

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

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

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
1.	Providence Elementary Reading Partnership	Students are given the opportunity to observe reading instruction in a kindergarten or first-grade, second- or third-grade, and fourth- or fifth-grade classroom . This allows students in the reading course(EDUC 320) to see how teachers implement the programs that are learning about through their coursework.	While working in the elementary classrooms, students observe reading instruction provided to large groups, small groups, and individuals. Students can assist with reading tasks.	Dr. Jayne Sullivan, Reading Professor ,Virginia Wesleyan College (VWC); LouAnne Metzger, Principal, Shelton Park Elementary; Stacey Wollerton, Director of Field Experiences; and students enrolled in EDUC 320	No
2.	Student Teaching Placements (Virginia Beach, Chesapeake, Norfolk, Suffolk Public Schools)	Student teachers are placed in two settings in two participating school divisions. Students seeking elementary licensure are placed in grades K-3 and 4-5; students seeking secondary licensure are placed in middle and high schools; special education students are placed in elementary and high schools; and, K-12 licensure area students are placed in elementary and high schools.	Students are responsible for all aspects of the day-to-day instruction in each of their seven-and-a-half week placements. Students plan and provide direct instruction under the supervision of a cooperating teacher and college supervisor.	Stacey Wollerton, Director of Field Experiences; student teaching supervisors; cooperating teachers from participating school divisions; and, administrators from participating school divisions	YES
3.	Practicum Field Experiences Elementary PreK-6, Secondary 6-12, K-12, Middle School, Special Education (Virginia Beach, Chesapeake, Norfolk Public Schools)	All practicum students spend a total of 80 clock hours (50 supervised) in the field, covering all areas of their certification levels. Special Education students spend an additional 25 clock hours in a placement with a school psychologist to observe and participate in testing administration and interpretation of assessment data.	Students often assist with groups or individual students, allowing the teacher more time to work with others. Students plan and provide direct instruction for three lessons under the supervision of a cooperating teacher.	Stacey Wollerton, Director of Field Experiences; course instructors; cooperating teachers from participating school divisions	YES
4.	Virginia Wesleyan College National Board Certification Support Program	Virginia Wesleyan College, in partnership with the National Board for Professional Teaching Standards (NBPTS) and the Southeast Virginia (SEVA) National Board Certified Teacher Regional Network, has developed and coordinates the program to support Virginia Region 2 teachers in all aspects of National Board Certification, including all K-12 content areas.	The program offers pre-candidates and active candidates professional development and guided study courses, mentors, mentor workshops, recognition receptions, National Board Academies, outreach information sessions, and coordination for all NBPTS initiatives.	Virginia Wesleyan College; the National Board for Professional Teaching Standards; and the Southeast Virginia National Board Certified Teacher Regional Network	Yes
5.	The Take Five Program	In collaboration with school divisions in Southside Hampton Roads school divisions, Virginia Wesleyan College provides a 50 percent tuition reduction for all provisionally licensed teachers.	The Take Five Program provides provisionally licensed teachers an academic and financial incentive to complete Virginia Department of Education licensure requirements.	Virginia Wesleyan College; Norfolk Public Schools; Chesapeake Public Schools; Suffolk Public Schools; Virginia Beach City Public Schools; and Portsmouth Public Schools	Yes

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

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

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
6.	Special Education Assessment Observations	In collaboration with Norfolk Public Schools, students seeking special education licensure shadow a school psychologist for 10 clock hours to observe the administration of tests for the identification of special education services.	This program helps meet the needs of the community by providing students an opportunity to become more knowledgeable about special education testing procedures.	Virginia Wesleyan College and Norfolk Public Schools, coordinated through Dr. Harolyn Katherman	No
7.	Teaching and Learning in the Bayside Community (Bayside Elementary, Middle, and High Schools)	Administrators and teachers met and exchanged e-mails with VWC faculty to explore the special needs of students in the Bayside schools, which have one of the highest percentages of students who qualify for reduced rate lunches in the city. It was decided that it would be beneficial for representatives from each level to meet with each other and faculty at VWC to explore ways to enhance the educational process for students from PreK to the college level.	Representatives from the elementary, middle, and high schools met with faculty from Education and the Liberal Arts to identify needs and work on a plan to address the concerns of teachers and administrators in the Bayside section of the City of Virginia Beach. Bayside faculty assisted in the hiring of our new faculty member.	Mr. George Mackay, Principal, Williams Elementary; Dr. Barbara O. Cooper, Principal, Bayside Middle School; Ms. Kay Thomas, Principal; Ms. Bermina Nickerson, Assistant Principal, Bayside High School; and Dr. Malcolm Lively, VWC; Professor, VWC Liberal Arts Faculty	No
8.	Marlins Read	Virginia Wesleyan College Education licensure student volunteers read every other Friday for 30-minute increments with students in a one-on-one setting. The program is coordinated with Diamond Springs and Newtown Elementary.	In the fall of 2009, students began volunteering with the Marlins Read program.	Diane Hotaling, Virginia Wesleyan College; Community Service, Virginia Wesleyan College Students; and Bayside Community members	Yes
9.	Virginia Wesleyan College Neighborhood Tutoring Program	Virginia Wesleyan College Education licensure students serve as tutors through the neighborhood tutoring program, working with students grades one through five every Tuesday and Thursday during the semester.	Students are given an opportunity to work one-on-one, or in a small group, with K-12 students to assist with homework as well as craft projects. The program also assists the members of the Bayside community and the students enrolled with extra assistance with homework and skills.	Diane Hotaling, Virginia Wesleyan College; Community Service, Virginia Wesleyan College Students; and Bayside Community	Yes
10.	Verizon Foundation for Independent Colleges Grant-Teaching with Today's Technology	High school teacher cadet students are brought to campus to learn about Verizon's Thinkfinity software programs and ways to implement this technology into the lessons they teach in their designated classrooms.	High school teacher cadet students work with local public school students in a large group or one-on-one tutoring basis. The Thinkfinity resources can be used to enhance the sessions and make the learning more interactive.	Dr. Hilve Firek, Professor, Virginia Wesleyan College, Teacher Cadet Instructors, and students from Oscar Smith High, Chesapeake Public Schools	Yes

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

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

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Evidence of Agreement - Is there written documentation with the partners and collaborators? Yes or No?
11.	De La Salle Blackfeet School	Virginia Wesleyan College students enroll in INST 304- Blackfeet Immersion. Students and faculty spend a week working with students in grades four through eight at the De La Salle Blackfeet School in Browning, Montana.	The children enrolled at De La Salle School live in impoverished situations in rural Montana. Browning is extremely isolated, so the immersion program helps the children learn about people from outside the reservation. The program exposes the children to students who value education and are pursuing college degrees.	Dr. Hilve Firek, Professor, Virginia Wesleyan College,;De La Salle Blackfeet School	Yes
12.	"Marlins Math" Program	Virginia Wesleyan College Education Program licensure candidates volunteer to tutor elementary mathematics students in a one-on-one setting at Newtown Elementary school in Virginia Beach.	In the spring of 2012, students began volunteering with the Marlins Math Program after school officials expressed a need for mathematics assistance.	Diane Hotaling, Virginia Wesleyan College; Community Service, Virginia Wesleyan College Students; and Bayside Community members	Yes

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

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

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

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

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

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