

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

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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. <i>(This partnership ends in summer 2012.)</i>	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 Superintendent 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, Leesylvania Elementary, King Elementary, Mullen Elementary, Potomac View Elementary, Rosa Parks Elementary, and Victory Elementary 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)

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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

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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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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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 (DVBVI) - 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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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

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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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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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

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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Phone No.: (703) 993-2031
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75.	George Mason University School of Dance Partnership with Woodbridge High School Center for the Arts Dance Program	The partnership is 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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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, Adrienne 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 Tabatabai 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)
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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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Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.a)
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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 Zsembergy	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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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

Virginia Board of Education - Standards for Biennial Approval of Education Programs
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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

**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.)		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 <small>(* Part of a consortium offering an Adapted Curriculum endorsement.)</small>	Special Ed. - General Curriculum K-12	Special Ed. - Visual Impairments PreK-12 <small>(* Part of a consortium offering a VI endorsement.)</small>	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.																																				
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							

**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: George Mason University
Contact Person: Dr. C. Stephen White
Phone No.: (703) 993-2031
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.	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 <small>(* Part of a consortium offering an Adapted Curriculum endorsement.)</small>	Special Ed. - General Curriculum K-12	Special Ed. - Visual Impairments PreK-12 <small>(* Part of a consortium offering a VI endorsement.)</small>	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.																																				
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
Accountability Measurement of Partnerships and Collaborations (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: George Mason University
Contact Person: Dr. C. Stephen White
Phone No.: (703) 993-2031
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.	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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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?
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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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?
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