



College of Education  
UNIVERSITY of NEVADA, RENO

# M.A. & M.S. in Elementary and Secondary Education

College of Education  
University of Nevada, Reno  
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**Elementary Education & Secondary Education  
Master of Arts & Master of Science Program**

**College of Education  
University of Nevada, Reno**

**PROGRAM OVERVIEW**

The faculty in the elementary and secondary programs believe that our diverse and rapidly changing global society requires that educators today must:

- Possess a broad, as well as deep, fund of knowledge that enables understanding, not only of the academic disciplines they must teach, but also issues that impact student learning and well being such as human diversity, language, and learning styles (COE Conceptual Framework – Strong Fund of Knowledge.)
- Be aware of the realities of human relations and the manner in which individuals and groups from diverse backgrounds interact and structures and power relations that exist within and between groups and organizations (COE Conceptual Framework – Value Diversity & Multiculturalism.)
- Possess and intellectual capacity and curiosity that will position them to anticipate and respond to the diversity of human conditions and problems that impact educational processes (COE Conceptual Framework – Love of Learning.)
- Become transformative intellectuals who can continually reinvent themselves in relevant and purposeful ways as they engage with others in educational pursuits (COE Conceptual Framework – Engage in Reflective Practice.)

Considering the demands on today’s educators described above, the faculty members are committed to developing a community of scholars and practitioners who will investigate educational issues from a variety of perspectives, and whose work will substantively contribute to the field. We believe that issues of curriculum, teaching, and learning are at the very heart of the field of education, as well as at the center of maintaining a democratic society. We will encourage our graduate students to raise critical theoretical questions and engage in compelling conversation about the nature of knowledge and what is worth knowing, how that knowledge can best be taught and the opportunities that all students must have to learn. We believe that it is the understanding of theory, and its relationship to practice, that enables educators to more effectively engage with others to solve the persistent challenges of education.

Based on our beliefs, the faculty in elementary and secondary programs have developed graduate programs that provide rich preparation in the fundamental theories and concepts associated with curriculum, teaching, and learning; including foundations of schooling, the impact of a diverse society on schooling, the development of curriculum, the improvement of instruction through assessment, and the critical impact of education on the lives and learning of students. In addition, CTL faculty believe that a professional school has the responsibility of ensuring that graduate programs stand as evidence that professionals holding these degrees have met the standards of quality accepted by the community of scholars and professionals working in the particular discipline or field of study represented by the degree.

## TYPES OF DEGREE PROGRAMS

### Master's Degrees

- Master of Arts (M.A.) in Elementary or Secondary Education
- Master of Science (M.S.) in Elementary or Secondary Education

The emphasis in a student's master's degree program usually determines whether an M.A. or M.S. is most appropriate. For example, students in Science Education typically pursue an M.S. degree, while students in English Education typically pursue an M.A. degree.

### MASTER'S DEGREE PROGRAMS

Master's degrees are offered as a part of advanced study:

- Elementary Education
- Secondary Education

The **Master of Arts (M.A.)** and **Master of Science (M.S.)** degrees focus on the application of theory in curriculum, teaching, and learning with an emphasis on research. A minimum of 36 credits, with 15 credits at the 700 level are required. A professional project, portfolio, professional paper and/or thesis will be required for completion of the degree. The specific area of emphasis determines the designation of either M.A. or M.S.

A **Master of Education (M.Ed)** is also offered for those seeking initial licensure as either an elementary or secondary teacher. There is separate manual for the M.Ed. 1<sup>st</sup> Time Licensure program.

Students may select from three areas of emphasis in a master's program:

- Content Area Studies
- Curriculum Studies
- Math, Science, and Technology in Society

The **Content Area Studies** emphasis focuses on strengthening competence in specific disciplines in which an educator teaches.

The **Curriculum Studies** helps students develop broad understandings of educational practice related to curriculum, teaching, and learning.

There is also a cognate area, **Math, Science, Technology in Society (MSTS.)**

See the specific sections of this manual that describe each area of emphasis.

## **ADMISSIONS REQUIREMENTS AND PROCEDURES**

Applications for admission to the master's programs in elementary and secondary are accepted on October 1<sup>st</sup> for the following spring and March 1<sup>st</sup> for the following fall.

### **Admission Requirements:**

Regular admission requires a minimum overall GPA from bachelor's degree of 2.75 (or last half of 3.0.) The Graduate Record Exam (GRE) is required by the Graduate School if the overall GPA is **below** 2.75.

