Elementary Master’s Degree
First-Time Licensure Program

College of Education
Elementary Ed. Program
Mailstop 0280
WRB 3100
University of Nevada, Reno
Reno 89557

(775) 784-4961
(775) 327-5220 (Fax)
Elementary Education
Master’s First-Time Licensure Program
Master’s in Education (M.Ed.)

College of Education
University of Nevada, Reno

Thank you for your interest in the Elementary Education licensure program at the University of Nevada, Reno.

The Master’s First-time Licensure Program in Elementary Education (M.Ed.) is designed for individuals who have earned a bachelor’s degree in fields other than education at an accredited institution and who want to combine teacher licensure at the K-8th level and become licensed in Elementary Education by the Nevada State Department of Education (NSDE) (www.nvteachers.doe.nv.gov) with a Master’s Degree in Education (M.Ed.). Students must meet graduate school admissions requirements, maintain required GPA’s, and fulfill the other requirements stated in the manual.

This manual describes the program and provides important details about applying to and advancing through the program.

The Master’s First-Time Licensure Program is divided into two parts:

- Required course work that leads to an elementary teaching license in Nevada
  - Optional – Upon completion of coursework and student internship, you may earn a graduate certificate in Elementary Education if there is not a desire to finish the Master’s Degree Portion
- Additional coursework (4 classes) beyond licensure to complete the requirements for a Master’s Degree in Elementary Education (M.Ed.).

PROGRAM ACCREDITATION

The National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP) accredits teacher education programs at the University of Nevada, Reno. NCATE/CAEP is a highly prestigious accrediting agency recognized across the country. A government-issued form of picture identification is required in order to participate in all practica or field-based courses.

CONCEPTUAL FRAMEWORK & DOMAINS OF PROFESSIONAL COMPETENCE

The Elementary Education Program at the University of Nevada, Reno prepares you to meet the challenges of present and future classrooms. The teacher education faculty members are committed to providing a teacher education program that enables you to:

- Develop a strong foundation of knowledge about teaching and learning,
- Display a love of learning,
- Value democracy and pluralism, and
- Engage in reflective practice about one’s growth as a teacher.
DOMAINS OF PROFESSIONAL COMPETENCE

In addition, the teacher education program is intended to help the teacher candidate acquire the knowledge, skills, and dispositions required of a professional educator. Our program supports candidate learning of the 10 InTASC standards within 4 domains of professional competence:

Domain 1: The Learner and Learning
   Standard 1: Learner Development
   Standard 2: Learning Differences
   Standard 3: Learning Environments

Domain 2: Content Knowledge
   Standard 4: Content Knowledge
   Standard 5: Application of Content

Domain 3: Instructional Practice
   Standard 6: Assessment
   Standard 7: Planning for Instruction
   Standard 8: Instructional Strategies

Domain 4: Professional Responsibility
   Standard 9: Professional Learning and Ethical Practice
   Standard 10: Leadership and Collaboration

To accomplish these goals, the teacher education program will provide opportunities for you to acquire competencies in several key areas:

- An understanding of the foundations of elementary education,
- Methods for teaching various subject areas in elementary school classrooms,
- Knowledge of educational psychology and human development,
- Skill in structuring effective educational experiences for culturally diverse and special-needs populations, and
- An ability to apply your knowledge of teaching in elementary school classrooms.
ADMISSION PROCEDURES & REQUIREMENTS

- Application Dates - Applications are accepted on an on-going basis. For full consideration, it is recommended that the applicant complete applications by March 1 for Fall admission and October 1 for Spring Admission.

Two applications are required for the Master’s First-Time Licensure Program in Elementary Education:
- UNR Graduate School (found under web-site of graduate school)
- Elementary Program in the College of Education (WRB 3100)

Apply to the UNR Graduate School
Master’s First-Time Licensure student application forms for the Graduate School found online at http://www.unr.edu/grad/admissions/apply. On the application form list Master’s in Elementary Education (M.Ed.) as your intended degree program, and Elementary Education as your intended major. Please follow directions on their web-site. It is the responsibility of the candidate to be aware of and comply with all application policies and procedures of the Graduate School.

