia Tech School of Education staff: Wayne Tripp and Jim Sellers; Virginia Tech Center for Organizational and Technological Advancement with Susan Short; and the 19-member school divisions of the Western Virginia Public Education Consortium, represented by superintendents in the following school divisions: Counties of Alleghany, Bath, Bland, Botetourt, Craig, Floyd, Franklin, Giles, Henry, Montgomery, Patrick, Pulaski, Roanoke, and Wythe; Cities of Covington, Martinsville, Radford, Roanoke, and Salem	Yes
2.	Regional Superintendents Study Groups	This collaboration provides networking and ongoing meetings of superintendents and university participants.	Discussions serve as informal needs assessments for program planning and evaluation, as well as an ongoing communication conduit.	Superintendents in Region 6: 15; Superintendents in Region 7: 19; representatives of the Virginia Association of School Superintendents and the Virginia School Boards Association; university participants	No
3.	Western Virginia Public Education Consortium	This consortium forms a network of 19 school divisions, as well as faculty from Virginia Tech and Radford Universities, for professional development and support to those school divisions and universities.	The consortium provides professional development for school leaders and instructional personnel.	Virginia Tech, Radford University, school divisions in counties of Alleghany, Bath, Bland, Botetourt, Craig, Floyd, Franklin, Giles, Henry, Montgomery, Patrick, Pulaski, Roanoke, Wythe, and the cities of Covington, Martinsville, Radford, Roanoke and Salem, along with Executive Director of Western Virginia Public Education Consortium, Terry Arbogast	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
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4.	Fairfax County Public Schools (FCPS)- Virginia Tech Principal Preparation Program	Every three years, FCPS enters into agreement with Virginia Tech to provide a principal preparation master's-level/Educational Specialists program to FCPS employees. The classes are offered in FCPS schools and some of the adjunct are FCPS employees.	Like many school divisions, FCPS is realizing a gap between administrative retirees and new administrators rising in the ranks. This partnership is part of an effort to address this issue.	David Alexander of Virginia Tech was the progenitor of this program; however, for the last two years, the Virginia Tech liaison was Dr. Teressa Caldwell, a Virginia Tech graduate and retired FCPS Director. The FCPS contact is the Department of Professional Development.	Yes (MOU)
5.	Virginia Department of Education (VDOE) Federal Title I Grant to Support Increased Student Achievement in Targeted School Divisions. This VDOE grant is based at the College of William and Mary.	As part of federal Title I funding, the Virginia Department of Education, in conjunction with The College of William and Mary, trains and supports school division liaisons to support improved student achievement in selected schools.	As a division liaison, Jim Sellers of Virginia Tech, works with central office personnel to support improved student achievement in one Title I school in Alleghany County, and two Title I schools in Smyth County.	Contacts are Jim Sellers of Virginia Tech, Yvonne Holliman of the Virginia Department of Education, and Lucia Sebastian of The College of William and Mary. In Jim Sellers' case, administrators in Alleghany County Public Schools and Smyth County Public Schools are included in this collaboration. Other division liaisons support other school divisions.	Yes
6.	Appalachian Information Technology Extension Services (AITES) Grant Partnership	This grant is a partnering of superintendents, counselors, teachers, and counties in five states to promote economic development through recruiting more women to prepare for jobs in information technology.	The grant provides for annual workshops and activities that foster support by the extension agents from each county in each state, for counselors and teachers who have been identified by their superintendents. Participants design proposals for $300 mini-grants to support projects aimed at recruiting women to careers in information technology.	Superintendents in the following states/counties: Virginia: Russell and Washington; Kentucky: Pike and Knott; West Virginia: McDowell and Summers; North Carolina: Graham and Surry; and Tennessee: Carter and Sullivan	Yes

