



2015-2020 STRATEGIC PERSPECTIVE COLLEGE OF EDUCATION



Two preschool children are chasing, kicking, and scowling each other to the ground.

Are they fighting or playing? How can you tell? Play is full of laughing, smiles, and tummy bumps. Rough and tumble play is required of its most vocal participants and is completely normal - not to be confused with fighting or aggression.

Researchers are now beginning to see developmental benefits to this kind of play. Rough and tumble play accounts for 15% of preschool play and 17% of school-age play.

How did you rough and tumble as a child?

BODY PLAY: ROUGH AND TUMBLE



PIEL RUND

engage and create community through... they feature a library of over 7,000 board... of games. They are carefully designed... students, families, and senior citizens.

...together to share experiences... this game at Spielhaus, you see... it possible.

...2019... Street

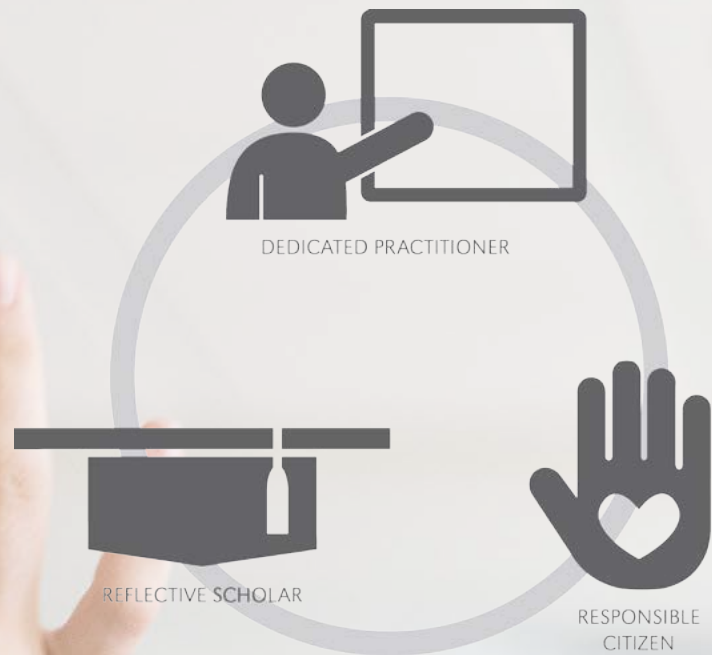
ROUND

Running, jumping, climbing, swinging, rolling, and crawling are forms of play that humans can experience at every age. Using our bodies to play supports the development of gross, fine, and perceptual motor skills, as well as body awareness. While physical play and free play are especially important early in life, exercise and recreation remain vital to health and happiness throughout adulthood.

Play is critical to the way we move and is an essential source of experiential knowledge. It is through physical play that we learn not only about how our bodies move, but also about who we are. Surmounting a physical challenge offers awareness of emotional reward and insight into the resilience necessary to deal with challenges with confidence and enthusiasm.

By understanding physical challenges, we can learn to manage our bodies and emotions to provide experiences that safely but healthily and actively further achievement.

"The body is language with its own grammar and its own code of behavior. For communicating, it requires attention, experience and practice through a voice which speaks to consciousness." - Roger Tiedens



STRATEGIC FRAMEWORK

Learn how our students are called to be Dedicated Practitioners, Reflective Scholars, and Responsible Citizens.

More on page 24.

WHERE HAVE WE BEEN? WHERE ARE WE GOING?

We are excited to share with you the College of Education's *Strategic Perspective*, a reflection and celebration of success, and the launch of our updated strategic goals and objectives that reflect a steadfast commitment to our mission of teaching, research and service.



Our conceptual framework to prepare graduates who are dedicated practitioners, reflective scholars, and responsible citizens continues to be the foundation of our work. UNO's metropolitan mission and focus on community service is a call to action for us—from accessibility, to teacher preparation that is built in collaboration with our partner schools, to world-class research—UNO's College of Education is transforming lives.

The vibrant work going on in the college honors our extraordinary students, the dedicated faculty and staff, and our community. We hope you enjoy reading the stories in this report that demonstrate our commitment to continuous improvement.

I look forward with joy and hope to the continued success of the college, our community partnerships, and our graduates. I also invite you to stay in touch with us on a regular basis as updates and features on the College of Education community are posted at coe.unomaha.edu.

Nancy A. Edick,
Lois G. Roskens Dean

GOAL 1: Identify and implement **alternative course design & delivery approaches** that reflect evidence-based best practices.

DEVELOPING COMMUNITY THROUGH DIGITAL ACCESSIBILITY

by Philip Nordness, Associate Professor, & Elizabeth Leader Janssen, Associate Professor, Department of Special Education and Communication Disorders

Within the Omaha Metro area and surrounding region, there is a significant demand for teachers of children with behavioral challenges. Within Nebraska and western Iowa, there are approximately 25 public and private schools specifically designed to serve students with behavior disorders. Some of these schools include Alpha School, Integrated Learning Center, Heartland School, Children's Square, and the multiple settings associated with Boys Town including Omaha and Duncan, NE. In spite of the high number of students with behavior disorders and settings to serve them, there remains a shortage of special education teachers at local, state, and national levels.