If an applicant wishes to begin course work while awaiting notification of acceptance to the graduate program, he or she may apply to the Office of Admissions and Records for admittance as a Graduate Special student. Only a total of 9 graduate credits may be applied to the master’s degree, taken as a graduate special and/or transferred from another approved institution. For questions or concerns regarding the Graduate Special application, one needs to contact mynevada@unr.edu

International Students are required to take the TOEFL Exam and get a composite score of 79 or above for admittance to UNR.

Apply to the Elementary Program – In addition to the application to the UNR Graduate School, you must apply to the Elementary Program for admission to teacher education. An application form is attached to this manual. Application materials should be submitted to:

Elementary Education Program
M/S 0280
College of Education
University of Nevada, Reno
Reno, NV 89557-0280
775-784-4961
The following items must be included with your application materials to the College of Education:

- Application form for the Elementary Education Program (Last page of this document)
- Prerequisite coursework form (p. 8 of this document)
- Two letters of recommendation (can be submitted through the Graduate School)
  - It is highly recommended but not mandatory that 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.
- 1-2 page resume
- Signed Professional Behavior and Dispositions form (pages 13 – 14 in this document)
- Compose a 3 to 5 page essay entitled, “Qualities That I Bring to the Teaching Profession”. (See page 12 for details) Essays should address each of the following areas:
  - Introduction of yourself and 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, learning styles, disabilities, etc.)
  - Evidence of your dedication to continuous learning
- Meet pre-professional skills requirements in one of these ways (State of Nevada):
  - Pass all three parts of the (Praxis) Core Academic Skills for Education
  - OR
  - Pass all parts of the California Basic Education Skills Test (CBEST)
    - OR
  - Hold a master’s degree in any area from an accredited institution, the receipt of which required the passage of the Graduate Record Examination.

GPA Requirement – GPA requirements for regular admission are:
- An overall undergraduate grade point average (GPA) of 3.00 or higher in the bachelor’s degree or cumulative GPA.
- If GPA falls below 3.00, The GRE exam will be required for admittance. Please meet with the Elementary Education Program Coordinator for advice on getting into this program. Each case will be reviewed independently.

Graduate Record Exam (GRE) – The GRE is a standardized test used nationwide for graduate school admissions. GRE scores are required for Applicants who do not meet the GPA requirement listed above. A copy of GRE scores, if required, should be sent to the UNR Graduate School. The following minimum scores on the Graduate Record Examination: (a) GRE Verbal: 148 or (420 old version), b) GRE Quantitative: 142 (460 old version), and Analytical 3.5 (new version only)

PROGRAM ADMISSION
Candidates who meet GPA or GPA + GRE requirements are eligible for regular admission to a graduate program.

Prerequisite Subject Matter Coursework - All applicants to the Master’s First-time Licensure Program must provide evidence of the following prerequisite coursework in the major content areas of the K-8 curriculum prior to enrolling in the corresponding methods course (see page 11):
1) **English** - 9 credits in composition, literature, linguistics, speech, or communications;

2) **Mathematics** - 6 credits of college-level mathematics, equivalent to MATH 126 (old Math 124) or higher (statistics may account for 3 of these credits);

3) **Science** - 9 credits with at least one course in each of the following areas:
   - life science (biology, environmental science, zoology, botany, anatomy, physiology) (life science course should be no more than 10 years old)
   - earth science (geology, physical geography, general earth science, etc.)
   - physical science (basic physics (100 level) or basic chemistry (100 level)

4) **Social Science** - 9 credits in history, political science, cultural geography, economics, and/or Western Traditions/Core Humanities.

