

ITEMS FOR DISCUSSION AND ACTION\ACADEMIC AND PERSONNEL

June 16, 2020

ACTION: **Approve S.T.E.P. Agreements with Norfolk Public Schools and Homer Community Schools for Wayne State College**

Per Board Policy 7015, which requires Board action for approval of all academic partnerships, Wayne State requests approval of the Students to Teachers through Educator Pathways (S.T.E.P.) Partnership Agreements with Norfolk Public Schools and Homer Community Schools. This unique pathways initiative is designed to support high school students interested in becoming teachers, allowing greater accessibility to a variety of teaching endorsement options and opportunities while at Wayne State, thus increasing their marketability by adding valuable skill sets to their pedagogical repertoire to better serve future students and schools.

The System Office and Wayne State College recommend approval of the S.T.E.P. Agreements with Norfolk Public and Homer Community Schools for Wayne State College.

ATTACHMENTS:

- WSC S.T.E.P Agreement with Norfolk Public Schools (PDF)
- WSC S.T.E.P. Agreement with Homer Community Schools (PDF)

S.T.E.P. PARTNERSHIP AGREEMENT
Between the
BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
doing business as
WAYNE STATE COLLEGE
and
NORFOLK PUBLIC SCHOOLS

This Partnership Agreement (Agreement) is between the Board of Trustees of the Nebraska State Colleges (NSCS) dba Wayne State College (WSC) and Norfolk Public Schools (NPS). Both entities are herein after referred to as “Parties.” This Agreement establishes an educator pathways initiative referred to as Students to Teachers through Educator Pathways (STEP). WSC’s STEP initiative, in partnership with NPS, is a unique pathways initiative blending two (2) enduring education reform movements – Career Academies and Guided Pathways – to support high school students interested in becoming teachers.

This pathway, by utilizing dual-credit opportunities with high school partners pursuing career academies, is an affordable and equitable approach to degree completion. Eligible and capable students are given access to college-level pre-professional education courses in high school. By completing WSC’s key pre-professional courses as dual-credit courses at NPS (see below: EDU 150, 250 and 275), students will have greater accessibility to a variety of teaching endorsement options and opportunities while at WCS, thus increasing their marketability by adding valuable skillsets to their pedagogical repertoire to better serve future students and schools.

Under the provisions of this Agreement, WSC and NPS agree to the following conditions:

- 1) This Agreement describing the STEP initiative and the nature of the partnership between both named Parties above will be effective beginning July 1, 2020 to be run on the fiscal calendar, for five (5) years, ending on June 30, 2025 unless renewed in writing and signed by both Parties.
- 2) In order to maintain compliance with the Nebraska Department of Education’s (NDE) Rule 47, WSC and NPS share in the creation and delivery of the career education program of study that is a part of the NPS Career Academy.
- 3) NPS acknowledges that they are solely responsible for the NDE Career Academy components and application, and that the work with WSC pertains to the career education program of study.
- 4) NPS will work collaboratively with WSC to help build academic calendars and course offerings for the purposes of staffing the STEP courses.
- 5) The program of study is a sequence of five (5) courses agreed upon by WSC and NPS after consultation with Kristin Vest (Career Field Specialist – Human Sciences and Education, NDE) and Dr. Jodi Kupper (Vice Chancellor, Academic Planning and Partnerships, Nebraska State College System) on October 30, 2018.

