Professional Biography Guidelines for the Department of Teacher Education

The professional biography option is an application procedure that allows the candidate to develop a description of his/her professional qualifications, experiences, career and educational goals. The program graduate committee will review the professional biography to determine if the candidate possesses the requisite credentials needed for the degree option selected; then examine and compare the individual goals to the desired program to see if there is an acceptable match; and, identify individual needs. Please address the following elements:

1. Professional Qualifications:

The candidate will list degree(s) currently held. This shall include the degree granting institution, date and title of degree and major/minor. The candidate will list teaching endorsements with level of certification and the expiration date, if applicable. Non-teachers should list and describe relevant professional qualifications, licensures, certificates, etc.

2. Professional Experiences:

The candidate will submit a description of teaching or related experiences. For non-teachers, please describe your career experiences. This will include, but not be limited to such things as places of employment, years of experience, grade levels taught, and description of non-teaching duties, where applicable.

3. Professional and Educational Goals:

The candidate will submit a list of long-term professional goals and then discuss those goals in detail. This should include, but is not necessarily limited to, a description of what the candidate hopes to accomplish professionally in his/her career. The candidate also will develop a set of goals to be met as a result of earning this degree. The goals will be examined to determine if the student can realistically meet the goals through the selected program.

4. Philosophy of Learning (This portion will be used to assess candidate's ability to express themselves to meet the University standards for graduate work--must be at least four pages in length)

a. Read the following documents:
   i. University of Nebraska College of Education Conceptual Framework
   ii. University of Nebraska Ten Desired Outcomes
   iii. John Goodlad's four Moral Dimensions—

b. Construct a synthesis of the key impacts for education from these three documents on education.
c. Analyze, compare and contrast with your own philosophy of learning.
d. List areas of your personal strengths and needs for further development.
e. How compatible are your professional and educational goals with the universities philosophy

Format:

The professional biography is to be submitted as Microsoft word document or Rich Text File (RTF). This can be submitted as an attachment to an e-mail

College of Education – Desired Outcomes – Graduate

Morally Responsible Professionals in a Social/Political Democracy

The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes.
Therefore, by the time UNK students complete their education program, they will:

Outcomes for other Advanced (Teaching) and Other Educational Professionals (January 2008):

Demonstrate knowledge of:

- **Ka.** subject area content (advanced teaching); central concepts and structure of the specific field (professional knowledge).
- **Kb**. purposes of schooling and professional practice in a diverse and democratic society.
- **Kc.** concepts of data collection, assessment, and evaluation of data to enhance learning for all learners within specific area of specialization.
- **Kd.** tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.

Demonstrate skills to:

- **Sa.** Collect and analyze data within specific area of specialization to guide the planning and implementation of specialization specific methodology to enhance learning of all learners.
- **Sb.** Utilize technology appropriate to area of specialization to deliver instruction and manage information.

Demonstrate Dispositions of:

- **Da.** Collaboration: Demonstrates ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings.
- **Db.** Reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention)/ or management decisions on the welfare of those served.
- **Dc.** Responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society.

University of Nebraska Kearney

John Goodlad's four Moral Dimensions—

All educators should practice these four dimensions.

1) Engaging in Nurturing Pedagogy
2) Serving as Stewards of Schools
3) Providing Access to Knowledge
4) Enculturating the Young in a Democracy

Goodlad emphasizes the three themes: Democracy, Diversity and Technology

Dimension: Engaging in Nurturing Pedagogy

- Creates a caring community for learning.
- Makes connections to the larger world outside the school.
- Has respect for what kids know and helps them share what they know.
- Has high expectations for all students.
- Does not emphasize knowledge at the expense of nurturing pedagogy.
- Believes that pedagogy, the art and science of teaching, is essential in the school and must be kept in front of teachers.
- Focuses as much on learning as it does on teaching.
- Demonstrates that the school belongs to the community, and the community is the caretaker for the school.
- Involves more adults in the schools.

College of Education - Dispositions

Collaboration:
Graduates will demonstrate the ability to work jointly with other in making decisions for the common good in a democracy that respects equity, fairness, honesty, and social justice.