**ADMISSION TO TEACHER EDUCATION**

Admission to the Master’s First-Time Licensure Program constitutes admission to teacher education. Admission to teacher education is required in order to take methods courses. Upon admission to teacher education, all students should meet with the assigned advisor to review course prerequisites, suggested program sequence, and to develop a plan of study for the master’s degree. A government-issued form of picture identification is required in order to participate in all practica or field-based courses.

A Nevada / WCSD Substitute License is now required for Student Internship within the Washoe County School District.

**Continuous Enrollment/Leave of Absence** - Once admitted to the master’s degree, you must enroll in minimum of 3 graduate credits each fall and spring semester or apply for a leave of absence. Applications for a Leave of Absence are available on the Graduate School web-site at [http://www.unr.edu/grad/forms/](http://www.unr.edu/grad/forms/). You may take an approved leave of absence for up to one year without reapplying to the program. To return to the program a Notice of Reinstatement to Graduate Standing form [http://www.unr.edu/grad/forms/](http://www.unr.edu/grad/forms/) should be completed and submitted to the Elementary Program office. If you exit the program for longer than one year or who fail to complete a leave-of-absence form before exiting, you will be required to reapply to the program during the regular application period.

**CONSTITUTION AND SCHOOL LAW REQUIREMENTS**

In addition to other course requirements, prospective teachers must demonstrate knowledge of the U.S. Constitution, Nevada Constitution, and Nevada School Law prior to an internship (student teaching) placement.

The **U.S. Constitution** requirement may be met in two ways:

1) Successfully completing a U.S. history or political science course that covered the period of the Constitution, or
2) Passing test administered by the Educational Leadership Department at UNR each May and November.

The **Nevada Constitution** requirement may be met in four ways:

1) Passing a course in constitutional history/government taught within the state of Nevada, such as WT 203/CH 203, PSC 103, HIST 111, or HIST 217,
2) Passing a one-credit correspondence course offered through Independent and
Correspondence Study (PSC 100c),
3) Passing a one-credit continuing education course (EL 791, Special Topics: Nevada School Law & Constitution), or
4) Passing the Nevada Constitution test administered by the Educational Leadership (EL) Department at UNR. Contact the EL department for specific times and days.

The Nevada School Law requirement may be met in three ways:
1) Successfully completing EL 401 or EL 735, or
2) Passing a one-credit continuing education course (EL 791, Special Topics: Nevada School Law & Constitution), or
3) Passing the Nevada School Law test administered by the Educational Leadership (EL) Department at UNR. Contact the EL department for specific times and days.

* For testing option see the UNR Department of Educational Leadership website at:  
http://www.unr.edu/educ/el/nvlaw/

**INTERNERSHIP (STUDENT TEACHING)**

Prior to internship (student teaching) in the licensure program described in this manual, all students are required to undergo finger printing and a background check. This is accomplished by application for a substitute teacher’s license in Nevada. This procedure is required with the application for internship. The application for a substitute teacher’s license may be obtained through the Nevada Department of Education in Carson City.

The supervised internship occurs at the end of the licensure portion of the Master’s First-Time Licensure Program. Applications for Supervised Internship are due early in the semester prior to internship. The Director of Field Experiences advertises deadlines each semester. More information on student teaching can be found here: http://www.unr.edu/education/internships-and-careers/internships

**Criteria for Approval for an Internship Placement**
1. Completion of a Bachelor’s degree,
2. Completion of all required prerequisite content courses,
3. Demonstration of the basic skills requirement,
4. Completion of all U.S. and Nevada Constitution and Nevada school law requirements,
5. Completion of all licensure coursework,
6. Minimum overall GPA of 3.0 in licensure course work, with a minimum grade of B in all required courses (S for S/U courses),
7. A valid substitute teacher’s license in Nevada, or have completed the fingerprinting process and background check, and
8. Satisfactory performance in the professional judgment of the Elementary Education faculty.