VIRGINIA STATE UNIVERSITY

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

Name of Institution: Virginia State University
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Phone No.: (804) 524-5742
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Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	The Leaders in Emotional Academic Development Center (LEAD Center)	The University supervisor and director of the LEAD Center meet at specified times to establish clinical classroom experiences conducive for 21st Century learning initiatives.	The LEAD Center provides an ideal opportunity for candidates to garner and practice needed competencies for children in alternative educational programs.	Mrs. Irene Robinson, Director and Dr. Patricia Aldridge, Coordinator of Special Education, Virginia State University (VSU)	Yes
2.	Counseling Practicum/Internship Programs	The collaboration has been designed with various school divisions to provide candidates with the experiences necessary to assume the role and responsibilities of a school counselor upon completion of the program.	These practicum/internship programs fulfill the schools' needs for the development of future qualified school counselors. These school counselor candidates are well-received and assist in the educational development of children in urban, rural, and suburban schools.	Dr. Darlene Currie, Richmond City Public Schools; Mr. John Mayo, Petersburg City Public Schools; Ms. Seza Aldridge, Henrico County Public Schools; Mr. Philip Sword and Mr. Bryan Carr, Chesterfield County Public Schools; Dr. Bobby Browder, Prince George County Public Schools; Mrs. Cheryl Perkins, Dinwiddie County Public Schools; Dr. Jewell Jones and Mrs. Melody Bage, Hopewell City Public Schools; Dr. Jo Bunce, Colonial Heights Public Schools; Dr. Charles Harris, Sussex County Public Schools; and, D. Carole O'Brien, Hanover County Public Schools; Dr. Claire Robinson, VSU	Yes
3.	Professional Development for Local School Counselors	Professional development workshops are held periodically for Petersburg City and Charles City Public School counselors.	A professional development program was held on the role of the school counselor as a field site supervisor for counseling candidates. School counselors were given examples of the model that would be appropriate for their schools.	Dr. John Mayo, Petersburg City and Dr. Janet Crawley, Charles City Public Schools; Dr. Claire Robinson, VSU	Yes
4.	Virginia Career Development Association (VCDA) and the Virginia Association for Multicultural Counseling And Development (VAMCD)	A joint conference was held for the Virginia Career Development Association, the Virginia Association for Multicultural Counseling and Development, and the Department of School and Community Counseling at Virginia State University in the Professional Education Programs Unit. The conference will be held again during the 2012-2013 academic year.	Over 160 school counselors attended a joint conference with 13 workshops on the Reflective Practitioner: Creating Positive Environments For All Students. Representative Robert Scott served as the key note speaker.	Anne Henry President of VAMCD and Iris Riveria, President of VCDA; Dr. Claire Robinson, VSU	Yes

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5.	School Counseling Advisory Board	A professional development program regarding the program review of the school counselor curriculum was conducted with local school partners. Additional program reviews will be conducted as needed.	School division representatives attended from Colonial Heights, Henrico County, Petersburg City, Chesterfield County, and Southside Virginia Community College.	Dr. Darlene Currie, Richmond City Public Schools; Mr. John Mayo, Petersburg City Public Schools; Ms. Seza Aldridge, Henrico County Public Schools; Mr. Philip Sword and Mr. Bryan Carr, Chesterfield County Public Schools; Dr. Bobby Browder, Prince George County Public Schools; Mrs. Cheryl Perkins, Dinwiddie County Public Schools; Dr. Jewell Jones and Mrs. Melody Bage, Hopewell City Public Schools; Dr. Jo Bunce, Colonial Heights Public Schools; Dr. Charles Harris, Sussex County Public Schools; and, D. Carole O'Brien, Hanover County Public Schools. Dr. Claire Robinson, VSU	Yes
6.	Transitional Special Education Henrico High School and Highland Springs High School	VSU candidates enrolled in SPED425, "Transition in Education," partnered with Henrico High School and Highland Springs High School to participate in their Annual Transition and Career Fairs to inform students, parents, and teachers about pursuing further education at Virginia State University.	Henrico High School provided our candidates ideal clinical experiences, integrating special education research-based strategies and technological applications to understand the transition process for high school students with disabilities. These students will be transitioning into the "World-of-Work," "Postsecondary Education," and "Independent Living."	Ms. Crystal T. Davis -Transition Resource Assessment Center, Exceptional Education and Support services; Ms. Loretta Lemay, Henrico High School; Ms. Tonya Mitchell, Highland Springs High School; Dr. Patricia Aldridge, VSU	Yes
7.	Student Teaching and Clinical/Field Experiences	Pre-candidates from the Professional Education Programs Unit complete field experiences and student teaching in agreed upon classrooms in various school divisions.	Virginia State University and various public schools collaborate to provide diverse urban, rural, and suburban classroom experiences for pre-candidates and candidates. Participation in a variety of activities which include classroom observations, individual and small group tutoring and instruction, and student teaching undergird the development of future teachers who are prepared to teach students from all environments.	Mr. Phil Sword, Chesterfield County Public Schools; Ms. Seza Aldrich, Henrico County Public Schools; Mrs. Melody Bage, Hopewell Public Schools; Dr. Shelley Bazemore, Prince George County Public Schools; Mrs. Valerie Dupree and Mrs. Bernie Johnson, Richmond City Public Schools; Mrs. Sharon B. Yates, Dinwiddie County Public Schools; Dr. Donna Jones-Miles, VSU	Yes

