

Application for Admission to Teacher Education

Please use the checklist below when preparing your application packet for submission.

FOLDERS OR MANILLA ENVELOPES ARE NOT NECESSARY



HAVE YOU:

- Met with an advisor within the last semester
- Requested that all completed course work taken outside UNR be transferred to UNR

PLEASE INCLUDE IN YOUR APPLICATION PACKET:

- Completed and signed application form (see next page)
- Completed (self-rated) and Signed Professional Dispositions form (included inside – use IETP or Secondary form as appropriate)
- Resume of experiences with children (see example inside)
- Personal Essay (see details inside)
- 2 Letters of Recommendation (see details inside)
- Unofficial transcript printout showing all UNR and transfer credit and GPA's
- Course History printout showing all UNR and transfer courses and grades
- COPY** of Praxis I-Core or CBEST score sheet areas (see details inside)

Applications may be delivered in person or mailed to:

Student Advisement Center/Mail Stop 0286
College of Education Rm 2005
University of Nevada Reno
Reno, NV 89557

Due dates: **Oct 1** for Spring semester admission, **March 1** for Summer/Fall admission

Application for Admission to Teacher Education
College of Education
University of Nevada, Reno

Full legal name: _____

Current mailing address: _____

City: _____ St: _____ Zip: _____

Gender: M F Home phone: (_____) _____ Cell phone: (_____) _____

Email: _____ NSHE ID #: _____

For matching with your PRAXIS/CBEST score report:

Date of Birth: (month) ____/____(day) (no year).

SS#: XXX-XX-_____

I am applying for the following teacher education program:

____ Elementary Education (K-8)

with specialization in:

____ ECE - Early Childhood Education

____ ELL - English Language Learners

____ SPE - Special Education

____ Secondary Education ____ BA ____ BS

_____ Teaching major

(all secondary education applicants must identify their
intended teaching major)

_____ plus Special Education licensure

Are you currently taking classes at UNR? ____ Yes ____ No

If you are not currently attending UNR, when do you plan to enroll at UNR? _____

Remember, you MUST be admitted to UNR and in active status to register for classes. If you were NOT enrolled at UNR this semester, you MUST REACTIVATE your status. (Reapply online)

_____ I am an International Student on a Student Visa

Praxis I CORE or CBEST scores:

Praxis I Core: Reading _____ CBEST: Reading _____ Date taken: _____

Writing _____ Writing _____ Date taken: _____

Math _____ Math _____ Date taken: _____

NOTE: Please include a copy of the official score sheet showing pass in all subjects.

Resume of experience with children or adolescents:

Please attach a resume showing all experiences that you have had (either volunteer or paid) working with children or adolescents. State the nature of your job, the organization that sponsored your work, and the duration of each experience.

Education:

Attach unofficial transcript(s) showing all course work taken at UNR and any other schools.

References:

Please ask two people to submit recommendations stating their qualification for providing a reference, their opinion regarding your suitability to work with children/adolescents in a teaching capacity, and their view of your readiness to pursue a rigorous academic teacher preparation program.

Please list here the names and phone numbers of the people who will submit recommendations for you:

Name: _____ Phone: _____

Name: _____ Phone: _____

Professional Behavior:

Please note the requirements for professional behavior, attitude, and dispositions shown on the Professional Dispositions page for your program. Rate yourself, sign and submit with your application.

Please initial that you have read each statement below, and then sign and date this page.

_____ I have not been convicted of any crime (other than a minor traffic violation). *[If you have been convicted of a crime other than a minor traffic violation, this may exclude you from teacher licensure and admission to the teacher education program. Please attach a description of the crime and dates OR schedule a meeting with the Associate Dean to discuss this. You will also be required to apply for and be granted a substitute teaching license in order to show clearance on a background check.*

_____ I understand that any convictions accrued between now and the time of my student internship may prevent me from obtaining an internship position in Washoe County Schools or other school districts.

I certify that all of the information that I have provided is true and accurate to the best of my knowledge.