A Prescribed Program for the first 12 credits of course work may be offered to students who do not meet regular admissions requirements. Please consult a faculty advisor for details.

### **Admission Procedures:**

#### **Apply to the UNR Graduate School**

This can be found on their web-site: <http://www.unr.edu/grad/>. Please forward all official transcripts to them at:

Graduate School M/S 0326  
University of Nevada, Reno  
Reno, NV 89557-0326

#### **Apply to the Elementary or Secondary Program by:**

- Application for program.
- Statement of educational philosophy and goals for the degree
- Signed disposition sheet (attached)
- Resume
- 2 letters of recommendation (will accept the graduate school on-line recommendations)

At least one recommendation must be from a supervisor who has directly observed the applicant's work with children. The other recommendation may be from an employer who has directly supervised the applicant's work experiences.

Recommendations should provide detailed descriptions of professional qualities and potential for teaching.

- Send to:
  - Elementary and Secondary Program
  - M/S 0280
  - College of Education
  - University of Nevada, Reno
  - Reno, NV 89557-0280

## **Provisional Admission:**

Provisional admission may be required when:

- Overall GPA from Bachelor's degree is below 2.75 or
- GPA for the last half of the Bachelor's degree is below 3.0
- Total Verbal + Quantitative on the GRE is below 900 for candidates who wish to pursue the thesis option

Students admitted provisionally must:

- Complete a 12 credit "prescribed program," approved by the CTL Graduate Committee, during 2 semesters (fall/spring, spring/summer, or summer/fall) with no grader lower than a B.

Provisional admission requirements will be monitored by the program Graduate Committee.

## **PERFORMANCE ASSESSMENT FOR ADVANCED CANDIDATES**

From admission to graduation, master's degree candidates are expected to grow as professionals and showcase their skills to others. To assure the education profession and the public that educators who are prepared at UNR meet the highest professional standards of the education field all master's candidates are expected to demonstrate knowledge, skills, and dispositions in Six Domains of Advanced Professional Competence. The statements below describe proficient levels of candidate performance in each domain.

### **Domains of Advanced Professional Competence**

#### **Foundations of Education**

- The candidate understands the historical, philosophical, and social foundations of education and their relevance to current educational policy and practice.
- The candidate applies knowledge of educational foundations to issues and problems in their area of expertise.

#### **Human Diversity and Learning**

- The candidate understands the theories that explain how students of diverse backgrounds develop and learn.
- The candidate applies theory appropriately to diverse educational situations in order to make informed decisions.

#### **Curriculum**

- The candidate understands and uses curriculum theory to make informed decisions that positively impact in diverse educational settings.

- The candidate's knowledge of relevant subject matter is rich and flexible, enabling the candidate to make effective curricular decisions in diverse education settings to design and develop learning experiences that allow all students to learn in meaningful ways.
- The candidate is knowledgeable about a variety of curricula available in areas of expertise and is able to critique their quality and utility.
- The candidate understands the relationship between curriculum and instruction and is able to make informed decisions in the selection of instructional strategies and materials that are appropriate for curriculum goals and diverse learning contexts.

### **Instruction**

- The candidate understands and uses instructional theories to make appropriate decisions in educational settings.
- The candidate is able to integrate knowledge of learning and curriculum theory with knowledge of instruction.
- The candidate appropriately uses a variety of instructional strategies/approaches and is able to evaluate the effectiveness of such approaches.

### **Research and Assessment**

- The candidate has a working knowledge of both quantitative and qualitative research methods.
- The candidate understands and uses knowledge of methods of research and assessment to examine their professional practice in order to improve decisions and actions that impact students and their learning.
- The candidate is able to interpret standardized and criterion reference tests and appropriately uses that information.
- The candidate develops a variety of well-designed assessments and uses the results to improve instruction.

### **Professionalism**

- The candidate demonstrates growth as a professional educator by engaging in thoughtful analysis, active inquiry, informed decision making, and goal setting for personal learning and development.
- The candidate broadens his/her engagement in the profession through such activities as attending/making presentations for professional conference, participating in/providing leadership in professional organizations, or submitting manuscripts for publication in professional journals.

## PERFORMANCE ASSESSMENT PLAN FOR ADVANCED PROGRAMS

Throughout a master’s degree program, the performance of each candidate will be assessed to document the professional competencies described in each of the six Domain of Advanced Professional Competence.