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8.	Thurgood Marshall Science, Technology, Engineering, and Mathematics Project (STEM)	This summer staff from the Thurgood Marshall Scholarship Program partnered with the Professional Education Programs Unit to host the on-campus STEM Institute for college sophomores, juniors, and seniors in the STEM fields. These students are interested in teaching middle school.	This project is in response to the national need for students to pursue careers in Science, Technology, Engineering, and Mathematics at the postsecondary education level. The program will increase minority participation in the STEM fields.	Wanetta Jones-Allen, Director of Teacher Quality and Retention Program; Dr. Delores R. Greene, VSU	Yes
9.	Fort Lee Summer STEM Initiative	This summer Fort Lee has partnered with the Professional Education Programs Unit to have a STEM summer initiative. Middle school students in the sixth-grade will come to VSU for two hours, four days a week to receive lessons in STEM areas. Fridays will be designated for field trips that apply to STEM areas.	The Professional Education Programs Unit has developed this partnership to address the need for more participation of students in STEM-related career fields. This partnership addresses the national and state foci on STEM education.	Koy Grant, Director of After-school and Summer Initiatives, Fort Lee; Dr. Delores R. Greene, VSU	Yes
10.	Gaining Real Opportunities With Students (GROWS) Program; The Cameron Foundation	This summer the department will host the third annual GROWS summer program. This on-campus camp will include 22 high school juniors interested in becoming teachers. The students completed a rigorous curriculum from the Introduction to Teaching course.	The GROWS project is a partnership with Petersburg City and Dinwiddie County Public Schools to recruit academically talented students into the teaching profession. The goal is to have students choose Virginia State University as their school of choice.	Marie Grant, Principal Investigator, Cameron Foundation; Dr. Delores R. Greene, VSU	Yes
11.	Male Teachers Molding Minds (3M Society and Big Brothers and Big Sisters)	The 3M Society is a male teacher recruitment initiative at Virginia State University designed to encourage males to become educators. Male pre-candidates and candidates are mentored by university faculty and public school male educators. Members of 3M, in turn, mentor students in Petersburg's Peabody Middle School to encourage students to excel in school.	The 3M Society is responding to the shortage of male teachers in the profession by providing mentors and workshops for members. The members are then required to assist public school students to excel and achieve in the classroom.	Dr. Yardley Farquason, Principal, Peabody Middle School; Dr. Silas Christian, VSU	Yes

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12.	National Alliance of Concurrent Enrollment Partnerships (NACEP)-Virginia State University DualEnrollment Program with Public Schools	Virginia State University has established formal Dual-Enrollment partnerships using the National Alliance of Concurrent Enrollment Partnerships (NACEP) model with multiple school divisions through the VSU's Academic Partnership Program (VSAPP). The partnerships provide local high school juniors and seniors the opportunity to earn college credit for courses.	This initiative will contribute to keeping tuition costs down for students in the Commonwealth of Virginia, and it also speeds up the process for earning a college degree. The dual enrollment classes will be made available to high school students, free of charge. Existing high school faculty members will be certified by the university to teach the higher level courses. This will lead to accelerated rates of degree completion for students attending college.	April Fields, Principal, Petersburg City Public Schools; Larry Eminhizer, Prince George County Public Schools; Dr. Janet Crawley, Superintendent, Charles City County Public Schools; Stephen Cunningham, Principal, Chesterfield County Public Schools; Sharon Yates, Dinwiddie County Public Schools; Jafar Barakat, Principal, Richmond City Public Schools; Ms. Beverly Britt, Principal, Richmond Public Schools; Dr. Jared Cotton, Superintendent, Henry County Public Schools; Mrs. Pamela V. Heath, Superintendent, Martinsville Public Schools; Coray Davis, Professor, VSU	Yes
13.	Virginia College/University Partnership Laboratory School Application Planning Grant	The planning grant is designed to enhance teacher education and training as part of the Governor's "Opportunity to Learn" agenda to improve K-12 education and will provide more flexibility, innovation, and autonomy outside the traditional public school division. In addition, the grant will serve ultimately to expand educational options for Virginia students.	The proposed college laboratory schools are examples for the Commonwealth of what is possible when our institutions of higher learning and school divisions partner with people and organizations in the public, private, and philanthropic sectors to initiate and develop innovative academic programs.	Dr. Laura Fornash, Secretary of Education, Virginia Department of Education; Dr. Delores R. Greene, VSU	Yes