Applicant Signature: _____ Date: _____

Submit all application materials to:

***Student Advisement Center
WRB 2005 Mail Stop 286
College of Education
University of Nevada
Reno, NV 89557***

Applications may be submitted in person – no binder or folder necessary.

**Integrated Elementary Teacher Education
Candidate Professional Behaviors and Dispositions Form**

The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. The purpose of this self-evaluation is to have teacher candidates reflect on their own professional behavior and dispositions. Candidates are to use this form for their self- assessment, assigning ratings with explanations and signing it. This form is required as part of the application to the Integrated Elementary Teaching Program and as part of Portfolio I.

Use the following rating scale for each item:

- | | |
|------------------------|------------------------|
| 1= Not acceptable | 4= Solid Foundation |
| 2= Needs more practice | 5= Highly Accomplished |
| 3= Acceptable | |

Habits of Thinking and Action toward Own Learning are Appropriate....	
Love of Learning & Strong Fund of Knowledge	<p>1 2 3 4 5 Initiative Teacher Candidate (TC) is independent and goes beyond minimum expectations.</p> <p>1 2 3 4 5 Problem Solving TC is an active and effective problem solver.</p> <p>1 2 3 4 5 Commitment to Learning TC is curious and interested in learning more about students and content areas. TC seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</p>
Comments:	

Habits of Thinking and Action toward Reflective Practice are Appropriate....	
Disposition toward Reflective Practice	<p>1 2 3 4 5 Professional Ethics The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</p> <p>1 2 3 4 5 Collaboration The candidate works effectively with professional colleagues and other adults.</p> <p>1 2 3 4 5 Commitment to Teaching The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</p> <p>1 2 3 4 5 Self-Reflection TC reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives toward his or her own performance. The candidate is willing and able to recognize own strengths and weaknesses and develop potential solutions for the latter.</p> <p>1 2 3 4 5 Professional Feedback TC is receptive and responsive to professional feedback incorporating suggestions into practice.</p>

	1 2 3 4 5 Self Awareness TC has a realistic sense of own strengths and weaknesses.
Comments:	

Habits of Thinking and Action toward Professional Conduct are Appropriate...	
Disposition toward Professional Conduct	1 2 3 4 5 Professional Demeanor and Responsibility The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
	1 2 3 4 5 The candidate wears appropriate professional attire as established by the course instructor.
	1 2 3 4 5 The candidate is poised and professional in his or her demeanor.
	1 2 3 4 5 The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
	1 2 3 4 5 Emotional Maturity The candidate responds to frustration and stress appropriately.
Comments:	

Habits of Thinking and Action toward Students and Diversity are Appropriate...	
Disposition toward Students and Diversity	1 2 3 4 5 Student Focus The candidate recognizes and respects students as valued and unique individuals.
	1 2 3 4 5 The candidate demonstrates the belief that all students have the right and ability to learn.
	1 2 3 4 5 Commitment to Diversity The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual identities, social classes, abilities, political beliefs, and disabilities.
Comments:	

By signing below, I acknowledge that I understand these professional dispositions and have rated myself accurately, to the best of my ability.

Signature

Date

Secondary Education Teacher Licensure
CANDIDATE PROFESSIONAL BEHAVIORS AND DISPOSITIONS
College of Education, University of Nevada, Reno

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions (see attached forms) apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher.

Application packets for teacher education programs in the College of Education will contain a description of the Professional Behaviors and Dispositions. Program applicants will be asked to sign the form to acknowledge their understanding of the Professional Behaviors and Dispositions. Dispositions Form 1 is used for this expectation.

Each teacher education candidate will be assessed at the following points in their programs:

1. **Program Assessment.** Each candidate will be assessed in at least once during the program prior to internship. Program faculty may choose to use a practicum course and have the teacher complete the assessment as well. Dispositions Form 3 is used for this assessment.
2. **Portfolio I.** Each candidate should complete the self-assessment of dispositions (Dispositions Form 2). In addition, the candidate should discuss their disposition and professional behaviors as part of the essay in the portfolio.
3. **Portfolio II/Internship.** During the internship, the lead teacher, the university supervisor, and the intern will complete the assessment. These assessments will be included in Portfolio II. (Lead teachers and supervisors use Form 3 and candidates use Form 2.)