Responsibility:
Graduates will demonstrate an ability to fulfill the obligations of being an educational professional by being reliable, trustworthy and accountable for one's work. They must understand that they are liable for and can answer for their acts or decisions. They should have the knowledge and skills of their professional discipline.

Reflective Capacity:
Graduates will demonstrate the ability to self-assess concerning attitudes, beliefs and skills when working with others (students, parents, clients, administrators) and modify or adjust efforts as an educational professional.

Diversity and Global Perspectives

Demographic indicators tell us that student populations are increasingly diverse during the first decade of the 21st century. We perceive this increase in diversity as a benefit, not a disadvantage. Therefore, educators must have an understanding of diversity and the roles various cultures may play in contemporary classrooms. To be exemplary participants in the democratic process, educators and schools must assume the commitment to having a comprehensive and inclusive vision of education for all children.

Central to our professional educational programs is the belief that all students can be successful learners. Their success will depend on the educator's skill in recognizing and understanding individual learning styles and in understanding how cultural perspectives and lifestyle experiences impact learning this understanding must reach beyond historical information. It must seek actively to negate stereotypes as it moves toward full inclusion of all learners.

Educators must recognize and work toward both quality and equality in public education. They must be skilled in the creation of learning environments that provide a variety of appropriate learning tasks for all students, that reflect respect for all, and that encourage collective responsibility. These skills enable educators to participate fully in a global society. In turn, educators having these skills will facilitate their students' sharing in the richness offered through living and working in the world community without borders. Accordingly, the faculty of the College of Education at the University of Nebraska at Kearney will facilitate the personal and professional development of its graduates through the constant analysis of curricula and materials to prepare them to learn to avoid discriminatory practices and other injurious behaviors. We believe, therefore, that graduates of the University of Nebraska at Kearney will have the necessary preparation to deal effectively and positively with issues of diversity throughout out their careers.

Professional Commitment and Dispositions

Public education is the single unifying institution charged with the transmission of our American heritage and with the preparation of the young for life in our social political democracy. Through their continuing covenant to providing quality education for all, regardless of background or heritage, the public schools help to ensure that young people receive ethical guidance and have access to the knowledge and to the intellectual, technological and social skills needed for productive living in a democratic society. Accordingly, the professional education at the University of Nebraska at Kearney reflects an enduring commitment to high quality public education.

This firm commitment to public education is rooted in a core set of beliefs that define the American democratic experience. The prized values of liberty, equality, and justice give character and dignity to our society. These attributes of the American people are incorporated in the Constitution of the United States and underscore the importance of the individual and the need to protect and nurture diversity. The faculty of the College of Education at the University of Nebraska at Kearney affirms both its belief in our nation's basic democratic values its intention to prepare professionals who will uphold and promote those dispositions in the public schools and communities.

While asserting devotion to long-accepted American democratic values and to an enduring commitment to public education, the faculty of the College of Education is cognizant of the nature and pace of change in American society. The information explosion, the increasing use of and dependency on technology, changing demographics limited resources present complex challenges for public education. Accordingly, the aims of the professional education programs at the University of Nebraska at Kearney are to prepare (1) educators who are lifelong learners; (2) educators who value reflection as a powerful tool for purposeful change; (3) educators who base practice on knowledge and skills and make decisions through collaboration; and (4) educators who are compassionate, caring, and just. To ensure these aims, the College of Education faculty is committed to ongoing assessment and evaluation of its graduates and programs.

Information Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data storage, and how to connect to others outside the community. Technology and its many applications have provided the means to accomplish this global connection. As a result, it has become imperative that educational professionals embrace technological advances and master the nuances.

Educators recognize the importance of technological literacy and the capabilities of technology to facilitate learning and connect students to the larger world. Instructional technologies and applications impact the dissemination of information, inform professional practice and enhance services for students. Thus, it is important for professional educators be conversant with a variety of instructional technologies and their applications and be able to be reflective and discriminating in embracing and mastering appropriate instructional technologies. Not only must professional educators be able to integrate technology with teaching strategies and curriculum design, they must be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, the professional education programs in the College of Education at the University of Nebraska at Kearney aim to prepare educators who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.