**Performance Assessment:** All programs in the College of Education (undergraduate and graduate) are performance based. The purpose of our assessment procedures is to assure that UNR program completers are educators of quality. Assessment procedures are aligned with state and national standards. Assessments occur throughout a program, but more specifically at admission to a program, at a midpoint in a program, and at program completion. For students in a teacher education program, assessment also occurs for admission to the student internship. Assessment criteria must be met in order to progress through a program. Details on departmental advising or performance assessment are available in the departmental handbook.
Professional Performance Portfolio I – Upon admission to a teacher education program, you will begin to develop a portfolio of artifacts to document your progress toward the Domains of Professional Competence. In the semester before internship, you will complete and submit a portfolio of accumulated work with explanatory pieces in order to advance to internship. The portfolio is one piece of evidence concerning your progress in developing knowledge, dispositions, and performances required of all highly qualified teachers. Information and guidance concerning performance assessment and portfolio development is presented in each methods and practicum course throughout the teacher education program.

Professional Performance Portfolio II
This Portfolio is built as part of the student teaching experience. It contains documentation from your internship that has already been reviewed and evaluated by your lead teacher and supervisor. Therefore, it does not need to be evaluated again by the Director. More information about this portfolio may be found in the Student Internship manual located at: http://www.unr.edu/Documents/education/ofx/manual%20and%20syllabus.pdf

PRAXIS II EXAM
The Nevada Department of Education requires that all teachers demonstrate knowledge of their teaching field. Teachers seeking an elementary teaching license must pass the following exam prior to completion of the licensure portion of the program. This test is typically taken during the student internship portion of your program.

Elementary (K—8) Elementary Education: Instructional Practice and Applications ETS test number 5019. A passing score of 155 or higher is required for licensure in NV. Please Visit http://www.ets.org/praxis/nv/requirements/ for information regarding this requirement.

OBTAINING A TEACHING LICENSE
Upon satisfactory completion of all licensure program requirements, the UNR College of Education will send a notice of completion to the Nevada Department of Education in Carson City. To receive a teaching license, however, interns must apply to the Nevada Department of Education. The College of Education is not authorized to issue a teaching license. The application process is reviewed in detail during student teaching.

OTHER POLICIES AND INFORMATION
Please consult the UNR General Catalog for other policies and information pertinent to graduate work at UNR. In particular, pay careful attention to relevant segments of the College of Education and Graduate School sections.
UNR Master’s First Time Licensure (M.Ed.) Advising Form  
Elementary Education Licensure  
Prerequisite Coursework must be complete prior to beginning the program.

Teaching in the Content Areas (12 Credits)

- *EDEL 633- (3) Methods for Teaching PK-8 Mathematics
- *EDEL 643– (3) Methods for Teaching PK-8 Science
- EDEL 653- (3) Methods for Teaching PK-8 Social Studies
- EDES 613 – (3) Field-based Teaching and Assessment in Elementary Schools  
  (Math and Science focus) (Was EDEL 643P / 633P)

* Note – EDEL 633 & 643 (Methods) are pre-requisites to EDES 613 (Practicum)

Language Arts and Literacy (9 Credits)

- *EDES 300 (3) Reading/L. A. in Lower Elementary Grades
- Or *EDRL 642 (3) Reading / L.A. in Lower Elementary Grades
- * EDRL 643 (3) Reading/L.A. in Upper Elementary Grades
- EDRL 661 (3) Literacy Instruction: Individual and Small Group

* Note - EDRL (300) previously EDRL 642 and EDRL 643 are pre-requisite to EDRL 661.