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14.	Department of Teaching and Learning Advisory Board	The Department of Teaching and Learning Advisory Board was organized to garner critical clinical collaboration and partnering between school divisions, stakeholders, and VSU.	The Advisory Board was organized to advise the Department of Teaching and Learning on curricular delivery, candidate feedback data, and changes needed to maintain state and federal mandates for accreditation and program improvements.	Ms. Brenda Shelton, Petersburg Public Schools; Dr. Clarence Jackson, Sussex County Public Schools, Dr. Joyce Baker, Surry County Public Schools; Ms. Leslie Steele, Petersburg Public Schools; Mrs. Sharon B. Yates, Dinwiddie County Public Schools; Dr. Sheila Bailey, Hopewell Public Schools; Mrs. Shirley Cashwell, Dinwiddie County Public Schools; Dr. Virginia Berry, Brunswick County Public Schools; Dr. Silas Christian, VSU	Yes

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

Name of Institution: Virginia State University
Contact Person: Delores R. Greene and John Blackwell
Phone No.: (804) 524-5742
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Mathematics Specialist for Elem./Middle Ed.*	*School Counselor PreK-12*	*Agricultural Education*	*Family and Consumer Sciences*	*Health and Physical Education PreK-12*	*Music Education - Instrumental PreK-12*	*Music Education - Vocal/Choral PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Physics*	*Special Ed. - General Curriculum K-12*	*Driver Education (add-on endorsement)*	*Mathematics - Algebra I (add-on endorsement)*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.																
1.	The Leaders in Emotional Academic Development Center (LEAD Center)															X		
2.	Counseling Practicum/Internship Programs			X														
3.	Professional Development for Local School Counselors			X														
4.	Virginia Career Development Association (VCDA) and the Virginia Association for Multicultural Counseling And Development (VAMCD)			X														
5.	School Counseling Advisory Board			X														
6.	Transitional Special Education Henrico High School and Highland Springs High School															X		
7.	Student Teaching and Clinical/Field Experiences	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Thurgood Marshall Science, Technology, Engineering, and Mathematics Project (STEM)	X			X	X	X	X	X	X	X	X	X	X	X	X		
9.	Fort Lee Summer STEM Initiative	X			X	X	X	X	X	X	X	X	X	X	X	X		
10.	Gaining Real Opportunities With Students (GROWS) Program; The Cameron Foundation	X			X	X	X	X	X	X	X	X	X	X	X	X		
11.	Male Teachers Molding Minds (3M Society and Big Brothers and Big Sisters)	X			X	X	X	X	X	X	X	X	X	X	X	X		
12.	National Alliance of Concurrent Enrollment Partnerships (NACEP)-Virginia State University DualEnrollment Program with Public Schools	X			X	X	X	X	X	X	X	X	X	X	X	X		
13.	Virginia College/University Partnership Laboratory School Application Planning Grant	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
14.	Department of Teaching and Learning Advisory Board	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X

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

Name of Institution: Virginia State University
Contact Person: Delores R. Greene and John Blackwell
Phone No.: (804) 524-5742
Date: August 2012

