The professional autobiography 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.

   Please attach a copy of your Teaching Certificate or Teaching Certificate number

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.

   List your teaching experience below. You must have a minimum of two years teaching experience in the U. S. to receive a Reading Specialist endorsement in the state of Nebraska.

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. Use of Technology:

   The candidate will submit a list of appropriate computer/technology applications the candidate has used and considers himself or herself competent using. In addition, candidates should discuss how they have used technology in their professional experiences and if appropriate, should include examples of the candidate’s work or student work created under the candidate’s guidance. It is understood that not all candidates will have used technology extensively.

5. Experiences with Diversity:
The candidate will submit a list of personal and professional experiences working with people from different cultures or backgrounds. Diversity in this context may be viewed as ethnic, racial, and/or economic, and usually refers to a culture that is different from the majority, but it may be more appropriate to view it as cultural backgrounds from one’s own. The candidate will discuss in particular relevant professional experiences teaching students and working with the parents/families of these students, or for non-teachers, the candidate will discuss related career experiences with diversity. It is understood that not all candidates will have had many opportunities with individuals from different cultures.

6. Philosophy of Learning  (This portion will be used to assess candidates 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 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 autobiography is to be submitted as Microsoft word document or Rich Text File (RTF). It can be submitted as an attachment to an e-mail.
NCATE CONCEPTUAL FRAMEWORK (Renewed, October, 2009)

Democracy

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.

Diversity

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions. Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator’s skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning. Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.
As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.

**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.
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.
National Network for Educational Renewal 4 Moral Dimensions

**Dimension: Enculturating the young into a social and Political Democracy**

- Democracy is shown as alive and real.
- Democracy is nurtured, encouraged, modeled, and practiced.
- Democratic processes are modeled.
- Democracy is an "active construct."
- Creates personal experiences within the school that prepares kids for democracy.
- Instills the attributes that are essential for a democracy to function effectively.
- Shows that knowing our history is important.
- Teaches citizenship skills.
- Does more than just give "lip service to" enculturating the young into a social and political democracy, despite it possibly being the most controversial dimension of all.
- Makes key connections between knowledge and freedom: "Those who believe a nation can be ignorant and free are wishing for something that never was and never will be."

**Dimension: Providing Access to Knowledge**

- Demonstrates belief that all children can learn; equity and equality of opportunity are essential.
- Provides rich learning opportunities for all kids.
- Removes barriers to learning.
- Includes rather than excludes kids from the educational process.
- Provide kids with "essential skills for learning."
- Teaches kids how to learn as well as what they need to learn.
- Teaches information accessing skills.
- Confronts access issues such as gender, minority, and labeling kids.
- Teaches students that encountering knowledge and information is for using what they learn in some way, not just "remembering."
- Treats access to knowledge as critical because the expectations for kids can vary widely and dramatically between teachers and schools and even within classrooms.
- Believes that tracking kids (ability groups) is one way we deny access to knowledge to some kids.
- Believes that knowledge is power.
- Believes that it is essential that all teachers have "cutting edge" knowledge to share with kids.

**Dimension: Serving as Stewards of Schools**

- Believes that the needs and rights of the community (the public good of the society) need to be protected.
- Shows that the school and community are interdependent.
- Brings the school into the community and community into the school.
- The schools, teachers, and kids see the "bigger picture" of our democracy and our world.
- Teachers are politically active.
- Address controversial issues, such as giving citizens vouchers to send kids to schools of their choice.
- The teachers stand up for what they believe.
- Teachers and kids are empowered to stand up for "best teaching practices," asking questions about what teaching practices are best for children.
- Reflects upon and refines a shared sense of the purpose of schooling, not necessarily on measurable things.
- Focus is kept on the big picture: what is the purpose for schooling?
- Provides a context for learning by teaching relevant knowledge that has some sort of current impact on life in order for understanding to take root.
- Identifies what citizens and schools have in common - basis for agreement upon which an allegiance to democratic ideals rests.
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