To address the need for special education teachers for children with behavioral disorders, the Department of Special Education and Communication Disorders (SECD) received a grant from University of Nebraska Online World Wide to develop a completely online Master's degree in Special Education with a concentration in Behavior Disorders in the fall of 2012. Prior to the online program, there were approximately 15 graduate students enrolled in the program. At that time, UNO was one of the first institutions to offer a concentration in Behavior Disorders exclusively online. Since its inception, the program has more than doubled the number of enrollees and has approximately 44 graduate students; surpassing an initial goal of 35 students by Year 3 of implementation.

At the beginning of Year 3, all of the online courses for the program have been developed and taught at least once. As of today, the 36-credit hour program is offered entirely online. The average enrollment across all of the online courses has been approximately 18 graduate students in each course. Four full time SECD faculty members teach the courses, with corresponding support from adjunct faculty as needed. Utilizing a variety of software and technology, faculty are able to facilitate learning with a variety of effective instructional methods. These practices include the use of synchronous and asynchronous approaches to instruction that provide students with an array of instructional strategies to deepen content knowledge. One of the most important goals in online course delivery is to develop a sense of community and utilizing these varied instructional approaches assists with making these connections.

Enrollment for the program primarily stems from educators in the Omaha Metro area. However, the reach has expanded into rural and western Nebraska areas, including Columbus and Scottsbluff, and parts of Iowa. In addition, the program has enrolled students from Georgia, California, Colorado, and Minnesota. With continued marketing and successful course delivery, enrollment numbers are anticipated to increase and accomplish the Year 4 goal of 45 graduate students in the program. Through this program we are reaching individuals in the Midwest who are making a positive impact with the children and youth they are teaching, which is the ultimate goal.



MAKING HYBRID CONNECTIONS

Expanding enrollment growth in new regions can be a challenge—especially for a career field dependent on interpersonal relationships and hands-on learning activities to broaden professional development.

In the spring of 2014 two adventurous faculty members hit the road to debut a new hybrid delivery master's program in Elementary Education with a concentration in literacy for Iowa teachers called EL ED Iowa. Drs. Becky Pasco and Kathy Danielson delivered recruitment presentations in 11 western Iowa counties included in the UNO Metropolitan Advantage Program (MAP). Students in MAP counties are given reduced tuition rates by UNO due to their close proximity to the Omaha area.

EL ED Iowa is ideal for working professionals interested to advancing their expertise—especially for those living in rural areas. The first cohort of 22 Iowa teachers expanded the eastern reach of where College of Education elementary education and literacy candidates typically live. This hybrid program is gaining popularity because of it was specifically designed with Iowa teachers and education issues in mind.

Besides the convenient schedule, which includes three to four in-person courses taught on weekends during the semester while the rest of the work takes place online via Blackboard, students

participate in local conferences to network and meet face-to-face with other educators. They attend the Iowa Reading Conference in Ames, in June, and participate in the annual K-8 MetLink Literacy Conference hosted by UNO every March.

EL ED Iowa focuses on how the educators build relationships with their peers—the cohort framework encourages dedication to assignments and goes beyond digital conversations. The current students, who graduate in May 2017 when another cohort group will begin, commend the tight-knit nature of the program for their own personal growth and success.

"It is a wonderful environment to grow and learn. The connections made with other Iowa teaching professionals create life-long friendships and connections that will always be there for us as colleagues, mentors, and friends." - Erika M.

INTRODUCING: BRIDGES

by Chris Wilcoxon, Field Experiences Coordinator

As educators, student learning is at the center of all we do. As time goes on, competition increases, new careers begin, and change is a constant. In turn, the preparation of teachers becomes increasingly more complex.

BRIDGES: Building Relevant Integrated Developmentally Guided Experiences for Students

The importance of understanding students, their needs and who they are as individuals, is more influential on student learning than ever before. In addition to the content taught, students need to be effective communicators who are inquiry-based problem solvers ready to compete in a global society. Every child deserves a teacher able to create this capacity within students and the BRIDGES model reinforces these priorities for success.

GOAL 2: Align field experiences with program goals & deliver more consistently with recognition for **effectiveness and efficiency for students, community partners, and the college.**

The Importance of Modeling

In the College of Education, we believe that students need to feel part of a safe, inclusive environment where making mistakes is part of learning, and systems exist to help them develop socially, mentally and professionally. Teacher candidates entering the College of Education are welcomed into the same environment.

Upon acceptance, candidates attend an orientation celebration. The afternoon is divided into three segments, allowing for faculty to model station teaching as candidates meet their academic advisor, network with local community organizations and learn what role field experiences will play in their education. This event sets the foundation for candidates' growth as educators.

Guided Practice and Collaborative Practice

Throughout the program, candidates are provided multiple, supportive opportunities to connect theory to practice. These field experiences, otherwise referred to as practicums, internships or clinical practice (previously student teaching), provide time for candidates to apply their learning within a classroom setting. These experiences



TEACHER EDUCATION BY THE NUMBERS

\$80,250

in scholarships awarded to students in 2014-2015



2 out of 3 metro teachers are UNO graduates

1,400


teacher candidates worked in school clinical sites during the 2014-2015 school year

92%

of students pass the EECIA on their first attempt

100%

of students accepted into the program passed the basic skills exam



are tied to the theoretical and methods course work and are designed to ensure the complexities of teaching at one level are met before continuing to the next. Instructional coaches provide immediate guidance and feedback for candidates, offer additional support for classroom teachers and model best practice. Each candidate spends a minimum of 146 coached hours in the field prior to beginning clinical practice. Performance is assessed at each level using a consistent rubric based on the final clinical practice rubric with language and expectations scaled to the level of the candidates.