At admission, each candidate should begin to develop an Advanced Professional Portfolio. A tabbed divider for each domain should be placed in a 3-4” binder. At the completion of each course, the candidate should identify an artifact that represents evidence of competence in one or more of the domains. Over the course of the master’s program, the candidate should have approximately 12-15 artifacts from which to choose the one’s that best demonstrate competence in the six domains.

Each candidate should consult periodically with his or her advisor for guidance on the selection of artifacts and development of the portfolio. The candidate’s Advisory/Examining committee will complete the final evaluation of professional competencies demonstrated by the portfolio.

The chart below outlines the procedures for assessment of candidates throughout the CTL master’s degree program.

Assessment Details	Procedures for Performance Assessment
<ul style="list-style-type: none"> <li>* Standards used as basis for candidate assessment</li> <li>* When candidates are assessed</li> <li>* Evidence submitted for final assessment</li> <li>* Scoring procedure</li> <li>* Required passing score</li> <li>* Options if candidate fails portfolio review</li> <li>* Data storage</li> </ul>	<ul style="list-style-type: none"> <li>* Domains for Advanced Professional Competence.</li> <li>* At midpoint and completion of degree program using course-based assessment.</li> <li>* Portfolio of artifacts that address each of the domains. The portfolio may also include a theses or project.</li> <li>* Rubrics developed by faculty. Scoring done by candidate’s graduate committee.</li> <li>* Satisfactory ratings by candidate’s advisory/examining committee.</li> <li>* Redo portions of the portfolio; may be asked to repeat a course; or dismissal from program by candidate’s examining committee.</li> <li>* Results of portfolio assessment to be store in SAC Database.</li> </ul>

## **PROGRAM EMPHASIS: CONTENT AREA STUDIES**

The program emphasis in Content Area Studies prepares practitioners for leadership roles in specific content areas in either elementary or secondary schools. The Content Area Studies emphasis strives to extend and transform a candidate's content knowledge into effective and relevant pedagogical approaches.

The faculty in Elementary and Secondary Education aim to challenge and support teachers to:

- Strengthen knowledge of content, curriculum development, effective methods of instruction, and assessment of student learning in content areas such as:
  - English Language Arts
  - Mathematics
  - Science
  - STEM (Science, Technology, Engineering, and Mathematics)
  - Social Studies or
  - Career and Technical Education
- Develop equitable principles and methods to enable all students to reach their full potential.
- Make direct application to theory to classroom practices and study the impact of such applications.

## Sample Program of Study

### M.A. \* OR M.S.\* IN ELEMENTARY EDUCATION EMPHASIS: CONTENT AREA STUDIES (36 CREDITS)

#### Curriculum (3 credits)

CTL 740 Elementary Curriculum (3)

#### Curriculum Development in Content Areas (minimum of 6 credits)

EDUC 627 Curriculum Development in Social Studies (3)

EDUC 624 Curriculum Development in Mathematics (3)

EDUC 625 Curriculum Development in Science (3)

EDUC 619 Curriculum Development in Language Arts (3)

EDUC 626 Curriculum Development in Environmental Education (3)

#### Teaching in Content Areas (9-12 credits)

CTL 728 Problems in Teaching: English Language Arts, Mathematics, Science, or Social Studies

Electives: Select additional approved course in pedagogy. Select approved graduate content course from the College of Liberal Arts or the College of Science

#### Foundations (3 credits)

CTL 620 Sociocultural Concerns in Education (3)

#### Human Diversity and Learning (3 credits)

CEP 705 Advanced Human Growth and Development (3)

CEP 738 Learning Theories in Education (3)

**OR**

CEP 636 Cognitive Learning (3)

#### Research (3 credits)

EDRS 700 Introduction to Educational Research (3)

#### Project/Portfolio Option (6 credits)

CTL 721 Evaluation of Classroom Learning (3)

CTL 795 Comprehensive Exam – Project, Portfolio, Professional Paper (3)

#### Thesis Option (9 credits)

CEP 640 Educational Measurement and Statistics (3)  
(or other appropriate course to support thesis research)

CTL 797 Thesis (6)

\*MA or MS is determined by the specific subject area focus.