Number	Administration and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Advisory Board	The Advisory Board is a collaborative group of leaders from participating school divisions designed to provide insight and suggestions for program improvement and to develop partnerships.	The partnership strengthens the outcome of candidates in the program by building leadership capacity. By working collaboratively with school divisions, we are able to better identify the needs of entry-level administrators and offer a program which aims to focus on those needs.	Dr. Daniel J. Grounard, Superintendent, Nottoway County Public Schools; Mr. Willie Bell, Petersburg City Public Schools; Dr. Michele Belle, Buckingham County Public Schools; Dr. Lyle Evans, Chesterfield County Public Schools; Dr. Irene Williams, Richmond City Public Schools; Dr. David Clarke, Dinwiddie County Public Schools; Dr. Charles Harris, Sussex County Public Schools; Dr. Justina Osa, VSU	Yes
2.	Collaborative Internship	Through collaboration with the Educational Administration and Supervision Advisory Board, the internship program was revised to include a full-time summer placement at an alternate setting, other than their own school, for candidates to experience a variety of work settings. All candidates were interviewed and invited to complete internships during the Summer 2012.	By providing full-time internship experiences across a variety of settings; candidates gain a better understanding of the various needs of local school divisions. School divisions build their own leadership capacity.	Contacts for Participating School Divisions: Mr. Harold Saunders, Ms. Francine Bouldin, Ms. Tina Martin, Chesterfield County Schools; Ms. Sharon Yates, Dinwiddie County Public Schools; Mr. Roy Walton, Nottoway County Public Schools; Mr. Larry Eminhizer, Prince George County Public Schools; Ms. Irene Williams, Richmond City Public Schools; Mr. Willie Bell, Petersburg City Public Schools; Ms. Tinkhani Hargrove, Henrico County Public Schools; Dr. Michelle Beavers, VSU	Yes
3.	Tiers of Possibility Phase II Grant-Cameron Foundation	This is Phase II of the Tiers of Possibilities grant to build a leadership and mentoring program for future teachers.	This collaboration is to build leadership and interest in education careers for persons within the Petersburg and Dinwiddie Public School divisions.	Ms. Sharon Yates, Ms. Marie Grant, Mr. Dave Clark, Dinwiddie County Public Schools; Ms. Gale Wade, Petersburg City Public Schools; Dr. Michelle Beavers, VSU	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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4.	Richmond City Schools Department of Instruction	Richmond City Public Schools provided an externship placement for doctoral candidate, Mr. Aaron Dixon. In return, Mr. Dixon is conducting an action research project which involves determining the efficacy of the Algebra Readiness Initiative (ARI) in the Richmond Public Schools.	The activity seeks to provide data regarding student performance in Algebra specifically, and mathematics as a whole. Student test data suggest that mathematics scores are poor in the district. Once data are collected at the project's completion, current policies and practices will be evaluated and a determination will be made as to changes necessary for improvement.	Dr. Irene Williams, Executive Director of Elementary Education; Dr. Judith Brooks-Buck, VSU	Yes
5.	Richmond Public Schools (RPS) Professional Development Program	Richmond Public Schools provided an externship placement for doctoral candidate, Almetia Strothers. In return, Mrs. Strothers is conducting action research which examines reasons for the limited pool of assistant principals in the school division.	The project is designed to query current assistant principals using a phenomenological research approach to unmask reasons why they sought the positions, and to identify skills, knowledge, and dispositions that result in success for persons in the positions. Ultimately, training modules will be developed for use with prospective assistant principals.	Dr. Darline Currie, Director of Professional Development, RPS; Dr. Judith Brooks-Buck, VSU	Yes
6.	Richmond Public Schools Career and Technical Education Program	Richmond Public Schools provided an externship placement for doctoral candidate, April Kelley- Hill. In return, Mrs. Kelley-Hill is developing the New Economics and Finance Curriculum for the school division.	The necessity for the project resulted from a General Assembly mandate to teach economics and finance for all Virginia high school students. The candidate is researching neighboring school division implementation policies, developing a budget, writing curriculum, and identifying instructional resources.	Darlene M. Smith, Instructional Specialist, RPS; Dr. Judith Brooks-Buck, VSU	Yes
7.	Chesterfield County Public Schools Department of Instruction	Chesterfield County Public Schools provided an externship placement for doctoral candidate, David Ellena. In return, Mr. Ellena is tasked with evaluating the Read 180 Program used with middle school special education students.	The necessity for the project resulted from the poor special education subgroup performance on the reading Standards of Learning (SOL) asessment. The project examined student growth in reading during the current school year.	Dr. Robert Wingfield, Director of Instruction, Chesterfield County Public Schools; Dr. Judith Brooks-Buck, VSU	Yes