Placing candidates in the field is a joint effort between the university, district partnerships and partner schools. Local districts support the efforts by matching master teachers to the expectations outlined for the field experience. The collaboration between the school district partners and the university continually informs and improves practice, allowing for rigorous and cumulative experiences for candidates.

Culture Walks

Since its inception in fall 2009, the Culture Walks program has been a critical component of the College of Education curriculum. It provides teacher candidates opportunities to experience the culture and communities in which they will be working. These diverse experiences are grounded in culturally responsive pedagogy and increasing awareness of the impact culture has on learning and childhood development.

Beginning Practicum

Beginning Practicum partners with Bellevue Public Schools to provide teacher candidates time to observe the developmental levels of K-12 students in the culture and context of schools. Prior to the practicum starting, candidates participate in a military-connected Culture Walk.

The practicum consists of a total of four observations in the following settings: early childhood, special education, elementary, and secondary. The early childhood and special education observations take place via a live-link video feed, which allows for faculty to facilitate guided observation to help candidates assess what is witnessed. This guided and collaborative

practice allows candidates to then go out to a secondary and an elementary building and apply the observation strategies.

Intermediate Practicum

The Central, North, and South Omaha Culture Walks are offered at the beginning of each semester as a vital part of Intermediate Practicum. Candidates spend four weeks in a K-12 classroom setting, Monday through Thursday, for a three-hour block of time. This experience allows candidates to see what day-to-day instruction looks like, sounds like and feels like. The opportunity to see how teachers carry one concept over from one day to the next helps candidates understand the rhythm of the classroom and provides time to build relationships with students. This partnership with Omaha Public Schools (OPS) allows candidates to receive one-on-one instructional coaching support. The model provides immediate guidance and feedback for candidates, additional support for classroom teachers, and models best practice. Coaching conversations guide candidates through the reflection process and help each identify how their actions and decisions are impacting student learning. Major coaching themes at this level are professionalism, culturally responsive teaching, and planning and instruction.

Advanced Practicum & Final Practicum

During advanced and final practicum, candidate opportunities differentiate based on endorsement areas. Partnerships in Westside, Council Bluffs, Ralston, Millard, Papillion, Elkhorn, Bellevue and OPS allow for success at these levels. These experiences further expand the opportunity to apply teaching strategies in an additional 80 hours of classroom time prior to clinical practice. Major coaching themes at these levels emphasize classroom management, instructional and engagement strategies, content knowledge, differentiation, and use of assessment to plan for instruction. Many candidates are also provided opportunities to collaborate on planning, teaching, and assessment throughout these experiences, which help to set the foundation for clinical practice.

Collaborative and Independent Practice

Clinical Practice

The College of Education encourages a collaborative approach to clinical practice. This 16-week, all-day experience immerses teacher candidates in the K-12 environment. Working closely with a cooperating teacher and university supervisor, the teacher candidates implement the knowledge, skills, and dispositions they have acquired in their preparation program. In the collaborative model, the cooperating teacher and the teacher candidate are both actively engaged in the planning, instruction and assessment for the classroom through the use of co-teaching strategies. This allows for increased collaboration and reflection on teaching and learning. Parity is encouraged from the start as candidates are seen as equals to the cooperating teacher in the eyes of the students.

As the candidate gains experience, he or she takes the lead in planning, instruction and assessment. The cooperating teacher might take on the role of “one teach, one observe” to provide feedback on classroom management and instructional strategies, or take on another role within the co-teaching strategies. This shift in roles allows time for independent practice and “solo” teaching for candidates, allowing the cooperating teacher to remain present, provide constructive feedback and ensure student needs are met.

Unique to the experience is the Team Development Workshop. The intent of the workshop is to foster professional relationships and develop common understandings of the co-teaching model between cooperating teachers, university supervisors and teacher candidates. It also allows time for the team to begin collaboratively planning for the semester.

The new model was a direct outcome of the College of Education's Metropolitan Omaha Educational Consortium partnership with Human Resources. The collaboration between school district partners and the university continues to inform and improve practice, allowing for rigorous and cumulative experiences for candidates, and supports the shared belief that every child deserves a great teacher.



LIVETEXT: ENHANCING ASSESSMENTS

by *Connie Schaffer, Assessment Coordinator, Teacher Education*

With rapidly changing technologies, the need to interface with multiple platforms, and the demand for mobile applications, the College of Education began using a commercial assessment product, LiveText, in the spring of 2012.

LiveText allows the college to systematically collect data from multiple sources including course-embedded and field experience assessments—a necessary progression from the previously used portfolio-based system.

