

S.T.E.P. PARTNERSHIP AGREEMENT

Between the
BOARD OF TRUSTEES OF THE NEBRASKA STATE COLLEGES
doing business as
WAYNE STATE COLLEGE
and
COLUMBUS PUBLIC SCHOOLS

This Partnership Agreement (herein after “Agreement”) is between the Board of Trustees of the Nebraska State Colleges (NSCS) dba Wayne State College (WSC) and Columbus Public Schools (CPS). 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). Wayne State College’s STEP initiative, in partnership with CPS, is a unique pathways initiative blending two 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 CPS (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.

WSC and CPS 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, 2021 to be run on the fiscal calendar for five (5) years, ending on June 30, 2026 unless renewed in writing and signed by both Parties.
- 2) CPS will work collaboratively with WSC to help build academic calendars and course offerings for the purposes of staffing the STEP courses.
- 3) The program of study is a three-course sequence utilizing WSC’s Level 1, pre-professional courses of EDU 150, 250, and 275.
 - a. Course #1: EDU 150 – Introduction to Professional Education
 - i. Created by WSC
 - ii. Instruction delivered by CPS
 - 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
 - b. Course #2: EDU 250 – Human Growth and Cognitive Development
 - i. Created by WSC
 - ii. Instruction delivered by CPS
 - 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
- c. Course #3: EDU 275 – PK-12 Instructional Design
 - i. Created by WSC
 - ii. Instruction delivered by CPS
 - 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
- 4) Should a student be capable and interested in entering WSC at the Level II professional course level, the WSC Benchmarks Chart (Appendix I, updated annually and shared by WSC with STEP partners) indicates the necessary criteria a student would have to satisfy. Consultation with the Dean of the School of Education and Behavioral Sciences is strongly encouraged early in a student’s progression through STEP.
- 5) 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 CPS recognize the need to be compliant with the Family Educational Rights and Privacy Act (FERPA).
- 6) This Agreement allows for WSC to work with CPS jointly regarding presentations to Educator Rising members, or other interested students or student groups or community groups about STEP.
- 7) 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 Behavioral Sciences
(402) 375-7164 | nishuda1@wsc.edu

AND

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

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

Dr. Troy Loeffelholz (or)
Superintendent, Columbus Public Schools
(402)-563-7000 | loeffelholz@discoverers.org

AND
Dave Hiebner (or)
Principal, Columbus High School
(402)-563-7050 | hiebnerd@discoverers.org

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

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

Date

Dr. Paul Turman, Chancellor, Nebraska State College System

Date

For the Columbus Public Schools:

Dr. Troy Loeffelholz, Superintendent

Date



Benchmarks for Successful Advancement in Educator Preparation

School of Education and Behavioral Sciences • Effective 7-31-2020

Welcome to the School of Education and Behavioral Sciences 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 certification as a teacher. 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 in 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 Field Experience Office (Benthack Hall, 1st 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. **If you are a WITT transfer student, contact Dr. Mark Baron mabaron1@wsc.edu or 402-375-7379 for the link to gain access to the Benchmarks Portfolio.**
- Introductory Video and State Authorization Reciprocity Act (SARA):** 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. Students must also review the SARA information at the end of this document and/or on the website. After viewing, students must digitally sign a Signature Sheet (*located in myEportfolio*) indicating they understand the requirements/information.
- 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 for information about the test.](http://www.ets.org) 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 rating to advance. Each student's EGP will be reviewed by a faculty committee for evidence of satisfactory progress in knowledge, skills, and dispositions. **If you are a WITT transfer,**
→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
- 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
- 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 Education

- 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
- 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
- SPD 436 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: Application for Clinical Practice is submitted to the Field Experience office one semester prior to clinical practice (form and instructions are available in *myEportfolio*)

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 (please refer to *General and Graduate Catalog*)

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