## Sample Program of Study

### M.A. \* OR M.S.\* IN SECONDARY EDUCATION EMPHASIS: CONTENT AREA STUDIES (36 CREDITS)

#### Curriculum (3 credits)

CTL 746 Secondary Curriculum (3)

#### Curriculum Development in Content Areas (minimum of 3 credits)

EDUC 627 Curriculum Development in Social Studies (3)

EDUC 624 Curriculum Development in Mathematics (3)

EDUC 625 Curriculum Development in Science (3)

EDUC 619 Curriculum Development in Language Arts (3)

EDUC 647 Curriculum Development in Vocational & Industrial Education (3)

EDUC 626 Curriculum Development in Environmental Education (3)

#### Teaching in Content Areas (12-15 credits)

CTL 728 Problems in Teaching: (in selected content area) such as, English Language Arts, Mathematics, Science, Social Studies, Business or Industrial Education

Electives: Select additional approved course in pedagogy or content courses from the College of Education, College of Liberal Arts, College of Science, College of Business, or College of Human and Community Sciences

#### Foundations (3 credits)

CTL 620 Sociocultural Concerns in Education (3)

#### Human Diversity and Learning (3 credits)

CEP 705 Advanced Human Growth and Development (3)

CEP 738 Learning Theories in Education (3)

CEP 636 Cognitive Learning (3)

#### Research (3 credits)

EDRS 700 Introduction to Educational Research (3)

#### Project/Portfolio Option (6 credits)

CTL 721 Evaluation of Classroom Learning (3)

CTL 795 Comprehensive Exam – Project, Portfolio or Professional Paper (3)

#### Thesis Option (9 credits)

CEP 640 Educational Measurement and Statistics (3)  
(or other appropriate course to support thesis research)

CTL 797 Thesis (6)

\*MA or MS is determined by the specific subject area focus.

## **PROGRAM EMPHASIS: CURRICULUM STUDIES**

The program emphasis in Curriculum Studies at the master's level focuses on the meaningful integration of theory and practice through active investigation, collaboration, problem solving, dialogue and reflection. The Curriculum Studies emphasis prepares teachers for leadership roles in schools, such as curriculum specialists, professional development, mentor teachers/lead teachers, and team/grade level leaders.

The faculty in the Curriculum Studies emphasis aim to challenge and support teachers to:

- Understand the complexity of what it means to teach; that is, to think broadly and critically about the complex issues that face practitioners in education.
- Grasp the theoretical underpinnings of education reform and translate those ideas in to meaningful practice.
- Build upon existing understandings of how learning and the construction of knowledge occur both in relation to themselves and the children/adolescents and staff with whom they will work.
- Understand the diverse roles public education and teachers must play in preparing children and adolescents to be responsible citizens in bringing about a society in which social justice prevails.

**M.A. IN ELEMENTARY EDUCATION OR SECONDARY EDUCATION  
EMPHASIS: CURRICULUM STUDIES (36 CREDITS)**

**Curriculum Block (6 credits)**

CTL 791b	Special Topics: Curriculum	(3)
EDUC 699	Field Studies in CTL (classroom application)	(3)

**Teaching and Learning Block (6 credits)**

CTL 791a	Special Topics: Teaching Problems	(3)
EDUC 699	Field Studies in CTL (classroom application)	(3)

**Assessment Block (6 credits)**

CTL 721	Evaluation of Classroom Learning	(3)
EDUC 699	Field Studies in CTL (classroom application)	(3)

**Educational Foundations (6 credits)**

CTL 620	Sociocultural Concerns in Education	(3)
EL 719	Philosophy of Education	(3)
<b>OR</b>		
EL 713	History of Education in the US	(3)

**Research (3 credits)**

CEP 700	Introduction to Educational Research	(3)
<b>OR</b>		
EDRS 700	Introduction to Educational Research	(3)

**Project/Portfolio Option (9 credits)**

Electives	6 credits	(6)
CTL 795	Comprehensive Exam – Project, Portfolio or Professional Paper	(3)

**Thesis Option (9 credits)**

Electives	3 credits of course work to support thesis research	(3)
CTL 797	Thesis	(6)

**Suggested Electives (with advisor approval)**

EDUC 627	Curriculum Development in Social Studies	(3)
EDUC 624	Curriculum Development in Mathematics	(3)
EDUC 625	Curriculum Development in Science	(3)
EDUC 619	Curriculum Development in Language Arts	(3)
CTL 728	Problems in Teaching: (select area, max of 6) English Language Arts, Social Studies, Mathematics, or Science	(3-6)
CTL 720	Elementary Curriculum	(3)
CTL 746	Secondary Curriculum	(3)

**M.S. IN SECONDARY OR ELEMENTARY EDUCATION WITH A CONCENTRATION  
IN MATHEMATICS, SCIENCE, TECHNOLOGY AND SOCIETY (MSTS)  
EDUCATION (36 CREDITS)**

**Required Core (27 credits)**

**MSTS Core (18 credits)**

**Choose three of the following courses in mathematics, science or social studies.** You may choose the three courses from more than one area.