The product was first launched within undergraduate teacher preparation courses. Candidates submitted assignments, which were aligned to professional Interstate New Teacher Assessment and Support Consortium standards. Faculty members assessed these assignments and data were aggregated across courses and sections. This data was used to facilitate data-informed decisions as well as meet the accountability measures of the Nebraska Department of Education and the National Council for the Accreditation of Teacher Education. The next phase of implementation included using

the field experience management tool. Beginning in the fall of 2013, the college used the system to communicate and track candidates as they moved through multiple field experiences including their clinical teaching semester. The system allows for evaluative data to be collected from university as well as K-12 practitioners. The data collection also supports multiple evaluators to anonymously score candidates' Assessment Presentations that are a signature assessment for the teacher preparation program.

The college continues to increase its usage of LiveText. In the fall of 2014 the teacher preparation program began utilizing the video analysis tool. This tool allows candidates to upload video files that show them teaching in their field experiences. Faculty members not only watch and evaluate the footage, but they are also able

GOAL 3: Develop & implement a comprehensive sustainable real-time assessment system that allows modeling assessment practices for students.

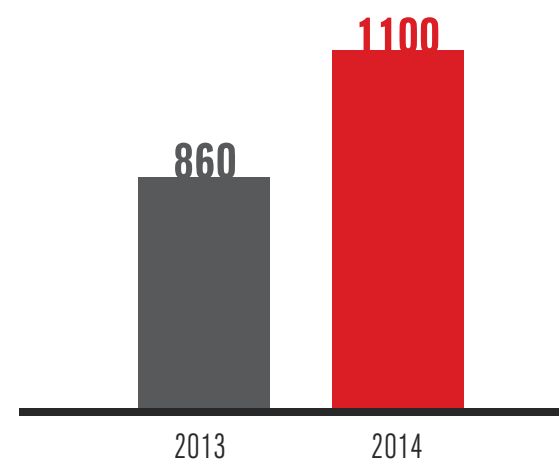
to embed comments and feedback within the video. Viewing digital footage of candidates' performance in K-12 classrooms provides faculty additional opportunities to give individualized feedback to candidates.

LiveText was implemented at the graduate level in 2013. The School Library concentration established key assessments in each of its courses. This data was used to support the program's accreditation through the American Library Association/American Association of School Librarians.

LiveText was introduced to additional graduate programs in the spring of 2014. A key assessment was identified for each graduate course in the teacher education department. These assessments were delivered and evaluated in LiveText. As part of the process of learning to use LiveText, both full-time faculty and part-time faculty agreed to a common rubric rating system to be used across courses. This led to greater consistency between instructors and assessments.

In the fall of 2014, the Counseling Department began to use LiveText to support its portfolio process—a 36-item portfolio template, based on standards of the Council for the Accreditation of Counseling and Related Educational Programs. This capstone portfolio documents a student's proficiency for each of the identified standards.

TOTAL RUBRIC ASSESSMENTS



REGISTERED USERS

174 FACULTY

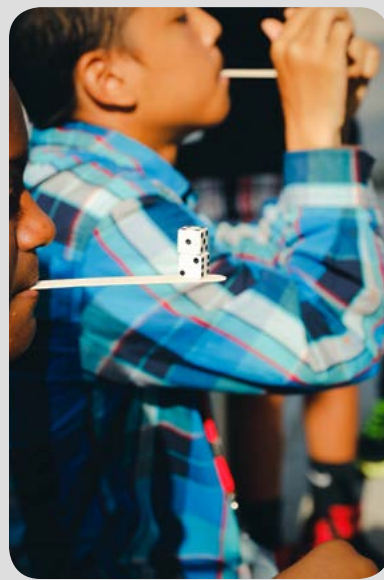
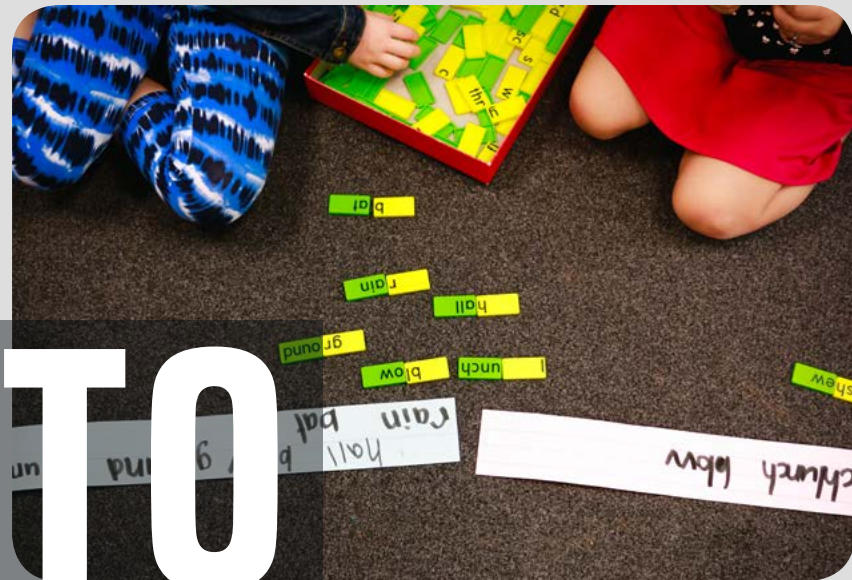
1,233 STUDENTS

The college continues to expand and enhance its use of this assessment tool. The system is currently integrated with PeopleSoft and beginning in the fall of 2014 a single-sign-on process was established with Blackboard. The UNO Live Text domain was branded with the UNO logo and colors in the spring of 2015. A LiveText audit, completed in 2014 indicated student usage, faculty usage, and number of assessments were on a sharp upward trajectory. It also supports the assessment demand of accountability structures—giving the college added and higher quality data to use for program improvement.