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8.	Virginia Department of Correctional Education Academic Programs	The Virginia Department of Correctional Education provided an externship placement for doctoral candidate, Audrey Cummings-Johnson. In return, Mrs. Cummings-Johnson is tasked with examining teacher "Mind Sets" in adult education programs.	The notion of teacher "Mind Sets" was suggested by Dr. Carol Dweck. Her theory suggests that when people are engaged in activities that they feel are purposeful, they develop expertise in the area. The research surveys teachers in the adult Virginia education programs.	Dr. Anita Prince, Assistant Superintendent for Academic Programs, Virginia Department of Corrections; Dr. Judith Brooks-Buck, VSU	Yes
9.	Virginia Department of Education (VDOE) Special Education	The VDOE provided an externship placement for doctoral candidate, Joseph Smith. Mr. Smith is examining the dropout rates of students with disabilities in designated regions of Virginia.	The project is designed to capture reasons for the current dropout rate among students with disabilities in Virginia. The project will serve as a basis for the development of strategies to reduce the dropout rate with this population.	Dr. Tyrone Bailey, Monitoring Specialist, Special Education, VDOE; Dr. Judith Brooks-Buck, VSU	Yes
10.	Mecklenburg County Public Schools Assistant Superintendent for Instruction	Mecklenburg County Public Schools provided an externship placement for Doctoral Candidate, Rebertha Pope-Matthews. Mrs. Pope-Matthews is examining the impact of cultural competence on at-risk student performance.	The project is designed to determine the impact of cultural competence on student performance in the New Beginnings Program offered in the school division.	Dr. Kim F. Evans, Assistant Superintendent, Mecklenburg County Public Schools; Dr. Judith Brooks-Buck, VSU	Yes
11.	Charles City County Public Schools Superintendent's Office	Charles City County Public Schools provided an externship placement for doctoral candidate, Olaniyi Lucas. Mrs. Lucas is examining student and teacher relationships and their impact on student performance.	The project is designed to capture links between students' feelings about the teachers and their classroom performance. The assumption is that students who have positive relationships with teachers will perform better than peers who do not.	Dr. Janet Crawley, Superintendent, Charles City County Public Schools; Dr. Judith Brooks-Buck, VSU	Yes
12.	Coalition for the Preservation of the Virginia School for the Deaf, Blind and Multi-Disabled at Hampton (Virginia)	The Virginia School for the Deaf, Blind and Multi-Disabled at Hampton was closed as a residential school about two years ago. At that time the Virginia General Assembly provided funds and options for a day school in the region.	The project is designed to plan a charter to serve the population of students left without appropriate services with the closure of the residential facility. The students involved in the project have developed a prototype for a charter school, planned a budget, and presented the plans to community advocates in the Hampton/Newport News area.	The Honorable Mary T. Christian, Ph.D., Former Member, Virginia House of Representatives; Mr. Ralph Shelman, Executive Director, Virginia Centers for Independent Living; Dr. Judith Brooks-Buck, VSU	Yes

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

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Phone No.: (804) 524-5742
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13.	Virginia Holocaust Museum, Richmond Virginia	Candidates in EDAS 701 collaborated with the Virginia Holocaust Museum to study and research insight into the Jewish culture and the Holocaust by way of tours and presentations.	The project was designed to provide historical information about the Jewish culture and the impact of the Jewish Holocaust on contemporary Jewish peoples and culture.	Mr. Jay Ipson, Director, Virginia Holocaust Museum; Dr. James Harris, VSU	Yes
14.	Partnership with Independent Author, Mrs. Debra Brown	Candidates in EDAS 701 collaborated with Mrs. Debra Brown to learn the model she designed which is currently being used by African Americans to research their family lineage.	The project was designed to meet the needs of leaders relative to investigating the history of African American families in the United States.	Mrs. Debra Brown, Author; Dr, James Harris, VSU	Yes

VIRGINIA UNION 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: Virginia Union University
Contact Person: Dr. Ben J. Herndon, Jr.
Phone No.: (804) 257-5741
Reporting Date: August 2012