EDUC 624	Curriculum Development in Mathematics Education	(3)
CTL 728d	Problems in Teaching Mathematics	(3)
EDSC 659	Technology Applications in Mathematics Education	(3)
<b>OR</b>		
EDUC 625	Curriculum Development in Science Education	(3)
CTL 728c	Problems in Teaching Science	(3)
EDSC 664	Teaching Secondary Environmental Science Education	(3)
<b>OR</b>		
EDSC 627	Curriculum Development in Social Studies Education	(3)
CTL 728a	Problems in Teaching Social Studies	(3)
CTL 712	MSTS Global Societal Issues/Problems (to be developed with EDS)	(3)

All four of the following courses are required:

EDRS 700	Introduction to Educational Research	(3)
CTL 710	Issues in Mathematics, Science, Technology and Society	(3)
CTL 711	Technology in Mathematics, Science and Society	(3)
CTL 721	Evaluation of Classroom Teaching	(3)

**Foundations Core (6 credits)**

HIST 680	Science, Technology and Society	(3)
<b>OR</b>		
HIST 680a	Problems in the History and Philosophy of Science	(3)
<b>OR</b>		
ENGR 691	Engineering Technology and Society	(3)
<b>OR</b>		
NRES 667	Regional and Global Issues in Natural Resource and Environmental Science	(3)

**Elective (6 credits)**

**Six credits** for students who do a project, **0 credits** for students who do a thesis.

**Project/Project Option (3 credits)**

CTL 795	Comprehensive Exam – Project, Portfolio Professional Paper	(3)
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**Thesis Option (9 credits)**

CEP 640	Educational Measurement and Statistics	(3)
CTL 797	Thesis	(6)

## Advanced Performance Assessment Guidelines

The Master's Degree culminates in a scholarly activity, namely, a project, or a portfolio. Students who enter the Master's program should be aware of the culminating activity as part of their initial advisement.

If students elect to develop a project, portfolio or professional paper, they should be aware of this in the beginning of their program. Students who select to do a portfolio should begin to consider what artifacts they might possibly include in the final advanced assessment portfolio. Please note that students admitted during the spring semester of 2007 or later can complete the portfolio option only if they have at least one year of teaching experience prior to taking the CTL 795 course, the course that is used to register for either the project or portfolio option. Students admitted prior to the spring of 2007 can complete the portfolio option with or without teaching experience. Their selection of artifacts for the portfolio can begin with their initial courses in their master's coursework. Students who are considering a project option should discuss this at the beginning of their program with their chair. At this time, it is only a tentative discussion but should help the student shape his or her course work and course selection during the master's program.

Toward the end of the master's program coursework, the student should have developed a committee made up of a chair and two members, one who is from outside the College of Education. If the student has decided to follow a portfolio option, the student will need to bring in a draft of the portfolio to the chair before the culminating course is completed. It is strongly advised that the student meet with his or her chair at the beginning of the final semester. The portfolio should include an overview of the portfolio and the student's reflective changes in teaching during the master's program, representative artifacts with a clear rationale for why each artifact was included in each of the six domains, and a culminating reflective writing of how the portfolio artifacts were brought into the curriculum, teaching, and learning process in the classroom. Some possible questions that may help to guide the culminating reflective writing are: "What is the meaning of each of the six competencies?" "How are the artifacts reflecting on the growth of students' learning in the classroom?" "How has the master's program provided a clearer understanding of each of the six competencies?"

Once the chair has approved the final portfolio, he or she sends the portfolio, project or professional paper (or copy) to the other members of the committee. Each member assesses the portfolio, project or professional paper using the rubric. The members each return the rubric to the chair within an agreed upon time and the chair determines by the average or all rubric scores (or a mode) if the student has received a passing score. If the work is not satisfactory, the chair returns the work to the student with a list of revisions. If the work is satisfactory, the chair and student arrange a presentation date with the other members of the committee.