- a. Course #1 (title tentative): Exploration of Education and Training
 - i. Created by NPS
 - ii. Instruction delivered by NPS or WSC
 - iii. No fee
 - iv. Not dual-credit
 - v. Available to Educator Rising or other interested students
 - vi. Course will be offered during the sophomore year

- b. Course #2: EDU 150 (NDE350001) – Introduction to Education
 - i. Created by WSC
 - ii. Instruction delivered by NPS
 - iii. Fee-based, may require students to purchase software/textbook
 - iv. Dual-credit
 - v. Available to Educator Rising or other interested and eligible students
 - vi. Course will be offered during the junior or senior year

- c. Course #3: EDU 250 (NDE090123) Human Growth and Cognitive Development
 - i. Created by WSC
 - ii. Instruction delivered by WSC unless NPS is able
 - iii. Fee-based, may require students to purchase software/textbook
 - iv. Dual-credit
 - v. Available to Educator Rising or other interested and eligible students
 - vi. Course will be available during the junior or senior year

- d. Course #4: EDU 275 (NDE350002) PK-12 Instructional Design
 - i. Created by WSC
 - ii. Instruction delivered by WSC unless NPS is able
 - iii. Fee-based, may require students to purchase software/textbook
 - iv. Dual-credit
 - v. Available to Educator Rising or other interested and eligible students
 - vi. Course will be offered during the junior or senior year

- e. Course #5: NDE Rule 47 Field Experience (NDE350010)
 - i. Created by NPS (in consultation with WSC and to align with Rule 47)
 - ii. Instruction delivered by NPS (in consultation with WSC)
 - iii. No fee
 - iv. Not dual-credit
 - v. Available to Educator Rising or other interested students, if possible
 - vi. Course will be offered during the senior year
 - vii. Recommended to be taken in conjunction with EDU 275 to help students reflect on instructional design elements of classrooms when out in the field.

- 6) Should a student be capable and interested in entering WSC at the Level II professional course level, the WSC Benchmarks Chart (Appendix I) indicates the necessary criteria a student would have to satisfy. Consultation with the Dean of the School of Education and Counseling is strongly encouraged early in a student's progression through STEP.

- 7) The Agreement acknowledges that data sharing between institutions will be necessary for continuous improvement of the program and of the partnership, and to track student progress and readiness through STEP. Data shared will help make decisions on student progress according to the WSC Benchmarks Chart (Appendix I). The data can include, but is not limited to, student demographics, ACT scores, ETS scores, GPA, field experience evaluations, course grades, and course and instructor evaluations. The data gathered will be shared confidentially between the Parties. WSC and NPS recognize the need to be compliant with the Family Educational Rights and Privacy Act (FERPA).
- 8) WSC instructors who deliver courses on the NPS campus will complete NPS specific training, such as, but not limited to: district and building safety protocols, professional boundaries and acceptable use of technology policies, student discipline and child abuse reporting procedures, and Infinite Campus tutorials.
- 9) This Agreement allows for WSC to work with NPS jointly regarding presentations to Educator Rising members, or other interested students or student groups or community groups about STEP.
- 10) The designated WSC representatives for the purposes of monitoring and oversight of this Agreement are:

Nicholas J. Shudak, PhD (or)
Dean of the School of Education and Counseling
(402) 375-7164 | nishudal@wsc.edu

AND

Steven Elliott (or)
Vice President for Academic Affairs
(402) 375-7208 | stellio1@wsc.edu

- 11) The designated NPS representatives for the purposes of monitoring and oversight of this Agreement are:

Erik Wilson (or)
Assistant Principal
Norfolk Senior High School, Norfolk, NE
402-644-2529 | ErikWilson@npsne.org

AND

Dr. Jami Jo Thompson (or)
Superintendent
Norfolk Public Schools
402-644-2500 | JamiJoThompson@npsne.org

For the Board of Trustees of the Nebraska State Colleges doing business as Wayne State College:

Dr. Paul Turman, Chancellor, Nebraska State College System

Date

Dr. Marysz P. Rames, President, Wayne State College

Date

For the Norfolk Public Schools:

Dr. Jami Jo Thompson, Superintendent

Date

Benchmarks for Successful Advancement in Educator Preparation

School of Education and Counseling • Effective 8-1-2019

Welcome to the School of Education and Counseling at Wayne State College! Although you are responsible for meeting the benchmarks listed below, our faculty and staff look forward to working with you on your journey towards teacher certification. Please don't hesitate to seek assistance when you have questions. Students wishing to advance in educator preparation must maintain a professional attitude, demonstrate instructional and curriculum development skills, and possess the same high moral and personal standards as required of certified teachers by the laws of the State of Nebraska. Students must also be free from physical, emotional, and mental impairments such as those that would cause revocation of a teaching certificate by the State Board of Education. Violation of college and/or Board of Trustees policies or regulations can be sufficient cause for denial of advancement in the educator preparation program. Questions about the Benchmarks? Contact the WSC Field Experience Office (Brandenburg Education building, 2nd floor) or by phone at 402-375-7391.

Initial Prerequisites – must be completed during EDU 250 or during first semester at WSC (if a transfer student)

- myEportfolio: All education majors must purchase *myEportfolio* (Chalk and Wire subscription), which is an electronic portfolio used for submitting homework and assessing progress. *myEportfolio* can also be used for building a personal portfolio for future employment. Subscriptions are purchased through the bookstore located in the Student Center.
- Introductory Video: Students are required to view the Introductory Video describing the educator preparation process, required benchmarks, and the expectations for professional conduct when interacting with PK-12 students. After viewing, students must digitally sign a Signature Sheet (*located in myEportfolio*) indicating they understand the requirements.
- Application to Educator Preparation located in *myEportfolio* and completed/submitted electronically. A digital copy will be sent by the C/W system to the Field Experience Office.
- Background Check: All education majors must complete an initial background screening prior to being placed for any field experiences. Information (including the name of the company that completes the screening and fee paid by the student) is provided in *myEportfolio*.

Level One: Preparing for Teacher Candidacy – Benchmarks for All Endorsements

Required Basic Knowledge Test (Core Academic Skills for Educators known as the "Core" test):

- Must pass all three sections of the Core test. Required minimum scores are: Reading 156; Math 150; and Writing 162. [Visit www.ets.org](http://www.ets.org) for information about the test. Study guides are on reserve in Conn Library.

Required General Studies courses (must earn a "C" or higher in the following two classes):

- CNA 100 Principles of Human Communication
- ENG 102 Composition Skills

Required Professional Education courses (NOTE: must earn a "C" or higher in all EDU or SPD prefix classes):

- EDU 150 Introduction to Professional Education
- EDU 250 Human Development and Cognition (includes field experience component)
- EDU 275 PK-12 Instructional Design (includes field experience component)

NOTE: Some of the above courses may be accepted as transfer credit from other institutions – see your advisor for assistance.

Training in Human Relations:

- Completion of EDU 275 PK-12 Instructional Design OR
Completion of EDU 457 Human Relations in a Pluralistic Society (if transferring in an equivalent EDU 275 course from another institution)

Performance Benchmarks:

- Must have a 2.5 (or higher) cumulative GPA
- Evidence of professionalism and potential for teaching verified by successful progress on the Educator Growth Portfolio (EGP)

Recommendation and Approval:

- Must receive a recommendation to advance. Each student's EGP will be reviewed by a faculty committee for evidence of satisfactory progress in knowledge, skills, and dispositions.
→ Please refer to the attached Recommendation Process handout for an explanation of the recommendation options – some students may not be recommended for candidacy.
- Must receive approval from the Professional Progress Committee (PPC) to advance to candidate status

Students who meet all Level One benchmarks and receive approval for Candidacy will be allowed to take Level 300 or 400 EDU and SPD classes.