LiveText hosts networking opportunities to engage and share experiences between colleagues in higher education. Webinars and assessment conferences sponsored by LiveText provide the College access to nationally recognized leaders in assessment, as well as networking connections with colleagues from a wide variety of post-secondary institutions from around the country.

Currently, the Department of Teacher Education is offering assessment stipends to encourage faculty to improve current rubrics and motivate integrating these into LiveText. This process will support the department as it establishes the validity and reliability of its key assessments to meet increasingly rigorous accreditation requirements.

Photo courtesy of Omaha World-Herald.



PEEK INTO

OUR WORLD

ASSURING QUALITY

The College of Education at the University of Nebraska at Omaha consists of five educational units. Each diligently adheres to the requirements and standards established by nationally recognized accrediting bodies and state agencies.

ALA/AASL: American Library Association / American Association of School Librarians

CAA: Council on Academic Accreditation in Audiology and Speech-Language Pathology

CAATE: Commission on Accreditation of Athletic Training Education

CACREP: Council for Accreditation of Counseling & Related Educational Programs

CEC: Council for Exceptional Children

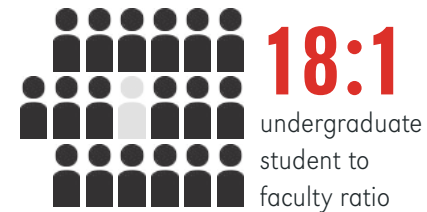
CAEP: Council for Accreditation of Educator Preparation

NCATE: National Council for Accreditation of Teacher Education

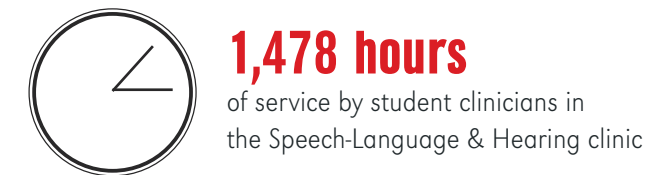
NDE: Nebraska Department of Education



IMPACT 2014-2015



Community x 2
The Counseling & the Speech-Language and Hearing clinics offer affordable services for the Omaha metro community.



Our Students

867 GRADUATE

1,500 UNDERGRADUATE



49
students

presented at the UNO Student Research & Creative Activity Fair

\$7.5
million

in faculty grant proposals

\$2.8
million

received in awards

12,000
P-12 students

in the Omaha area participated in STEM Outreach Activities

Community Partners

- Bellevue Public Schools
- Bennington Public Schools
- Council Bluffs Community School District
- Douglas County West Community Schools
- Educational Service Unit #3
- Educational Service Unit #19
- Elkhorn Public Schools
- Gretna Public Schools
- Millard Public Schools
- Omaha Public Schools
- Papillion-La Vista Public Schools
- Ralston Public Schools
- Springfield Platteview Community Schools
- Westside Community Schools

WHAT RESEARCH? SHIFTING CULTURE FOR FACULTY AND STUDENT DEVELOPMENT

by Daniel Blanke, Director, School of Health, Physical Education and Recreation

Historically the School of Health, Physical Education and Recreation has always had researchers who were often recognized for their efforts, but the number was small—research production and funding were not vital priorities.

GOAL 4: Share, honor, and promote research and creative activities internally and externally.

Research, especially funded research, is a major point of emphasis for the School of Health, Physical Education and Recreation (HPER), this was not always the case. While there were occasional faculty who secured research funding and conducted research, wrote reports and submitted papers, at that time the focus of the School of HPER was to train teachers and other professionals for the working world. Things began to change and over the past twenty years there has been a gradual but focused effort to bring research and research funding to the forefront. It started with Dr. Nick Stergiou's desire to secure federal funding. Not

all endeavors initially pan out—Dr. Stergiou's initial grant proposals were rejected, but that did not stop him from talking with more successful researchers, revising his proposals and ultimately securing federal funding. As his efforts progressed, Dr. Stergiou continued to submit many proposals. Students became engaged in research efforts, too, and supported the submission of successful grant proposals. He provided training for junior faculty in the School of HPER and extended his expertise to faculty in the College of Education.

Steadily, a culture shift was transforming the School of HPER.

This effort created a renewed interest in securing funding for faculty research, but more importantly the School of HPER focused on hiring faculty who had dedicated research agendas and experience in securing grants to fund their research. This new focus resulted in funding growth in many content areas in the School of HPER including:

RESEARCH IN NUMBERS

49 STUDENTS Highest participation in the UNO Student Research & Creative Activity fair.

\$7.5 MILLION in faculty grant proposals for 2014-15.

\$2.8 MILLION received in awards for 2014-15.





Health Education; Exercise Physiology; Physical Activity; Athletic Training; and Biomechanics and Motor Learning/Control. Throughout the shift, new faculty members were strongly encouraged and supported as they started their careers in the School of HPER.