If a student decides to complete a project or professional paper option, the student develops the work and submits to his or her chair. The student is asked to present the project at the culminating meeting with the chair and committee. During this session, the student can be asked some questions that reflect his or her understanding of issues in the project related to the six domains. As in the case of the student who completes the portfolio, the student who presents a project is rated on the six-point rubric scale. The scores are also submitted to the department administrative assistant and entered on a data base (to be submitted at the end of the semester to the associate dean).

<b>Assessment Details</b>	<b>Procedures for Performance Assessment</b>
<ul style="list-style-type: none"> <li>• Standards used as a basis for candidate assessment</li> <li>• When candidates are assessed</li> <li>• Evidence submitted for final assessment</li> <li>• Scoring procedure</li> <li>• Required passing score</li> <li>• Options if candidate fails portfolio review</li> <li>• Data storage</li> </ul>	<ul style="list-style-type: none"> <li>• Domains of Advanced Professional Competence</li> <li>• At midpoint and completion of degree program using course-based assessments.</li> <li>• Portfolio of artifacts that addresses each of the domains. The portfolio may also include a thesis or project.</li> <li>• Rubrics developed by faculty. Scoring done by candidate's graduating committee.</li> <li>• Satisfactory ratings by candidate's advisory/examining committee.</li> <li>• Redo portions of the portfolio; may be asked to repeat a course; or dismissal from program determined by candidate's examining committee.</li> <li>• Results of portfolio assessment to be stored in SAC Database.</li> </ul>

Advanced Performance Assessment Rubric  
College of Education  
Elementary or Secondary Program  
University of Nevada, Reno

Student Name \_\_\_\_\_ Program/Area of Emphasis \_\_\_\_\_

Student # \_\_\_\_\_ Date \_\_\_\_\_

**Domain1: Foundations of Education**

- The candidate understands the historical, philosophical, and social foundations of education and their relevance to current educational policy and practice.
- The candidate applies knowledge of educational foundations to issues and problems in their area of expertise.

**Evaluation:** \_\_\_ Unsatisfactory \_\_\_ Satisfactory \_\_\_ Proficient \_\_\_ Distinguished

**Justification:**

**Domain 2: Human Diversity & Learning**

- The candidate understands the theories that explain how students of diverse backgrounds develop and learn.
- The candidate applies theory appropriately to diverse educational situations in order to make informed decisions.

**Evaluation:** \_\_\_ Unsatisfactory \_\_\_ Satisfactory \_\_\_ Proficient \_\_\_ Distinguished

**Justification:**

**Domain 3: Curriculum**

- The candidate understands and uses curriculum theory to make informed decisions that positively impact in diverse educational settings.
- The candidate's knowledge of relevant subject matter is rich and flexible, enabling the candidate to make effective curricular decisions in diverse education settings to design and develop learning experiences that allow all students to learn in meaningful ways.
- The candidate's knowledge selects instructional strategies and materials that are appropriate for curriculum goals and diverse learning contexts.
- The candidate is knowledgeable of a variety of curricula available in areas of expertise.

**Evaluation:** \_\_\_ Unsatisfactory \_\_\_ Satisfactory \_\_\_ Proficient \_\_\_ Distinguished

**Justification:**

**Domain 4: Instruction**

- The candidate understands and uses instructional theories to make appropriate decisions in education settings.
- The candidate is able to integrate knowledge of learning and curriculum theory with knowledge of instruction.
- The candidate appropriately uses a variety of instructional strategies/approaches and is able to evaluate the effectiveness of such approaches.

**Evaluation:** \_\_\_ Unsatisfactory \_\_\_ Satisfactory \_\_\_ Proficient \_\_\_ Distinguished

**Justification:**

**Domain 5 : Research and Assessment**

- The candidate has a working knowledge of both quantitative and qualitative research methods.
- The candidate understands and uses knowledge of methods of research and assessment to examine their professional practice in order to improve decisions and actions that impact students and their learning.
- The candidate is able to interpret standardized tests and appropriately uses that information.
- The candidate develops a variety of well-designed assessments and uses the results to improve instruction.

**Evaluation:** \_\_\_ Unsatisfactory \_\_\_ Satisfactory \_\_\_ Proficient \_\_\_ Distinguished

**Justification:**

**Domain 6: Professionalism**

- The candidate demonstrates growth as a professional educator by engaging in thoughtful analysis, active inquiry, informed decision making, and goal setting for personal learning and development.
- The candidate broadens his/her engagement in the profession through such activities as attending/making presentations for professional conferences, participating in/providing leadership in professional organizations, or submitting manuscripts for publication in professional journals.

