

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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19.	Field Experiences - Isle of Wight County Public Schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
20.	Field Experiences - Gloucester County Public Schools	X	X						X	X	X			X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21.	Field Experiences - Henrico County Public Schools	X	X											X						X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
22.	Field Experiences - Hopewell City Public Schools		X																										X						
23.	Field Experiences - Augusta County Public Schools		X																			X							X						
24.	Field Experiences - Prince George County Public Schools		X																										X						
25.	Field Experiences - Lee County Public Schools		X																										X						
26.	Field Experiences - Colonial Heights Public Schools		X																										X						
27.	Field Experiences - Tazewell County Public Schools		X																										X						
28.	Field Experiences - Alleghany County Public Schools		X																										X						
29.	Field Experiences - Fredericksburg City Public Schools		X																										X						
30.	Field Experiences - Harrisonburg City Public Schools		X																										X						
31.	Field Experiences - Dickenson County Public Schools		X																										X						
32.	Field Experiences - Radford City Public Schools		X																										X						
33.	Field Experiences - Spotsylvania County Public Schools		X																										X						
34.	Field Experiences - Rockingham County Public Schools		X																										X						
35.	Field Experiences - Clarke County Public Schools		X																										X						
36.	Field Experiences - Campbell County Public Schools		X																										X						
37.	Field Experiences - Botetourt County Public Schools		X																										X						
38.	Field Experiences - Rappahannock County Public Schools		X																										X						
39.	Field Experiences - Charlotte County Public Schools		X																										X						
40.	Field Experiences - Winchester City Public Schools		X																										X						
41.	Field Experiences - Culpeper County Public Schools		X																										X						
42.	Field Experiences - Richmond City Public Schools		X																										X						

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

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Approved Education Programs (Only education programs approved at your institution are listed.)		Early/Primary Education PreK-3	Elementary Education PreK-6	Middle Education 6-8	Mathematics Specialist for Elem./Middle Ed.	Reading Specialist	School Counselor PreK-12	German PreK-12	Spanish PreK-12	Marketing Education	Technology Education	Visual Arts PreK-12	Dance Arts PreK-12	English as a Second Language PreK-12	Health and Physical Education PreK-12	Library Media PreK-12	Music Education - Instrumental PreK-12	Music Education - Vocal/Choral PreK-12	Theatre Arts PreK-12	English	History and Social Sciences	Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science	Science - Physics	Special Ed. - Early Childhood (Birth - Age 5)	Special Ed. - Adapted Curriculum K-12	Special Ed. - General Curriculum K-12	Special Ed. - Speech-Lang. Pathologist PreK-12	Special Ed. - Visual Impairments PreK-12 (* Part of a consortium offering a VI endorsement.)	Driver Education (add-on endorsement)	Journalism (add-on endorsement)	Mathematics - Algebra I (add-on endorsement)		
Number	Partnership and Collaboration Name	Indicate each content area approved program that took part in each named "Partnership and Collaboration" by placing an 'X' under the appropriate column below.																																		
3.	VDOE Learning Enhanced through the Nature of Science (LENS Model HS Science)																							X	X	X	X									

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

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

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