The initial expectations included encouraging newly hired faculty to submit requests for funding from internal sources. Securing additional release time, summer salary or funds to purchase supplies is important to provide a research program a solid foundation. Following the internal support, faculty members are encouraged to seek support from state agencies or local foundations. These funds extend the time and support for projects which allow for the development of data trails and publications that can be used as evidence to support federal funding. The final expectation is faculty members will find independence in garnering larger grants from federal agencies and renowned institutions to provide long-term support. Placing emphasis on new faculty research agendas and grant submission experience ensures they have access to support and training in how to develop future projects.

With a cadre of faculty who are living in a culture of funded research it is imperative to provide the opportunity for these faculty to work with doctoral students. The School of HPER's background experience in working with doctoral students related to other doctoral programs at UNO and the University of Nebraska Medical Center (UNMC), jump-started the process for

development of a Ph.D. program in Exercise Science. In March 2012 the School of HPER saw its efforts rewarded with the installation of a Ph.D. in Exercise Science program with concentrations in Biomechanics, Motor Learning and Control, Exercise Physiology and Physical Activity.

The success of this program expansion is attributed to several faculty members who had past experience in developing doctoral degrees at UNMC, a process that requires multiple internal and external reviews and approvals. Programs of Excellence dollars allotted permanent funding for three doctoral students and additional grants were obtained for the remaining doctoral students. The doctoral program is an attractive feature for faculty and students alike. It contributes to the culture of funded research that the School of HPER enjoys and helped contribute to a significant increase in master's and bachelor level students in Exercise Science.

The positive culture shift has led to many successes for the School of HPER and its faculty and students. The School of HPER faculty members continually generate over \$1,000,000 in research funding each year. Students in the School of HPER take advantage of on-campus funding opportunities—applying for and receiving FUSE (Fund for Undergraduate Scholarly Experience) and GRACA (Graduate Research and Creative Activity Awards) grants. Faculty are effectively securing FIRE (Fund for Investing in the Research Enterprise) and FRI (Faculty Research International) funding.

Support for funding within the School of HPER stems from major endeavors to expand state of the art facilities to foster research and creative activity. The Biomechanics Research Building (BRB), which opened in September 2013, is the result of years of planning and efforts to secure funds for the emerging biomechanics research program. The 23,000 square foot facility provides the space of all the innovative equipment necessary to conduct revolutionary research and includes office space for all faculty and student researchers. It is unequivocally a valuable asset for securing federal grant funding.

The COBRE (Centers of Biomedical Research Excellence) P20 grant from the National Institutes of Health was awarded in August 2014.

At \$10.1 million, the COBRE grant is the largest research award UNO has ever received.

It is a multi-million dollar investment and acknowledgment of the influence the program holds in transforming the biomechanics research landscape. While it was a result of Dr. Stergiou's leadership, numerous faculty researchers in the School of HPER contributed.

Together, through all these focused efforts, the School of HPER, its faculty and students have established a culture of well-funded research that promotes teaching excellence.





APPLYING THEORY TO PRACTICE

by Kay Keiser, Educational Leadership Department Chair

When a candidate begins their dissertation, they are typically asked, “What is your dissertation about?” But the real questions are, “What are you choosing to be an expert in? What is going to be the defining factor of your research?”

The Doctor of Education (Ed.D.) from the College of Education is a practitioner’s degree that incorporates applied quantitative and qualitative research. Candidates are discovering the answers to the questions they have asked—searching for key pieces that answer their calling to education.

Dissertations have a direct relationship to each doctoral candidate’s area of expertise, a clear impact on improvement in educational leadership, and a defined relevance to schools and the community.

“Our candidates set out to change the world, but they do it one program, one school, one district at a time...”

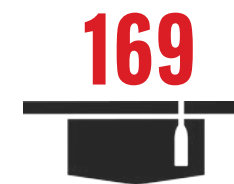
Kay Keiser, Educational Leadership Department Chair continues, “By adding the intensity and the rigor of doctoral research to the immediate and future needs of school leaders, teachers, and students, our graduates are also contributing to knowledge for improvement within their fields.”

Ed.D candidates are engaged with the current issues affecting districts across the metro area. Through the college’s relationship with the Metropolitan Omaha Educational Consortium (MOEC), candidates are focusing on issues that reach beyond responding directly to the community—they are reflecting on their responsibility to address the needs of P-12 students. MOEC’s Executive Steering Committee shares data and provides input on the importance of the key issues candidates are examining. The relationship fosters a successful trajectory for conducting research and applying theory to reality.

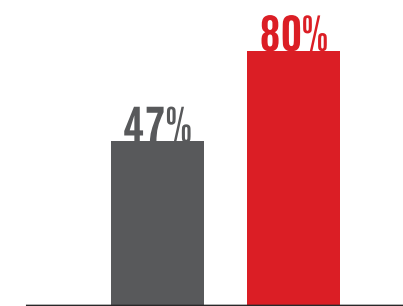
The breadth and depth of their research reflects well upon the candidates' dedication, but also makes a difference in the educational practices, policies, and vision. Recently, the faculty in Educational Research studied the trends and commonalities of their candidates’ topics of research in the past five years. The most common elements were interest in issues of poverty, ethnicity, and equity. Themes included effects upon student achievement, teacher effectiveness, school culture, and district decision-making.