At each of these assessment points, the candidate will be given a copy of the assessment.

If any of the scheduled assessments of professional behaviors and dispositions raise significant concerns about the candidate, a Referral for Professional Behaviors and Dispositions form should be completed (see Dispositions Form 4). In addition, faculty may complete a referral form at any time during the program to raise a concern about a student's professional behavior or dispositions. Examples of behaviors that might result in a referral would be a candidate's inability to work with others in a university class, university classroom behaviors that are a disruption and are not resolved even after intervention by the course instructor, or inappropriate behavior at a practicum or internship site.

The completed Referral for Professional Behaviors and Dispositions will be forwarded to the chair of the department in which the candidate is enrolled. Upon receipt of a referral form, the department chair will make the determination on how to proceed. The chair will have flexibility in determining how to proceed depending on the severity of the concern and where the candidate is in the program. If multiple referrals or an initial referral raises significant concerns, the chair will form a faculty committee of at least three faculty members. Typically, the committee will consist of at least two faculty members who have worked with the candidate (typically from the program) and one faculty member who has not worked with the candidate (typically from outside program). The faculty member making the referral may not be a member of the committee. The committee will review the referral materials, meet with the candidate and faculty member(s) making the referral, and make a recommendation on the candidate continuing in the program. The recommendation must be reviewed and approved by both the program and the department chair. The candidate may appeal the decision to the Teacher Education Coordinating Committee (contact person is the Associate Dean of the College of Education). The decision of the Coordinating Committee will be final.

It should be noted that the assessment of dispositions and professional behavior is a separate process from the university disciplinary action due to violations of the university code of student conduct (see Student Conduct Information section in the university catalog or the Student Judicial Services website at www.unr.edu/stsv/sjmas). The assessment of dispositions and any decisions based on these assessments are program and professional judgments by faculty members to determine the candidate's capability to become an educator. If a candidate is accused of a violation of the code of student conduct such as academic dishonesty, the university process for academic dishonesty will be followed. The results of disciplinary action may be considered as part of a referral for dispositions and professional behaviors, but may not be the sole consideration. A candidate may be referred for unprofessional behavior that is not part of the university student code.

**Secondary Education Teacher Licensure
CANDIDATE PROFESSIONAL BEHAVIORS AND DISPOSITIONS
College of Education, University of Nevada, Reno**

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher. A complete description of the process for assessing Professional Behavior and Disposition is on the back of this form. Candidates are to read and sign this form and attach it to their application for admission to teacher education.

The dispositions and professional behaviors contained in this assessment were adapted with permission from materials from the University of Eastern Michigan.

Reflective Practitioner
Professional Ethics <i>The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</i>
Collaboration <i>The candidate works effectively with professional colleagues and other adults.</i>
Commitment to Teaching <i>The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</i>
Emotional Maturity <i>The candidate responds to frustration and stress appropriately.</i>
Professional Demeanor & Responsibility <i>The candidate is prompt, not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follow through on commitments. The candidate dresses appropriately for the situation and wears attire suitable for teachers in the school during practicum and internships. The candidate is poised and professional in his or her demeanor. The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</i>
Professional Feedback <i>The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.</i>
Self-Reflection <i>The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.</i>
Multicultural and Democracy
Student Focus <i>The candidate recognizes and respects students as valued and unique individuals.</i>
Commitment to Diversity <i>The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.</i>
Love of Learning & Strong Fund of Knowledge
Initiative <i>The candidate is independent and goes beyond minimum expectations.</i>
Problem Solving <i>The candidate is an active and effective problem solver.</i>
Commitment to Learning <i>The candidate is curious and interested in learning more about students and content areas. The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</i>

I have read the dispositions and professional behaviors above and I understand they describe a set of expectations for candidates enrolled in teacher education programs in the College of Education at the University of Nevada, Reno. I further understand that as a teacher education candidate if I do not exhibit these behaviors based on the professional judgment of program faculty, I may be asked to leave the program.

