

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

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

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

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

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

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

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

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| 18. | Kindergarten to College Program | Virginia Career VIEW co-sponsored the Kindergarten to College program for fifth-grade students to experience the Virginia Tech campus (2011 and 2012) through a field trip and STEM experiences at Virginia Tech. Virginia Career VIEW related STEM majors to careers and provided students with packets to promote college and career exploration. | This partnership exposes Title I school fifth-grade students to a college campus, is geared towards first-generation college students, allows students to meet current college students, and allows students to understand different STEM-based majors and college programs, such as the Corps of Cadets. | Virginia Tech School of Education (Sue Magliaro, contact), STEM Collaboratory, Virginia Career VIEW, Physics Department, Virginia Tech Geosciences Museum, Project Learning Tree, Institute for Creativity, Arts, and Technology; school divisions of Prince William County, Montgomery County, Newport News, and Roanoke City; Contacts: Elementary Principals | No |
| 19. | Hurt Park Elementary as a Professional Development School | This partnership sees Virginia Tech School of Education faculty, under the leadership of elementary education program leader Mary Alice Barksdale, developing a professional development school relationship with Hurt Park Elementary. | This partnership includes placement of Virginia Tech elementary education students at Hurt Park Elementary for field experiences, student teaching, and professional development experiences. For 2011-12, focus was on third-, fourth-, and fifth-grade teams in this school. Dr. Barksdale of Virginia Tech worked in the school each Monday, attending team meetings in the fall and providing professional development on comprehension and metacognition in the spring. | Virginia Tech, under the leadership of Mary Alice Barksdale; Hurt Park Elementary faculty and administration, Roanoke City Public Schools | No |

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

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

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

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

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

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

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Part 3: Administration and Supervision Programs

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| 1. | Virginia School Leadership Institute (VSLI) | VSLI is a partnership designed to prepare the next generation of educational leaders. | The Virginia School Leaders Institute is a comprehensive, in-residence, high-quality professional development experience. The institute offers two different programs: the Recently Appointed Administrators Program and the Aspiring Superintendents Program. Participants engage in multiple, hands-on activities structured to hone and expand existing skills and to sharpen decision-making ability. | Virginia Tech School of Education staff: Wayne Tripp and Jim Sellers; Virginia Tech Center for Organizational and Technological Advancement with Susan Short; and the 19-member school divisions of the Western Virginia Public Education Consortium, represented by superintendents in the following school divisions: Counties of Alleghany, Bath, Bland, Botetourt, Craig, Floyd, Franklin, Giles, Henry, Montgomery, Patrick, Pulaski, Roanoke, and Wythe; Cities of Covington, Martinsville, Radford, Roanoke, and Salem | Yes |
| 2. | Regional Superintendents Study Groups | This collaboration provides networking and ongoing meetings of superintendents and university participants. | Discussions serve as informal needs assessments for program planning and evaluation, as well as an ongoing communication conduit. | Superintendents in Region 6: 15; Superintendents in Region 7: 19; representatives of the Virginia Association of School Superintendents and the Virginia School Boards Association; university participants | No |
| 3. | Western Virginia Public Education Consortium | This consortium forms a network of 19 school divisions, as well as faculty from Virginia Tech and Radford Universities, for professional development and support to those school divisions and universities. | The consortium provides professional development for school leaders and instructional personnel. | Virginia Tech, Radford University, school divisions in counties of Alleghany, Bath, Bland, Botetourt, Craig, Floyd, Franklin, Giles, Henry, Montgomery, Patrick, Pulaski, Roanoke, Wythe, and the cities of Covington, Martinsville, Radford, Roanoke and Salem, along with Executive Director of Western Virginia Public Education Consortium, Terry Arbogast | Yes |

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| Number | Administration and Supervision Programs - Partnership and Collaboration Name | Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less). | Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community. | Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration. | Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No? |
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| 4. | Fairfax County Public Schools (FCPS)- Virginia Tech Principal Preparation Program | Every three years, FCPS enters into agreement with Virginia Tech to provide a principal preparation master's-level/Educational Specialists program to FCPS employees. The classes are offered in FCPS schools and some of the adjunct are FCPS employees. | Like many school divisions, FCPS is realizing a gap between administrative retirees and new administrators rising in the ranks. This partnership is part of an effort to address this issue. | David Alexander of Virginia Tech was the progenitor of this program; however, for the last two years, the Virginia Tech liaison was Dr. Teresa Caldwell, a Virginia Tech graduate and retired FCPS Director. The FCPS contact is the Department of Professional Development. | Yes (MOU) |
| 5. | Virginia Department of Education (VDOE) Federal Title I Grant to Support Increased Student Achievement in Targeted School Divisions. This VDOE grant is based at the College of William and Mary. | As part of federal Title I funding, the Virginia Department of Education, in conjunction with The College of William and Mary, trains and supports school division liaisons to support improved student achievement in selected schools. | As a division liaison, Jim Sellers of Virginia Tech, works with central office personnel to support improved student achievement in one Title I school in Alleghany County, and two Title I schools in Smyth County. | Contacts are Jim Sellers of Virginia Tech, Yvonne Holliman of the Virginia Department of Education, and Lucia Sebastian of The College of William and Mary. In Jim Sellers' case, administrators in Alleghany County Public Schools and Smyth County Public Schools are included in this collaboration. Other division liaisons support other school divisions. | Yes |
| 6. | Appalachian Information Technology Extension Services (AITES) Grant Partnership | This grant is a partnering of superintendents, counselors, teachers, and counties in five states to promote economic development through recruiting more women to prepare for jobs in information technology. | The grant provides for annual workshops and activities that foster support by the extension agents from each county in each state, for counselors and teachers who have been identified by their superintendents. Participants design proposals for \$300 mini-grants to support projects aimed at recruiting women to careers in information technology. | Superintendents in the following states/counties: Virginia: Russell and Washington; Kentucky: Pike and Knott; West Virginia: McDowell and Summers; North Carolina: Graham and Surry; and Tennessee: Carter and Sullivan | Yes |