

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

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

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators?
1.	Marymount University and Arlington County Public Schools Professional Development School Partnership(PDS) - Internships	This partnership places seven to eight PreK-6 or special education (general curriculum, K-12) M.Ed. student interns in Ashlawn ES, Henry ES, Jamestown ES, Taylor ES, Jefferson MS, Washington-Lee HS. Interns serve in two placements through the internship: one high-needs school and one nonhigh-needs school from the beginning of the school year through the second week in May.	This partnership yields highly effective teachers in a county that has vacancies each year. Arlington County has a priority to hire the PDS interns if the county chooses to do so. Also, interns assist, co-teach, and collaborate with trained mentor teachers.	Shannon Melideo and Mary Gibson, Marymount University; Susan Saber and Vicki Taylor, Arlington Public Schools	Yes
2.	Marymount University and Arlington County Public Schools PDS Partnership - Mentor Teacher and Clinical Faculty Development	PDS mentor teachers are provided clinical faculty training in PreK-6 and special education (general curriculum, K-12) supervision through a joint collaboration with Arlington Public Schools and Marymount Faculty.	This partnership yields highly effective teachers who are trained to provide support and mentoring to PreK-6 and special education (general curriculum, K-12) interns.	Shannon Melideo and Mary Gibson, Marymount University; Sue Saber and Vicki Taylor, Arlington Public Schools	Yes
3.	Marymount University and Fairfax County Public Schools Professional Development School Partnership - Mentor Teacher Clinical Faculty Development	PDS mentor teachers are provided clinical faculty training in PreK-6 and special education (general curriculum, K-12) supervision through a joint collaboration with Fairfax County Public schools (Buzz Aldrin, Dogwood, Herndon HS, Hutchison, Sunrise Valley, and Marymount Faculty).	This partnership yields highly effective teachers who are trained to provide support and mentoring to PreK-6 and special education (general curriculum, K-12) interns.	Shannon Melideo and Mary Gibson, Marymount University; Susan Brann, Fairfax County Public Schools	Yes
4.	Marymount University and Fairfax County Public Schools Professional Development School Partnership (PDS) - Internships	Marymount University sponsors seven to nine interns seeking endorsements in PreK-6, Special Education General Curriculum K-12, or both PreK-6 and Special Education General Curriculum K-12) in Hutchison Elementary School, Sunrise Valley Elementary School, Herndon High School, Aldrin Elementary School, and Dogwood Elementary School. Interns serve at two placements through the internship: one high-needs and one nonhigh-needs school from the beginning of the school year through the second week in May.	This partnership yields highly effective teachers in a county that has many vacancies each year. Fairfax County has priority to hire the PDS interns if the county chooses to do so. Interns assist, co-teach, and collaborate with trained mentor teachers.	Shannon Melideo and Mary Gibson, Marymount University; Susan Brann, Fairfax County Public Schools	Yes
5.	PreK-6 Marymount University and The Potomac School Internship Partner Program	Up to three PreK-6 or secondary student interns are placed at the private independent Potomac School for the entire school year. Internships are for two years.	This partnership allows the student/teacher ratio to be much lower as interns are mentored and treated as co-teachers.	Lisa Turissini, Marymount University; Nancy Powell, Potomac School	Yes

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

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

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators?
6.	Fairfax County Public Schools - Student Teaching and Field Experiences in PreK-6, English as a Second Language, Secondary English, Secondary Mathematics, Secondary History, Secondary Biology, and Special Education General Curriculum K-12	Students participate in field experiences and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo and Tamala Amisshah, Marymount University; Jennifer Atkins, Fairfax County Public Schools: Aldrin Elementary School, Baileys Elementary School, Braddock Elementary School, Cardinal Forest Elementary School, Chesterbrook Elementary School, Churchill Road Elementary School, Clermont Elementary School, Coates Elementary School, Deer Park Elementary School, Forest Edge Elementary School, Forestdale Elementary School, Forestville Elementary School, Fort Hunt Elementary School, Freedom Hill Elementary School, Greenbriar East Elementary School, Halley Elementary School, Hunters Woods Elementary School, Lees Corner Elementary School, Marshall Road Elementary School, McNair Elementary School, Mount Vernon High School, Oakton Elementary School, Oakton High School, Sangster Elementary School, Poe Middle School, Vienna Elementary School, Waples Mill Elementary School, Willow Spring Hill Elementary School, Annandale Terrace Elementary School, Beech Tree Elementary School, Cameron Elementary School, Colvin Run Elementary School, Deer Park Elementary School, Fairhill Elementary School, Glasgow Middle School, Great Falls Elementary School, Greenbriar West Elementary School, Kent Gardens Elementary School, Stone Middle School, Cameron Elementary School, Mark Twain Middle School, Chantilly High School, Cooper Middle School, Edison High School, Fairfax High School, West Potomac High School, Westfields High School, Herndon Middle School, Fairhill Elementary School, Lane Elementary School, Lake Anne Elementary S, Little Run ES, Mount Eagle ES, Mason HS, Lee HS, Rocky Run MS.	No