Level Two: Preparing for Clinical Practice – All Endorsements

Candidates must complete all content courses required (see catalog) PLUS the following required Professional Education courses in their chosen endorsement area(s).
(NOTE: all candidates must earn a “C” or higher in all EDU or SPD prefix classes)

Special Education Generalist

- EDU 332 Development of Language Arts Elementary/Middle School
- EDU 341 Intermediate Reading or EDU 340 Early Reading (if K-6 subject only)
- EDU 430 Literacy Assessment
- MAT 215 Math for Elementary School Teachers II
- CNA 451 Speech Pathology

Middle Level Education

- SPD 302 Inclusive Practices for General and Special Educators
- SPD 435 or 436 Social & Emotional Development, Behavior Intervention, and Prosocial Classroom Management for either Elementary or Secondary level
- EDU 310 Reading, Writing, and Assessment for Content Area
- EDU 350 The Middle Level Teacher
- EDU 409 Content Area Methods and Assessment
- EDU 414 Content Area Practicum Experience

PK-12 Education (Art, Music or Health/PE)

- SPD 302 Inclusive Practices for General and Special Educators
- SPD 435 or 436 Social & Emotional Development, Behavior Intervention, and Prosocial Classroom Management for either Elementary or Secondary level
- EDU 310 Reading, Writing, and Assessment in Content Areas
- EDU 409 Content Area Methods and Assessment for each subject/discipline area (Music Education majors take MUS 308, 309 and 415)
- EDU 414 Content Area Practicum Experience (taken concurrently with EDU 409)
Note: Music Education majors take MUS 411 (concurrently with MUS 415) and MUS 412 (concurrently with either MUS 308 or 309).

Early Childhood Inclusive

- SPD 160 Introduction to Special Education
- SPD 435 Social, Emotional Development, Behavior Intervention, and Elementary Prosocial Classroom Management
- FCS 412 Guiding the Young Child (includes field experience component)
- EDU 435 Practicum Experience II (includes field experience component)

Elementary Education

- SPD 302 Inclusive Practices for General and Special Educators
- SPD 435 Social & Emotional Development, Behavior Intervention, and Prosocial Classroom Management for Elementary
- EDU 302 Curriculum, Standards, and Assessment in Elementary Schools
- EDU 335 Practicum Experience I (includes field experience component)
- EDU 435 Practicum Experience II (includes field experience component)

Secondary Education

- SPD 302 Inclusive Practices for General and Special Educators
- SPD 435 Social & Emotional Development, Behavior Intervention, and Prosocial Classroom Management for Secondary
- EDU 310 Reading, Writing, and Assessment in Content Areas (or ENG 444 for Secondary English majors)
- EDU 409 Content Area Methods and Assessment for each subject/discipline area (Music Education majors take MUS 308 and 309)
- EDU 414 Content Area Practicum Experience (taken concurrently with EDU 409) Note: Music Education majors take MUS 412 (concurrently with either MUS 308 or 309).

Plus (for all endorsements)...

Background Check:

- All candidates must complete a second background check within 90 days prior to clinical practice. Information (vendor and fee paid by candidate) is posted in *myEportfolio*.

Performance Benchmarks:

- All required coursework must be completed *prior* to clinical practice with at least a 2.75 GPA in each of these three categories: cumulative, content area, and professional education
- Evidence of readiness for clinical practice verified by successful progress on the Educator Growth Portfolio (EGP)

Recommendation Benchmarks:

- Successful completion of all field and practicum experience requirements and positive recommendations from all cooperating teachers
- Evidence of readiness for teaching as determined by faculty following a review of candidate's EGP
- Approval of the Professional Progress Committee for placement for clinical practice

Required Paperwork: The Application for Clinical Practice is submitted to the Field Experience office one semester prior to clinical practice (form and instructions are available in Chalk & Wire)

Candidates who successfully complete all Level Two benchmarks and receive PPC approval will be placed for Clinical Practice.

Level Three: Clinical Practice – All Endorsements

- Evidence of positive impact on PK-12 student learning demonstrated by successful completion of the Reflection of Instructional Choices (RIC) during clinical practice
- Successful completion of clinical practice evidenced by satisfactory evaluations from cooperating teacher(s) and college supervisor(s), and a grade of “S” from Academic Coordinator
- Successful completion of any/all general requirements for Wayne State College graduation

Successful completion of all Level Three benchmarks will result in recommendation for teacher licensure (certification.)