Candidate Signature: _____

Date: _____

Template for **RESUME**

HEADING to include Name, address, phone and email

Education

Date-to-date Institution, degree goal, credits completed, cum gpa

Include high school and all schools attended after high school (reverse chronological order)

Experience with Children

Date- to -date Position, Location, approx. total hours spent in position
Responsibilities, or description of activities/tasks, including ages and
numbers of children involved.
Supervisor's Name, contact information including phone & email

List in reverse chronological order

Additional Work Experience

Date-to-date Position, Company, hours per week, responsibilities (briefly)

List in reverse chronological order

Other skills, interests, notable experiences

For example, study abroad, extensive travel, ASUN or UNEA membership/activities, community involvement

Awards

For example, Dean's List, Community service

(This is one example only – any resume template from Microsoft Word or another word processing program is also acceptable.)

Personal Essay Instructions: Integrated Elementary Teaching Program

Compose a 3 to 5 page essay entitled, "Qualities That I Bring to the Teaching Profession". This essay should be double-spaced with 1-inch margins and should use a 12-point font. Essays should address each of the following areas:

- Amount and type of experience with children
- Beliefs about teaching and learning
- Strength of content-area knowledge (math, science, social studies, language arts)
- Attitudes and beliefs related to student diversity (consider ethnicity, language, religion, learning styles, disabilities, etc.)
- Evidence of your dedication to continuous learning

Essays will be evaluated on quality of thinking exhibited in content and writing style. Preference will be given to applicants with the highest overall qualification, including the quality of their thinking evident in the essay.

As you present and discuss your beliefs, be sure to provide support for each area of the essay. Support can include personal experiences and/or knowledge you have gained from lower division education coursework, education experts, and textbook authors. Essays will be evaluated for the level of proficiency demonstrated in the categories identified in the rubric.

	Not Evident	Developing	Proficient	Distinguished
Amount & Type of Experience with Children	The author does not discuss the amount and type of experience with children.	The author makes an attempt to discuss the amount and type of experience with children, but without adequate examples.	The author makes his/her experiences with children clear and provides adequate examples of both amount and types of experiences.	The author provides a focused discussion of his/her amount and type of experiences with children, with strong examples that are not typically seen at this level.
Beliefs about Teaching & Learning	The author does not discuss personal beliefs about teaching and learning.	The author makes an attempt to describe his/her beliefs about teaching and learning, but without adequate support for the ideas presented.	The author makes clear his/her beliefs about teaching and learning and provides adequate support for the ideas presented.	The author provides a focused discussion of his/her beliefs about teaching and learning, with strong support for those beliefs that goes beyond personal experience.
Strength of Content-Area Knowledge	The author does not provide evidence of his/her content-area knowledge.	The author makes an attempt to discuss his/her content-area knowledge but without adequate support for this knowledge.	The author makes clear his/her knowledge in the content areas, and this knowledge adequately reflects levels of coursework taken. Support for content-area knowledge is presented.	The author provides a focused discussion of his/her content-area knowledge, and this knowledge superbly reflects levels of coursework taken. Support for content-area knowledge is outstanding.
Attitudes & Beliefs Related to Student Diversity	The author does not discuss his/her attitudes and beliefs related to student diversity.	The author makes an attempt to discuss his/her attitudes and beliefs related to student diversity, but without adequate and/or accurate support for these attitudes and beliefs.	The author makes clear his/her attitudes and beliefs related to student diversity, and provides adequate and accurate support for these attitudes and beliefs.	The author provides a focused discussion of his/her beliefs related to student diversity, with strong and accurate support for these attitudes and beliefs backed by empirical evidence.
Evidence of Dedication to Continuous Learning	The author does not provide evidence of his/her dedication to continuous learning.	The author makes an attempt to discuss his/her dedication to continuous learning, but without adequate support.	The author provides clear evidence of his/her dedication to continuous learning, with adequate examples illustrating this dedication.	The author provides a focused discussion of his/her dedication to continuous learning, with outstanding examples illustrating this dedication.
Author's Voice & Writing Style	The writing is flat, with no sense of the author's personal beliefs. No evidence of the effective use of language; the text contains numerous grammatical and/or spelling errors.	The author makes an attempt to communicate ideas in a lively and interesting manner. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.	The author communicates ideas in an interesting and lively manner. The author uses language effectively. The text contains few grammatical and/or spelling errors.	The author takes a unique approach to communicating his/her beliefs. The author uses language in a sophisticated manner. The text is polished and contains no grammatical or spelling errors.

