

Work-Based Learning Cooperative Education/Diversified Occupations

**Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on __/__/__)**

PROPOSED REDLINE VERSION – Ad Hoc Meeting 7.7.16

006.14 Work-Based Learning Cooperative Education—Diversified Occupations

006.14A Grade Levels: 9-12

006.14B Endorsement Type: Supplemental ~~endorsement only. This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field.~~

006.14C Persons with this endorsement may coordinate, teach, and supervise programs of instruction that develop career and life skills.

006.14D Certification Endorsement Requirements: This endorsement shall require a minimum of ~~3~~ 6 semester hours in ~~principles of career education and~~ supervision of work-based learning.

006.14E Work Experience: The endorsement is available only to those who have either (A) 1,000 verified hours of ~~volunteer, paid or nonpaid~~ internship, or paid work experience, or (B) at least 300 hours of supervised work experience under the direction of the college or university recommending the endorsement.

006.14F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES
FOR INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide Work-Based Learning teacher candidates with opportunities to demonstrate the knowledge and competencies required by the following guidelines: ~~should prepare prospective teachers to:~~

Standard 1. Work-Based Learning candidates will understand and articulate the role and purpose of work-based learning.

Standard 2. Work-Based Learning candidates will demonstrate ability to coordinate school and work-site learning experiences that enable students to develop the following career and life skills competencies:

Element 1. Nebraska Career Readiness Standards

a. applies appropriate academic and technical skills;

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- b. communicates effectively and appropriately;
- c. contributes to employer and community success;
- d. makes sense of problems and perseveres in solving them;
- e. demonstrates innovation and creativity;
- f. models ethical leadership and effective management;
- g. utilizes technology;
- h. manages personal career development; and
- i. attends to personal and financial well-being.

Standard 3. Work-Based Learning candidates will demonstrate ability to coordinate work-based learning experiences, including:

- Element 1. Appropriate documentation (e.g. training agreements, forms, etc.);
- Element 2. Compliance with federal and state laws;
- Element 3. Proper safety instructions and procedures;
- Element 4. Supervision and evaluation of students; and
- Element 5. Selection of and evaluation of training sites.

Standard 4. Work-Based Learning candidates will demonstrate ability to coordinate school-site learning experiences, including:

- Element 1. Work-based learning programs;
- Element 2. Pre-apprenticeships;
- Element 3. Entrepreneurial opportunities;
- Element 4. Job coaching (or mentor/mentee relationships);
- Element 5. School-based enterprise;
- Element 6. Paid and unpaid internships;
- Element 7. Job shadowing; and
- Element 8. Service learning.

Standard 5. Work-Based Learning candidates will demonstrate knowledge and understanding of the principles of career and technical education, including relationships to:

- Element 1. Nebraska Career Readiness Standards;
- Element 2. Career and Technical Education legislation;

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Element 3. Nebraska Career Education Model;

Element 4. Planning for career and personal success;

Element 5. Business and industry;

Element 6. An individual's role as a professional; and

Element 7. Application of core academics to work-based learning experiences.

Guidelines are based, in part, on the *Nebraska Career Readiness Standards* as adopted by the Nebraska State Board of Education.

~~A. Coordinate school and work-site learning experiences that enable students to develop the following career and life skills competencies:~~

- ~~1. Communication and literacy;~~
- ~~2. Organizing and analyzing information;~~
- ~~3. Problem solving;~~
- ~~4. Using technology;~~
- ~~5. Completing entire activities;~~
- ~~6. Acting professionally; and~~
- ~~7. Interacting with others.~~

~~B. Coordinate work-site learning experiences, including:~~

- ~~1. appropriate written documentation;~~
- ~~2. compliance with federal and state laws;~~
- ~~3. proper safety instructions and procedures;~~
- ~~4. supervision and evaluation of students; and~~
- ~~5. evaluation of training sites.~~

~~C. Coordinate school-site learning experiences, including:~~

- ~~1. cooperative education programs;~~
- ~~2. apprenticeships;~~
- ~~3. paid and unpaid internships;~~
- ~~4. job shadowing; and~~
- ~~5. service learning.~~

~~D. Demonstrate knowledge and understanding of the principles of career and technical education, including relationships to:~~

- ~~1. politics and government;~~

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- ~~2. academics and total school offerings;~~
- ~~3. student achievement and life application;~~
- ~~4. business and industry; and~~
- ~~5. a person's role as a professional.~~

July 7, 2016 Ad Hoc Meeting Notes

There is now a resurgence in the Cooperative Education/Diversified Occupations endorsement, as many schools want to add work-based learning. It is anticipated there will be an increasing need for this endorsement in the near future. Employers are asking for work-based learning training. In addition, reauthorization of the Perkins Act is happening at the national level, which may impact work-based learning.