Recommendation Process for Advancement in Educator Preparation

To be approved for advancement from one level to the next in educator preparation, students must successfully complete all benchmarks, be recommended for advancement by faculty, and be approved by the Professional Progress Committee. Here is the process for advancement:

From Level One to Level Two:

For each student enrolled in EDU 275 (considered the capstone class at Level One), faculty in coordination with the Field Experience Office will review evidence and artifacts related to the required benchmarks for Level One. Based on that evidence, one of the following numerical ratings will be forwarded to the Professional Progress Committee (PPC) for consideration:

1. This student exhibits satisfactory progress on all Level One benchmarks and is ready to advance to Level Two.
OR
2. This student should advance conditionally* to Level Two for one semester, based on the following concerns: (concerns will be listed)
OR
3. This student does not exhibit qualities necessary to remain in educator preparation based on the following evidence: (evidence will be provided) The committee is recommending removal from educator preparation.

*During the semester of conditional approval, the student is required to meet with a designated faculty member a minimum of three times to develop and implement a Plan for Improvement. At the conclusion of the semester, progress on the Plan for Improvement will be reviewed, and a report and recommendation will be made to the PPC regarding readiness to remain in educator preparation. Based on the review, some students will be required to complete a second conditional semester at Level Two; others will continue at Level Two without conditions due to satisfactory progress; and still others will be recommended for removal from educator preparation. Students will not be allowed more than two conditional semesters. Students who are not admitted to educator preparation will be referred to the Counseling Center for advisement on other career options.

From Level Two to Level Three:

Faculty in coordination with the Field Experience Office will review evidence and artifacts related to the required benchmarks for Level Two, and based on that evidence will send one of the following recommendations to the PPC for consideration:

1. This candidate exhibits appropriate knowledge, skills, and dispositions to be placed for clinical practice.
2. This candidate has NOT exhibited adequate progress on the knowledge, skills, and dispositions required of a professional educator and should NOT be advanced to clinical practice at this time based on the following evidence: (evidence provided) The committee recommends the following remediation steps: (steps provided)
3. This candidate has NOT exhibited adequate progress on the knowledge, skills, and dispositions required of a professional educator, based on the following evidence: (evidence provided) The committee recommends removal from educator preparation.

From Level Three to Teacher Licensure:

Wayne State's certification officer will review evidence and artifacts related to each of the required benchmarks for Level Three and make a recommendation to the Nebraska Department of Education (or any other state) for teacher licensure/certification. Most states (including Nebraska) require a passing score on a content exam prior to being issued a teaching license. For information about the content exams required in Nebraska or other states, [please visit www.ets.org/praxis](http://www.ets.org/praxis).

S.T.E.P. PARTNERSHIP AGREEMENT

Between the
BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
doing business as
WAYNE STATE COLLEGE
and
HOMER COMMUNITY SCHOOL

This Partnership Agreement (Agreement) is between the Board of Trustees of the Nebraska State Colleges (NSCS) dba Wayne State College (WSC) and Homer Community School (HCS). Both entities are herein after referred to as “Parties.” This Agreement establishes an educator pathways initiative referred to as Students to Teachers through Educator Pathways (STEP). WSC’s STEP initiative, in partnership with HCS, is a unique pathways initiative blending two (2) enduring education reform movements – Career Academies and Guided Pathways – to support high school students interested in becoming teachers.

This pathway, by utilizing dual-credit opportunities with high school partners pursuing career academies, is an affordable and equitable approach to degree completion. Eligible and capable students are given access to college-level pre-professional education courses in high school. By completing WSC’s key pre-professional courses as dual-credit courses at HCS (see below: EDU 150, 250 and 275), students will have greater accessibility to a variety of teaching endorsement options and opportunities while at WSC, thus increasing their marketability by adding valuable skillsets to their pedagogical repertoire to better serve future students and schools.