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

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

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators?
7.	Arlington Public Schools - Arlington Traditional Day, Student Teaching and Field Experience in PreK-6, Special Education General Curriculum K-12, English as a Second Language, Secondary History, Secondary Mathematics, Art, Secondary Earth and Space Science	Students participate in field experiences and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo and Tamala Amissah, Marymount University, Erin Wales-Smith, Arlington Public Schools: Patrick Henry Elementary School, Nottingham Elementary School, Glebe Elementary School, Yorktown High School, Williamsburg Middle School, Wakefield High School, Kenmore Middle School, Arlington Science Focus, Jamestown Elementary School, Arlington Mill High School, Ashlawn Elementary School, Barcroft Elementary School, Barrett Elementary School, Campbell Elementary School, Carlin Springs Elementary School, Long Branch Elementary School, Washington and Lee High School, Tuckahoe Elementary School, Jefferson Middle School, McKinley Elementary School, Swanson Middle School, Abingdon Elementary School, Liberty Middle School, Henderson Middle School	No
8.	Alexandria City Schools - Student Teaching and Field Experience in PreK-6, Special Education (general curriculum, K-12), English as a Second Language	Students participate in field experience and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University, Adora Aldana Alexandria City Schools: Adams Elementary School, Barrett Elementary School, Hammond Middle School, McArthur Elementary School, Washington Middle School, TC Williams High School	No
9.	Loudoun County Public Schools - Student Teaching and Field Experience in PreK-6, English as a Second Language, and Special Education General Curriculum K-12, Secondary Mathematics, Secondary English, Secondary History, Art	Students participate in field experience and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo and Tamala Amissah, Marymount University, Delores Creech, Loudoun County Public Schools: Algonkian Elementary School, Arcola Elementary School, Rolling Ridge Elementary School, Forest Grove Elementary School, Little River Elementary School, Potomac Falls High School, Seneca Ridge Middle School, Stuart Weller Middle School, Belmont Station Elementary School, Douglas High School, Harmony Middle School, Lowes Island Elementary School, Sterling Middle School, Simpson Middle School, Briar Woods High School, Woodgrove High School, Tuscarora High School, Heritage High School, Douglas Elementary School	No
10.	Prince William County Public Schools - Student Teaching PreK-6	Students participate in field experiences and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amissah, Marymount University; Rosanna Noviello, Prince William County Public Schools: Buckland Mills Elementary School; Potomac View Elementary School, Dumfries Elementary School, Penn Elementary School, Mont Clair Elementary School, Fitzgerald Elementary School, Rosa Parks Elementary School	No