Non-career and technical education teachers are being asked to be work-based learning supervisors in some of the new Career Academy programs. This endorsement will help provide liability protection for teachers and schools for those teachers. (Career and Technical Education teachers—Agriculture Education, BMIT, FCS, IT, and Skilled and Technical Science Education—have, or will have, this training included in their endorsement preparation.)

There are three phases of work-place experiences:

- 1) Work Awareness: Introductory, career exploration
- 2) Work Exploration: Job shadowing, simulations, etc.
- 3) Work-Based Learning: Internships, pre-apprenticeship (This phase would require a

Work Based-Learning endorsement.)

The Grade Levels (9-12) are intentional. Students participating in work-based learning should be at least 16 years of age or older.

This would continue to be a supplemental endorsement, which means it cannot stand alone. The teacher would have to have (or earn concurrently) any subject or field endorsement.

The major change is that this endorsement will now require a minimum of 3-credit hours rather than 6-credit hours.

The work experience requirement was discussed, and has not ever been an issue for candidates, as they can even include high school work experience to meet this requirement.

Four institutions currently offer this endorsement—Chadron State, UNK, UNL, and Wayne State.

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Ad Hoc committee members reviewed the proposed endorsement and guidelines and made suggestions to improve language.

**Cooperative Education – Diversified Occupations Ad Hoc Committee Membership
Ad Hoc meeting to be conducted via ZOOM technology, July 7, 2016 10:00 A.M.-Noon CST**

Ad Hoc Committee Requirements	Ad Hoc Committee Members
Ad Hoc Chair – Collaboratively determined by NDE Team Leader responsible for the endorsement area and the NDE designee with responsibilities for NCTE coordination.	Rich Katt, NDE rich.katt@nebraska.gov
Current Teachers— Currently endorsed and employed practitioners in approved or accredited public or private schools in the endorsement area at the grade levels under consideration.	Janet Butler, Millard Public Schools jbutler@mpsomaha.org Mickie Mueller, Norfolk Public Schools (not able to attend)
Faculty Members— Faculty members from a college of DOE who are teaching professional education courses or serve as the Certification Official at an approved educator preparation institution.	1. Mona Schoenrock, UNL rschoenrock2@unl.edu 2. Pat Arneson, Wayne State paarnes1@wsc.edu
Specialists in the Content Area— Might include Arts and Sciences college faculty or persons drawn from professional practice in the endorsement area.	1. Rita Hammitt, NDE Transition Specialist (not able to attend) 2.
Administrators— Administrative or supervisory personnel from approved or accredited public or private schools with responsibility for supervision, leadership, or personnel functions at the grade levels and/or in the content area.	1. Ken Spellman, OPS ken.spellman@ops.org 2. Delayne Havlovic, OPS, Business/Marketing Supervisor delayne.havlovic@ops.org
NCTE Representation— Representation from the NCTE Standing Committee to which the endorsement has been assigned.	1. Paul Barnes, UNO/NCTE Committee 'A'/ Certification Official pbarnes@unomaha.edu
NDE Representative with responsibilities related to the endorsement area. (This person may also serve as the Ad Hoc Chair.)	1. N/A
Representatives of national/state specialty professional associations or professionals drawn from areas of employment related to the content area.	1. Jay Sears, NSEA (not able to attend) 2.
Additional P-12 school practitioners or higher education faculty to equalize the representation between these two groups.	1. 2.
A NDE designee, who will be a non-voting member and serve as a consultant for the <i>ad hoc</i> committee.	Sharon Katt, NDE sharon.katt@nebraska.gov Pat Madsen, NDE pat.madsen@nebraska.gov