Under the provisions of this Agreement, WSC and HCS agree to the following conditions:

- 1) This Agreement describing the STEP initiative and the nature of the partnership between both named Parties above will be effective beginning July 1, 2020 to be run on the fiscal calendar, for five (5) years, ending on June 30, 2025 unless renewed in writing and signed by both Parties.
- 2) HCS will work collaboratively with WSC to help build academic calendars and course offerings for the purposes of staffing the STEP courses.
- 3) The STEP program of study is a sequence of three (3) courses outlined below.
 - a. Course #1: EDU 150 – Introduction to Education
 - i. Created by WSC
 - ii. Instruction delivered by HCS
 - iii. Fee-based, might require students to purchase software/textbook
 - iv. Dual-credit
 - v. Available to Educator Rising or other interested and eligible students
 - vi. Course will be offered during the junior or senior year
 - b. Course #2: EDU 250 – Human Growth and Cognitive Development
 - i. Created by WSC
 - ii. Instruction delivered by HCS
 - iii. Fee-based, might require students to purchase software/textbook
 - iv. Dual-credit
 - v. Available to Educator Rising or other interested and eligible students
 - vi. Course will be offered during the junior or senior year

- c. Course #3: EDU 275 – PK-12 Instructional Design
 - i. Created by WSC
 - ii. Instruction delivered by HCS
 - iii. Fee-based, might require students to purchase software/textbook
 - iv. Dual-credit
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- 4) Should a student be capable and interested in entering WSC at the Level II professional course level, the WSC Benchmarks Chart (Appendix I) indicates the necessary criteria a student would have to satisfy. Consultation with the Dean of the School of Education and Counseling is strongly encouraged early in a student’s progression through STEP.

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(402) 375-7164
nishudal@wsc.edu

AND

Steven Elliott (or)
Vice President for Academic Affairs
(402) 375-7208
stellio1@wsc.edu

- 8) The designated HCS representative for the purposes of monitoring and oversight of this Agreement is:

Mr. Seth Lembke (or)
Secondary Principal
Homer Community School, Homer, Nebraska
(402) 698-2377 ext. 103
sethlemcke@homerknights.org

For the Board of Trustees of the Nebraska State Colleges doing business as Wayne State College:

Dr. Paul Turman, Chancellor, Nebraska State College System

Date

Dr. Marysz P. Rames, President, Wayne State College

Date

For the Homer Community School:

Mr. Gregg Cruikshank, Superintendent

Date

Benchmarks for Successful Advancement in Educator Preparation

School of Education and Counseling • Effective 8-1-2019

Welcome to the School of Education and Counseling at Wayne State College! Although you are responsible for meeting the benchmarks listed below, our faculty and staff look forward to working with you on your journey towards teacher certification. Please don't hesitate to seek assistance when you have questions. Students wishing to advance in educator preparation must maintain a professional attitude, demonstrate instructional and curriculum development skills, and possess the same high moral and personal standards as required of certified teachers by the laws of the State of Nebraska. Students must also be free from physical, emotional, and mental impairments such as those that would cause revocation of a teaching certificate by the State Board of Education. Violation of college and/or Board of Trustees policies or regulations can be sufficient cause for denial of advancement in the educator preparation program. Questions about the Benchmarks? Contact the WSC Field Experience Office (Brandenburg Education building, 2nd floor) or by phone at 402-375-7391.

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- Application to Educator Preparation located in *myEportfolio* and completed/submitted electronically. A digital copy will be sent by the C/W system to the Field Experience Office.
- Background Check: All education majors must complete an initial background screening prior to being placed for any field experiences. Information (including the name of the company that completes the screening and fee paid by the student) is provided in *myEportfolio*.

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NOTE: Some of the above courses may be accepted as transfer credit from other institutions – see your advisor for assistance.