**Evaluation:** \_\_\_ Unsatisfactory \_\_\_ Satisfactory \_\_\_ Proficient \_\_\_ Distinguished

**Justification:**

### Summary of Evaluation

<b>Performance Domains</b>	<b>Unsatisfactory (0)</b>	<b>Satisfactory (1)</b>	<b>Proficient (2)</b>	<b>Distinguished (3)</b>
<b>Foundations</b>	__Unsatisfactory (0)	__Satisfactory (1)	__Proficient (2)	__Distinguished (3)
<b>Diversity &amp; Learning</b>	__Unsatisfactory (0)	__Satisfactory (1)	__Proficient (2)	__Distinguished (3)
<b>Curriculum</b>	__Unsatisfactory (0)	__Satisfactory (1)	__Proficient (2)	__Distinguished (3)
<b>Instruction</b>	__Unsatisfactory (0)	__Satisfactory (1)	__Proficient (2)	__Distinguished (3)
<b>Research &amp; Assessment</b>	__Unsatisfactory (0)	__Satisfactory (1)	__Proficient (2)	__Distinguished (3)
<b>Professionalism</b>	__Unsatisfactory (0)	__Satisfactory (1)	__Proficient (2)	__Distinguished (3)

<b>Overall Evaluation of Performance</b>	__Unsatisfactory	__Satisfactory	__Proficient	_Distinguished
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**Portfolio Evaluated by Examining/Advisory Committee**

Name \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

**TEACHER EDUCATION 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**

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**Reflective Practitioner**

**Professional Ethics**

The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.

**Collaboration**

The candidate works effectively with professional colleagues and other adults.

**Commitment to Teaching**

The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.

**Emotional Maturity**

The candidate responds to frustration and stress appropriately.

**Professional Demeanor & Responsibility**

The candidate is prompt, is not unnecessarily absent, and notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.

The candidate dresses appropriately for the situation and wears appropriate attire 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.

**Professional Feedback**

The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.

**Self-Reflection**

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.

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**Multicultural and Democracy****Student Focus**

The candidate recognizes and respects students as valued and unique individuals.

**Commitment to Diversity**

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.

**Love of Learning & Strong Fund of Knowledge****Initiative**

The candidate is independent and goes beyond minimum expectations.

**Problem Solving**

The candidate is an active and effective problem solver.

**Commitment to Learning**

The candidate is curious and interested in learning more about students and content areas.

**Emotional Maturity**

The candidate responds to frustration and stress appropriately.

**Professional Demeanor & Responsibility**

The candidate is prompt, is not unnecessarily absent, and notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.

The candidate dresses appropriately for the situation and wears appropriate attire 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.

**Professional Feedback**

The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.

**Self-Reflection**

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.

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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. 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: \_\_\_\_\_

Candidate Name (Print): \_\_\_\_\_

**M.A. and M.S. DEGREE APPLICATION FORM**

**Elementary or Secondary**

Please complete this form and return it to:

**Elementary or Secondary Program  
MS 0280  
University of Nevada, Reno  
Reno NV 89557-0280**

Name \_\_\_\_\_ R# \_\_\_\_\_  
Address: \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_\_  
\_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_  
\_\_\_\_\_ Email: \_\_\_\_\_

**ELEMENTARY OR SECONDARY EDUCATION**

M.A./M.S. (Student is licensed in Elementary or Secondary Education)

Check 1-2 emphases: Elementary (General) \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Social Studies \_\_\_\_\_  
MSTS \_\_\_\_\_ Other (specify) \_\_\_\_\_

Check if including:  2 letters of recommendation  1 pg resume  3-5 pg essay on goals \_\_\_\_\_  
GRE scores (if appropriate) \_\_\_\_\_ Disposition Form \_\_\_\_\_

I understand that for all applicants, the elementary or secondary program must have received all application materials. For all *applicants* this includes the Master’s Degree Application Form. In addition, for those seeking admission to elementary and secondary education programs, the programs must have received two letters of recommendation, a one-page resume, and a 3-5 page essay regarding goals/philosophies. The Graduate School must have received an application form and all required material.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have not been convicted of any crime (other than a minor traffic violation).

I 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.

I also 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 the information that I have provided is true and accurate.

Applicant’s Signature \_\_\_\_\_ Date \_\_\_\_\_