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Saturday Academy	The Saturday Academy is a bridge program for ninth graders designed to serve as an early orientation to college life. Virginia Union University (VUU) School of Education, Psychology and Interdisciplinary Studies is partnering with John Marshall High School on this project and has received grant funds to implement the project.	John Marshall High School needs assistance to increase their respective number of graduates pursuing postsecondary education.	For Information, please contact: Dr. Sunita Sharma at Virginia Union University and Mr. Glen Starns John Marshall High School	Yes
2.	Pre-Service Teacher Mathematics and Science Initiative	This project provides scholarships and mentoring for 10 students to earn a degree in mathematics or science and be endorsed to teach grades six to 12. Funding has been provided for three years by Altria Group, Inc. The grant was awarded by Altria Group, Inc. to train mathematics and science teachers for Richmond City Public Schools.	Richmond City Public Schools has a critical shortage of highly qualified mathematics and science teachers.	Contact: Superintendent of Richmond Public Schools Contact: Dr. David Adewuyi at Virginia Union University	Yes
3.	Early Field Experience Tutoring Program	The project provides tutoring in the academic core areas for students who need assistance in meeting the Standards of Learning requirements. VUU pre-service candidates are assigned to schools based on needs identified by the partnering schools and tutor the students assigned to them at designated times.	The Early Field Experience Tutoring project enhances the opportunity for students in academic difficulty to receive additional assistance in order to meet the Virginia Standards of Learning requirements.	Contact: VUU Chair, Department of Teacher Education; Superintendent of Public Schools	No
4.	Teacher To Teacher Conference	Teacher To Teacher is an annual conference designed to provide area teachers the latest trends and best practices in teaching science, mathematics, English, and social studies. The workshop format of the conference allows teacher participants to serve as presenters and share successful classroom instructional practices. VUU School of Education, Psychology, Education, and Interdisciplinary Studies serve as partners. The English, Mathematics, Science, and Social Studies departments partner with Overby-Sheppard Elementary School, Martin Luther King, Jr., Middle School, and Armstrong High School.	The conference provides the opportunity for PreK-12 teachers to improve their instructional practices to better meet the needs of their students.	Contact: VUU Dean and Chair, Department of Teacher Education; Superintendents of Schools for Chesterfield County Public Schools, Henrico County Public Schools, Richmond Public Schools, and Charles City Public Schools	No
5.	Student Teachers: Partnering for Success	This collaboration provides 10 weeks of supervised experience under a master teacher for student teachers to complete their capstone course at the school site.	Student teaching is designed to prepare tomorrow's teachers to transition successfully into the teaching profession.	Contacts: Superintendents of Schools for Richmond Public Schools, Henrico Public Schools, King William Public Schools, and Charles City Public Schools	Yes

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

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6.	Early Field Experience Practicum Observation	This collaboration provides 10 to 40 clock hours of observation to meet clinical requirements of education courses in candidates who are enrolled.	Field-based experiences are composed of four sequential levels of transition as candidates progress along the field-based continuum. Our field-based model was developed in collaboration with our partnering school division. The experience helps candidates to prepare early on for their capstone student teaching experience before graduation. This experience will be applied when candidates are employed as teachers in the partnering school divisions.	Contacts: VUU Clinical Placement Coordinator and Dean; Superintendents of Public Schools	Yes

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

Name of Institution: Virginia Union University
Contact Person: Dr. Ben J. Herndon, Jr.
Phone No.: (804) 257-5741
Reporting Date: August 2012

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

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

Name of Institution: Virginia Union University
Contact Person: Dr. Ben J. Herndon, Jr.
Phone No.: (804) 257-5741
Date: August 2012

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

VIRGINIA 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: Stacey L. Wollerton
Phone No.: (757) 455-3138
Reporting Date: August 2012