In May of 2015, eleven area education leaders joined the 169 graduates of the Ed.D. program. Recent research has addressed the following topics:

- Elementary guided reading
- High school student engagement
- Omani English language learners
- Pre-service teachers’ instructional coaching
- School based mentoring
- School culture and teacher job satisfaction
- School librarian diversity dispositions
- Spanish immersion program student achievement
- Summer learning loss
- Teacher self-efficacy
- Teacher self-efficacy with iPads



Since 1986, 169 Doctor of Education in educational administration degrees have been awarded.



Since 2005, over 80% of doctoral candidates have successfully completed their Ed.D. degrees in less than six years; compared to a national average of 42%.



The department currently has six international students from Saudi Arabia, one from Oman, and one from Thailand.



PARTNERSHIPS FOR TEACHER QUALITY

by Dick Christie, MOEC Director and Char Riewer, CADRE Project Coordinator

There is a reason why metropolitan districts hire College of Education graduates—two out of three metro teachers received their degree from UNO.

Beyond immense classroom dedication, teachers involved in Metropolitan Omaha Educational Consortium (MOEC) programming continually seek out opportunities for professional development they know will have positive effects for their students. The direct connection districts, teachers, students, and parents have with the College of Education, and vice versa, facilitates dialogue that leads to better instruction methods for P-12 students to maximize their potential.

Since its founding in 1988, MOEC has placed a high-priority focus on educator quality. MOEC is committed to ensuring that every child in the metropolitan area has an excellent teacher and principal. Because the majority of teachers and administrators in the Omaha metropolitan area hold a degree from the College of Education at UNO, the MOEC partnership has led to a number of initiatives that have positively impacted educator quality.

MOEC's partnership with UNO and commitment to educator quality does not end when degrees and licenses are awarded; the dedication continues in a variety of ways. Initiatives developed at the request of MOEC school districts include three evidence-based signature

programs. The first program, the Mentoring Project, which began in 1989, provides teachers with opportunities to expand their knowledge and skills utilizing a network of local, regional, and national resources for teacher induction and coaching. The project is a vital link between the College of Education pre-service teacher preparation program and staff development efforts for participating districts.

Since 1994, the nationally recognized Career Advancement and Development for Recruits and Experienced Teachers Project (CADRE) has provided newly certified teachers with a high-quality mentor and other multi-level support as they experience the unique challenges of entry into the education profession. Course work is designed to be theory-to-application and then application-to-theory. The content CADRE Teachers learn in course work is immediately applied in classrooms, tying theory directly to application. Conversely, teachers bring new classroom methods back to their university classes to examine for research support and determine if it is best practice.

The Teacher Academy Project (TAP) initiative, implemented in 2000, provides individuals who already hold a bachelor's degree an accelerated route to secondary education certification. TAP targets high-needs areas, which include mathematics, science, world languages, and business. Students benefit from the valuable, diverse background experiences these teacher candidates have earned in previous fields, such as business, law, research, and the military.

In addition to these signature programs, MOEC recently assisted in the development of the Midlands Superintendents Academy, an initiative to support candidates for superintendent positions and individuals transitioning to a superintendency. The curriculum is focused on actively engaging participants in debate and dialogue with experts and peers on major issues in education.

The benefits of MOEC stretch beyond the educators it prepares—it reaches the P-12 students deserving of effective and skilled leaders to help guide their educational paths.

GOAL 5: Increase personal knowledge and presence in P-12 schools and in the community.

MOEC COMMUNITY PARTNERS

- Bellevue Public Schools
- Bennington Public Schools
- Council Bluffs Community School District
- Douglas County West Community Schools
- Educational Service Unit #3
- Educational Service Unit #19
- Elkhorn Public Schools
- Gretna Public Schools
- Millard Public Schools
- Omaha Public Schools
- Papillion-La Vista Public Schools
- Ralston Public Schools
- Springfield Platteview Community Schools
- UNO College of Education
- UNO Office of Academic & Student Affairs
- Westside Community Schools

VISION FOR THE FUTURE | 2014-2020

Philosophy, Purpose and Goals

The College of Education's philosophy and purpose are grounded in the central principles identified by the faculty for preparing graduates who are dedicated practitioners, reflective scholars, and responsible citizens. Each of these central principles focus on the knowledge, skills, and dispositions associated with each principle.

Mission Statement

The College of Education at UNO celebrates and embraces its unique metropolitan mission to prepare dedicated professionals committed to excellence in education and human development. Our candidates acquire the knowledge, skills, and dispositions of leaders ready to fulfill critical roles in shaping the future of their communities. The College of Education provides resources and opportunities for the growth and development of dedicated practitioners, reflective scholars, and responsible citizens through a wide variety of academic programs and student support services. Through these programs we foster a climate that encourages, supports, and challenges our candidates by:

- Providing initial preparation in teaching, public health, exercise science, athletic training, recreation administration, and library science consistent with standards in the professions;
- Providing advanced preparation in teaching, educational leadership, counseling, library science, speech-language pathology, health education, exercise science, recreation administration, physical education, pedagogy and coaching, and physical activity in health promotion consistent with standards in the professions;
- Applying principles of learning and assessment through a variety of tools and technologies;
- Utilizing new and emerging technologies to support the teaching-learning process;
- Building creative and critical thinking skills to encourage reflective practice and lifelong learning;
- Engaging students in basic and applied research on campus and in the community;
- Challenging students to address issues of social justice and become agents of change;
- Engaging students in dynamic and culturally rich clinical experiences and service learning experiences on campus and in the community;
- Identifying knowledge bases that value diversity and incorporate urban and global perspectives;
- Recognize underserved perspectives and act as advocates of equity and cultural competence;
- Modeling and communicating high standards of ethical and professional conduct.