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

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

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators?
11.	Arlington Diocese - Student Teaching and Field Experiences ; PreK-6, Secondary History, Secondary English, Secondary Chemistry, Special Education General Curriculum K-12	Students participate in field experiences and student teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amisshah, Marymount University; Principals: St. Charles, Bishop Ireton HS, Bishop O'Connell HS, St. Andrew the Apostle, St. James, St. Mark	No
12.	Independent School of Warrenton - Student Teaching - Secondary Physics - Highland School	The site is for student teachers.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amisshah, Marymount University; Cassin Bertke, Highland School	No
13.	Falls Church Independent School- Student Teaching in Secondary Mathematics - Trinity School at Meadow View	This site is for student teachers.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amisshah, Marymount University; Andrew Zwerneeman, Trinity School at Meadow View	No
14.	Independent School- Student Teaching in PreK-6, Al Fatih Academy	This site is for students teachers.	Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amisshah, Marymount University; Amrah Decuir, Al Fatih Academy	No
15.	Falls Church City Public Schools - Student Teaching and Field Experiences in PK-6, English as a Second Language, Special Education General Curriculum K-12, Secondary English, Secondary History	Students participate in field experiences and students teaching.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amisshah, Marymount University; Lisa High, Falls Church City Public Schools	No
16.	School Counseling Practicum - Fairfax County Public Schools	The site for the school counseling practicum students provides clinical experience, training, and supervision for students.	Practicum students provide counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Michele Garofalo, Steve Zappalla, Marymount University; Susan Brann, Fairfax County Public Schools: South Lakes High School, West Springfield High School, Oakton High School, Lake Braddock High School, Whitman Middle School, Centreville High School, Chantilly High School, James Madison High School, Fairfax High School, Herndon High School, Dogwood Elementary School, and Laurel Hill Elementary School	Yes
17.	School Counseling Practicum - Loudoun County Public Schools	The site for the school counseling practicum students provides clinical experience, training, and supervision for students.	Practicum students provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Michele Garofalo, Steve Zappalla, Marymount University; Beth Doyle, Loudoun County Public Schools: Park View High School, Dominion High School, Sterling Middle School, Seneca Ridge Middle School, and Sugarland Run Elementary School	Yes
18.	School Counseling Practicum - Prince William County Public Schools	The site for the school counseling practicum students provides clinical experience, training, and supervision for students.	Practicum students provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Michele Garofalo, Steve Zappalla, Marymount University; Deborah Ransom, Prince William County Public Schools: Bull Run Middle School and Antietam Elementary School	Yes

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

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

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators?
19.	School Counseling Practicum - Arlington County Public Schools	The site for school counseling practicum students provided clinical experience, training, and supervision for students.	Practicum students provided counseling services to students under the supervision of the cooperating counselor/on-site supervisor.	Michele Garofalo, Steve Zappalla, Marymount University; Erin Wales-Smith, APS: Long Branch ES, Barrett Elementary School, Jefferson Middle School, Yorktown High School	No
20.	District of Columbia Public Schools - PreK-6	Students participate in field experiences at this site.	This partnership allows the student/teacher ratio to be lower and gives extra support to teachers.	Shannon Melideo, Marymount University; Kay Rollins, Communities in Schools: Ferebee Hope School	No
21.	Colegio Menor, San Francisco de Quito Ecuador - PreK-6	The site is for student teachers.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks.	Shannon Melideo, Tamala Amisshah, Marymount University; Andrew Sherman, Colegio Menor	Yes
22.	New Zealand, Junior Class Learning (JCL) (1)	The site is for student teachers.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to seven weeks.	Shannon Melideo, Tamala Amisshah, Marymount University; Mary McDonald, JCL	Yes
23.	New Zealand, Junior Class Learning (JCL) (2)	The site is for student teachers.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to seven weeks.	Shannon Melideo, Tamala Amisshah, Marymount University; Susan Smith, DODEA	No
24.	Arlington Academy of Hope, Uganda	Students participate in field experiences at this site. Marymount University faculty provide professional development to Arlington Academy of Hope teachers and teachers from surrounding public schools.	This partnership allows teacher candidates to improve and showcase their presentation skills and knowledge of pedagogical practice and theory to practitioners. This partnership also provides professional development for practicing teachers. It also is a vehicle by which the teacher candidates can engage in an international field experience placement.	Shannon Melideo, Tamala Amisshah, Marymount University; Caitlan McDaniel, Arlington Academy of Hope	Yes
25.	Lab School of Washington, D.C.	Students participate in field experiences and student teaching at this site. Lab School also serves as a field trip destination for a required university course. Clinical faculty from Lab School present a professional development session to graduate students during the field trip.	This partnership allows the student/teacher ratio to be lower and gives extra support to students and teachers. Student teachers provide instructional support to classroom teachers for up to 14 weeks. This partnership also provides professional development to university students from practitioners in a self-contained special education setting.	Shannon Melideo, Tamala Amisshah, Marymount University; Jennifer Durham, Lab School of Washington	No

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

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

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators?
26.	Library of Congress	Students participate in field experiences, course and professional development at the Library of Congress through a field trip associated with a required university course.	This partnership allows students to complete field experience hours learning about excellent resources available to them through Library of Congress. The teacher candidate receives professional development on the field trip.	Shannon Melideo, Tamala Amissah, Marymount University; Dana Bell-Russel, Library of Congress	No

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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