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.	Providence Elementary Reading Partnership	Students are given the opportunity to observe reading instruction in a kindergarten or first-grade, second- or third-grade, and fourth- or fifth-grade classroom . This allows students in the reading course(EDUC 320) to see how teachers implement the programs that are learning about through their coursework.	While working in the elementary classrooms, students observe reading instruction provided to large groups, small groups, and individuals. Students can assist with reading tasks.	Dr. Jayne Sullivan, Reading Professor ,Virginia Wesleyan College (VWC); LouAnne Metzger, Principal, Shelton Park Elementary; Stacey Wollerton, Director of Field Experiences; and students enrolled in EDUC 320	No
2.	Student Teaching Placements (Virginia Beach, Chesapeake, Norfolk, Suffolk Public Schools)	Student teachers are placed in two settings in two participating school divisions. Students seeking elementary licensure are placed in grades K-3 and 4-5; students seeking secondary licensure are placed in middle and high schools; special education students are placed in elementary and high schools; and, K-12 licensure area students 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.	Stacey Wollerton, Director of Field Experiences; student teaching supervisors; cooperating teachers from participating school divisions; and, administrators from participating school divisions	YES
3.	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 certification levels. Special Education students 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.	Stacey Wollerton, Director of Field Experiences; course instructors; cooperating teachers from participating school divisions	YES
4.	Virginia Wesleyan College National Board Certification Support Program	Virginia Wesleyan College, in partnership with the National Board for Professional Teaching Standards (NBPTS) and the Southeast Virginia (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 K-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
5.	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 Department 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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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6.	Special Education Assessment Observations	In collaboration with Norfolk Public Schools, students seeking special education licensure shadow a school psychologist for 10 clock hours to observe the administration of tests for the identification of special education services.	This program helps meet the needs of the community by providing students an opportunity to become more knowledgeable about special education testing procedures.	Virginia Wesleyan College and Norfolk Public Schools, coordinated through Dr. Harolyn Katherman	No
7.	Teaching and Learning in the Bayside Community (Bayside Elementary, Middle, and High Schools)	Administrators and teachers met and exchanged e-mails with VWC faculty to explore the special needs of students in the Bayside schools, which have one of the highest percentages of students who qualify for reduced rate lunches in the city. It was decided that it would be beneficial for representatives from each level to meet with each other and faculty at VWC to explore ways to enhance the educational process for students from PreK to the college level.	Representatives from the elementary, middle, and high schools met with faculty from Education and the Liberal Arts to identify needs and work on a plan to address the concerns of teachers and administrators in the Bayside section of the City of Virginia Beach. Bayside faculty assisted in the hiring of our new faculty member.	Mr. George Mackay, Principal, Williams Elementary; Dr. Barbara O. Cooper, Principal, Bayside Middle School; Ms. Kay Thomas, Principal; Ms. Bermina Nickerson, Assistant Principal, Bayside High School; and Dr. Malcolm Lively, VWC; Professor, VWC Liberal Arts Faculty	No
8.	Marlins Read	Virginia Wesleyan College Education licensure 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
9.	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
10.	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 Thinkfinfity 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

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11.	De La Salle Blackfeet School	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
12.	"Marlins Math" Program	Virginia Wesleyan College Education Program licensure candidates volunteer to tutor elementary mathematics students in a one-on-one setting at Newtown Elementary school in Virginia Beach.	In the spring of 2012, students began volunteering with the Marlins Math Program after school officials expressed a need for mathematics assistance.	Diane Hotaling, Virginia Wesleyan College; Community Service, Virginia Wesleyan College Students; and Bayside Community members	Yes

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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Phone No.: (757) 455-3138
Reporting Date: August 2012

Approved Education Programs *(Only education programs approved at your institution are listed.)*		*Elementary Education PreK-6*	*Middle Education 6-8*	*French PreK-12*	*German PreK-12*	*Spanish PreK-12*	*Visual Arts PreK-12*	*English*	*History and Social Sciences*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Special Ed. - General Curriculum K-12*
Number	**Partnership and Collaboration Name**	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an '**X**' under the appropriate column below.												
1.	Providence Elementary Reading Partnership	X												X
2.	Student Teaching Placements (Virginia Beach, Chesapeake, Norfolk, Suffolk Public Schools)	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	Practicum Field Experiences Elementary PreK-6, Secondary 6-12, K-12, Middle School, Special Education (Virginia Beach, Chesapeake, Norfolk Public Schools)	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	Virginia Wesleyan College National Board Certification Support Program	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	The Take Five Program	X		X	X	X	X	X	X	X	X	X	X	X
6.	Special Education Assessment Observations													X
7.	Teaching and Learning in the Bayside Community (Bayside Elementary, Middle, and High Schools)	X	X	X	X	X	X	X	X	X	X	X	X	X
8.	Marlins Read	X	X	X	X	X	X	X	X	X	X	X	X	X
9.	Virginia Wesleyan College Neighborhood Tutoring Program	X	X	X	X	X	X	X	X	X	X	X	X	X
10.	Verizon Foundation for Independent Colleges Grant-Teaching with Today's Technology	X	X	X	X	X	X	X	X	X	X	X	X	X
11.	De La Salle Blackfeet School	X	X	X	X	X	X	X	X	X	X	X	X	X
12.	"Marlins Math" Program	X	X	X	X	X	X	X	X	X	X	X	X	X

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

Name of Institution: Virginia Wesleyan College
Contact Person: Stacey L. Wollerton
Phone No.: (757) 455-3138
Date: August 2012

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