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Completion of EDU 457 Human Relations in a Pluralistic Society (if transferring in an equivalent EDU 275 course from another institution)

Performance Benchmarks:

- Must have a 2.5 (or higher) cumulative GPA
- Evidence of professionalism and potential for teaching verified by successful progress on the Educator Growth Portfolio (EGP)

Recommendation and Approval:

- Must receive a recommendation to advance. Each student's EGP will be reviewed by a faculty committee for evidence of satisfactory progress in knowledge, skills, and dispositions.
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Students who meet all Level One benchmarks and receive approval for Candidacy will be allowed to take Level 300 or 400 EDU and SPD classes.

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Plus (for all endorsements)...

Background Check:

- All candidates must complete a second background check within 90 days prior to clinical practice. Information (vendor and fee paid by candidate) is posted in *myEportfolio*.

Performance Benchmarks:

- All required coursework must be completed *prior* to clinical practice with at least a 2.75 GPA in each of these three categories: cumulative, content area, and professional education
- Evidence of readiness for clinical practice verified by successful progress on the Educator Growth Portfolio (EGP)

Recommendation Benchmarks:

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Required Paperwork: The Application for Clinical Practice is submitted to the Field Experience office one semester prior to clinical practice (form and instructions are available in Chalk & Wire)

Candidates who successfully complete all Level Two benchmarks and receive PPC approval will be placed for Clinical Practice.

Level Three: Clinical Practice – All Endorsements

- Evidence of positive impact on PK-12 student learning demonstrated by successful completion of the Reflection of Instructional Choices (RIC) during clinical practice
- Successful completion of clinical practice evidenced by satisfactory evaluations from cooperating teacher(s) and college supervisor(s), and a grade of “S” from Academic Coordinator
- Successful completion of any/all general requirements for Wayne State College graduation

Successful completion of all Level Three benchmarks will result in recommendation for teacher licensure (certification.)

Recommendation Process for Advancement in Educator Preparation

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OR
3. This student does not exhibit qualities necessary to remain in educator preparation based on the following evidence: (evidence will be provided) The committee is recommending removal from educator preparation.

*During the semester of conditional approval, the student is required to meet with a designated faculty member a minimum of three times to develop and implement a Plan for Improvement. At the conclusion of the semester, progress on the Plan for Improvement will be reviewed, and a report and recommendation will be made to the PPC regarding readiness to remain in educator preparation. Based on the review, some students will be required to complete a second conditional semester at Level Two; others will continue at Level Two without conditions due to satisfactory progress; and still others will be recommended for removal from educator preparation. Students will not be allowed more than two conditional semesters. Students who are not admitted to educator preparation will be referred to the Counseling Center for advisement on other career options.

From Level Two to Level Three:

Faculty in coordination with the Field Experience Office will review evidence and artifacts related to the required benchmarks for Level Two, and based on that evidence will send one of the following recommendations to the PPC for consideration:

1. This candidate exhibits appropriate knowledge, skills, and dispositions to be placed for clinical practice.
2. This candidate has NOT exhibited adequate progress on the knowledge, skills, and dispositions required of a professional educator and should NOT be advanced to clinical practice at this time based on the following evidence: (evidence provided) The committee recommends the following remediation steps: (steps provided)
3. This candidate has NOT exhibited adequate progress on the knowledge, skills, and dispositions required of a professional educator, based on the following evidence: (evidence provided) The committee recommends removal from educator preparation.

From Level Three to Teacher Licensure:

Wayne State's certification officer will review evidence and artifacts related to each of the required benchmarks for Level Three and make a recommendation to the Nebraska Department of Education (or any other state) for teacher licensure/certification. Most states (including Nebraska) require a passing score on a content exam prior to being issued a teaching license. For information about the content exams required in Nebraska or other states, [please visit www.ets.org/praxis](http://www.ets.org/praxis).