Secondary Education Essay:

In a concise and thoughtful 3-5 page essay (double-space, 12 pitch font), describe your philosophy of education – What is the purpose of public education and how are the complex issues facing secondary teachers going to affect you as a teacher? Based on your experiences with adolescents, what qualities do you bring to the profession that will help you to meet the challenges of teaching today’s youth? (Rubric attached)

Essays will be evaluated on quality of thinking exhibited by content and writing style. Preference will be given to applicants with the highest overall qualifications, including the quality of thinking evident in the essay.

Secondary Education Essay Rubric

5	Essay demonstrates an in-depth understanding of the issues facing education today. Essay clearly explains philosophy of education and articulates the qualities needed to meet the challenges of being a secondary teacher. Essay is insightful and provides relevant, substantial, and concrete evidence to support major claims. Essay is free from errors in grammar, usage, and conventions.
4	Essay demonstrates an understanding of the issues facing educators today. Essay explains philosophy of education and the qualities needed to meet the challenges of being a secondary teacher. Essay provides relevant, substantial, and concrete evidence to support major claims. Essay is generally free from errors in grammar, usage, and conventions.
3	Essay adequately demonstrates an understanding of the issues facing educators today. Essay provides a simple explanation of the philosophy of education and qualities needed to meet the challenges of being a secondary teacher. Essay provides some relevant, substantial, and concrete evidence to support major claims. Essay has some errors in grammar, usage, and conventions, but the errors do not detract from the content of the essay.
2	Essay shows a basic understanding of the issues facing educators today. Essay provides an unclear explanation of the philosophy of education and qualities needed to meet the challenges of being a secondary teacher. Essay provides superficial evidence to support claims. Essay has numerous errors in grammar, usage, and conventions that detract from the content of the essay.
1	Essay shows no clear understanding of the issues facing educators today. Essay does not address a philosophy of education and the qualities needed to meet the challenges of being a secondary teacher. Essay provides no clear evidence to support claims. Essay has many errors in grammar, usage, and conventions.
0	Essay was not completed or did not meet the above requirements.

Letters of Recommendation - All programs

Each applicant must submit two (2) letters of recommendation. At least one letter may be solicited from practicum teachers or an individual who has first-hand knowledge of the applicant’s work with children or adolescents, preferably in a school or other instructional setting. Letters may also be solicited from a former school teacher, a current or former employee of a public or private school, a current or former college instructor, a current or former employer, or from other adults who have knowledge of the applicant’s character, and/or potential as a future teacher. Do not request letters from relatives.

Letters of Recommendation should be addressed to the Application Review Committee. Request that the writer explain his/her qualifications for making such a recommendation and his/her relationship to you (professor, teacher, employer, etc.). The letter must be signed and sealed, then sent to you for submission (unopened) with your application packet.

Preparing for the Praxis CORE tests

These tests are similar to the ACT but are testing for college-level skills rather than high school level. We advise you to complete your core English and math courses first, then, practice specifically for the test using the study materials available on the ETS website and in the College of Education Learning Resource Center (LRC) in WRB 1021.

Register for the **CORE ACADEMIC SKILLS** tests online at:

Praxis CORE – www.ets.org/praxis;

CBEST – <http://www.cbest.nesinc.com>

Then call for an appointment to take the tests, which are available by computer at local testing centers:

Praxis CORE – Prometric Test Center
5250 Neil Rd Ste 110, 826-4361

CBEST – Truckee Meadows Community College
Meadowood Center, 5270 Neil Rd, 829-9004
<http://www.tmcc.edu/wdce/>

Students are encouraged to take the test as early as possible (scores do not expire) to confirm that they meet the admission requirements and to avoid being denied program acceptance due to late return of scores. It takes 2-4 weeks for scores to be returned following testing.