Providing Leadership for Positive Change in 21st Century Communities Strategic Goals, 2014-2020

The UNO College of Education embraces its unique metropolitan mission of inspiring exemplary professionals to become dedicated practitioners, reflective scholars and responsible citizens who provide leadership for positive change in 21st century communities.

We offer affordable, inclusive and dynamic learning opportunities that place students at the center, provide high quality educational programs and actively engage in the community.

Students may select from programs in:

- Counseling
- Educational Leadership
- Health, Physical Education and Recreation
- Special Education and Communication Disorders, and
- Teacher Education

The following goals have been identified for advancing the three central principles of preparing graduates who are: dedicated practitioners, reflective scholars, and responsible citizens:

DEDICATED PRACTITIONER

1. Emphasize ethical and professional conduct
2. Identify and implement quality program design, effective course delivery and student support services
3. Support and promote ongoing professional development for students, faculty, staff and community partners
4. Align, sustain and utilize efficient assessment systems for continuous improvement

REFLECTIVE SCHOLAR

5. Support and promote faculty, staff, and student research and creative activities
6. Celebrate and share research and creative activities internally and externally

RESPONSIBLE CITIZEN

7. Lead and support collaborative efforts that align with college, campus, and community priorities
8. Recruit and retain a diverse learning community of engaged citizens
9. Communicate and celebrate the mission and vision of the college

WELCOME, **MAVERICKS.** OUR NEW FACULTY.



DANIEL KISSINGER

**Department Chair and Associate Professor
Counseling Department**

Ph.D. in Counselor Education and Supervision, University of South Carolina

Dr. Kissinger's clinical background includes positions in state and private mental health organizations and private practice. Prior to joining UNO he held a tenured position with the University of Arkansas Counselor Education program. His research interests include issues clinical supervision, student-athlete experiences, and the communication profiles of counseling students and clients.



ADAM ROSEN

**Assistant Professor, Athletic Training and Biomechanics
School of Health, Physical Education and Recreation**

Ph.D. in Kinesiology–Biomechanics and Athletic Training, University of Georgia

Dr. Rosen also completed a BS in athletic training and MS in Exercise Science with a concentration in motor control from the University of Delaware. He previously held clinical positions at the University of Delaware and served as an assistant athletic trainer at the University of Pennsylvania. His research interests include lower extremity biomechanics and evidence-based sports medicine practices, specifically regarding chronic ankle instability and patellar tendinopathy.



H. EMILY HAYDEN

**Assistant Professor, Literacy
Teacher Education Department**

Ph.D. in Educational Studies, University of Nebraska–Lincoln

Dr. Hayden's research and creative interests center around adaptive expertise in teaching and development for novice teachers. Her current research focuses on teachers' reflective inquiry practices including issues of agency and problem solving. She is conducting case studies with teachers exploring the enactment of pedagogical content knowledge in: classroom teaching; reading, writing, and vocabulary learning in science classrooms; and academic language frameworks to support reading and writing across content areas.



DERRICK NERO

**Instructor, STEM Education
Teacher Education Department**

M.S. in Special Education–Learning Disabilities, University of Nebraska at Omaha

Mr. Nero dedicates his focus on developing authentic learning experiences for students in STEM Education. One of his main priorities in STEM includes developing high-quality, K-12 engineering education programs. Through his practice, he continually searches for new ways to engage underrepresented groups in the fields of STEM education.



MIRIAM KUHN

**Assistant Professor, Early Childhood Special Education
Special Education and Communication Disorders Department**

Ph.D. in Educational Studies with an emphasis in Special Education, University of Nebraska–Lincoln

Dr. Kuhn's primary area of interest is early childhood education, focusing on special education and inclusive/blended practices. She is involved in research regarding promotion of family-teacher partnerships to address developmental, social-emotional, and behavioral needs of young children. Dr. Kuhn is also a nationally certified school psychologist.

MEET OUR ADMINISTRATORS

(From left to right) Back Row: Mike Messerole, School of Health Physical Education and Recreation (HPER) Associate Director; Kris Swain, Special Education and Communication Disorders Department Chair; Dick Christie, Metropolitan Omaha Educational Consortium Director; Paul Barnes, Assistant Dean; Dan Blanke, School of HPER Director; and Dan Kissinger, Counseling Department Chair. Front Row: Gerry Huber, Student Services Advising Coordinator; Marsha Vance, Business Manager & Assistant to the Dean; Kay Keiser, Educational Leadership Department Chair; David Conway, Associate Dean; Sarah Edwards, Teacher Education Department Chair; Nancy Edick, Lois G. Roskens Dean; and Rick Murch-Shafer, Technology Coordinator. Not pictured: Chris Wilcoxon, Field Experiences Coordinator.



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COLLEGE OF EDUCATION

University of Nebraska at Omaha
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