Professional Education (9 Credits) (Required)

- CEP 705 (3) Advanced Human Growth and Development
- EDSP 611 (3) Students with Disabilities in General Education Settings
- EDUC 647 (3) Parental Involvement and Family Engagement K-12 (offered online and in person). Other courses that meet this requirement are:
  - HDFS 635R (3) Child Socialization: A Systems Perspective
  - HDFS 202 (3) Introduction to Families
  - EDS 632 (3) Serving Individuals with Disabilities and their Families (Special Ed Emphasis)

Professional Education (3 Credits) (Elective)

- EDRL 672 (3) Elementary Methods for English Language Learners (ELL)
  May sub with CTL 620 (3) Socio-cultural Concerns in Education

**Portfolio I due at the end of the semester before Student Internship.

Internship Semester (9 Credits)

- CTL 699 (9) Supervised Internship in the Elementary School  
  (Note – 12-14 week full time field experience – Does not count toward Master’s Degree)

**Portfolio II due during Student Internship Semester.

Elementary Education Master’s Core: (12 Credits) (Must be taken AFTER internship)

Note – Program of Study due to Graduate School 1 Semester before graduation semester.

- CTL 740 (3) Elementary School Curriculum
- CTL 721 (3) Evaluation of Classroom Learning
- EDRS 700 (3) Introduction to Educational Research
- ***CTL 795 or EDUC 797 (3) Comprehensive Exam (Project/Paper)

***You must meet with your advisor the semester before taking 795 to plan and have your project approved.

Revised 05/01/2015
### Master’s First Time Licensure Semester / Credits overview:

<table>
<thead>
<tr>
<th>Pre Student Teaching Licensure Courses</th>
<th>33 credits (11 classes)</th>
<th>2-3 Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teaching / Internship – Licensure:</td>
<td>9 credits (1 Class)</td>
<td>1 Semester</td>
</tr>
<tr>
<td>Earned Nevada State License</td>
<td>42 credits (11 classes)</td>
<td>3-4 Semesters</td>
</tr>
<tr>
<td>Post Student Internship / Master’s Degree</td>
<td>12 Credits (4 classes)</td>
<td>1-2 Semesters</td>
</tr>
<tr>
<td>Total Degree (MED) with Licensure</td>
<td>54 Credits</td>
<td>6 semesters (2 years)</td>
</tr>
</tbody>
</table>

#### Suggested Full-Time Course Sequence:

<table>
<thead>
<tr>
<th>Semester 1 (18-Credits)</th>
<th>Semester 2 (15-Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDES 300 (3) (Literacy Lower Grades)</td>
<td>CEP 705 (3) (Adv. Human Dev.)</td>
</tr>
<tr>
<td>EDRL 643 (3) (Literacy Upper Grades)</td>
<td>EDRL 661 (3) (Literacy 3)</td>
</tr>
<tr>
<td>EDEL 633 (3) (Math Methods)</td>
<td>EDEL 653 (3) (Soc. Studies Methods)</td>
</tr>
<tr>
<td>EDEL 643 (3) (Science Methods)</td>
<td>EDSP 413 (3) (Practica Math / Science)</td>
</tr>
<tr>
<td>EDSP 611 (3) (Special Education)</td>
<td>EDRL 672 (3) (ESL Methods)</td>
</tr>
<tr>
<td>EDUC 647 (3) (Parental Involvement)</td>
<td>*Portfolio I due at the end of the semester upon completion of methods work before Student Internship.</td>
</tr>
</tbody>
</table>

#### Semester 3 (9 Credits)

- CTL 699 (9) Supervised Internship

  Note – 12-14 week full time field experience

  Note - Credits DO NOT count toward Master Degree

  *Portfolio II during Student Internship Semester.

#### Finishing Master’s Degree (12 Credits)

- CTL 740 (3) Elementary School Curriculum
- CTL 721 (3) Evaluation of Classroom Learning
- EDRS 700 (3) Introduction to Educational Research
- CTL 795 (3) Comprehensive Exam (Project or Portfolio or Professional Paper)

* 700 level course work encouraged to take after student internship
* Note – Must take 795 in last semester while finishing project or portfolio.
* Note – must have at least 15 credit hours of 700 level or above for graduation with M.Ed.
All applicants for the Master’s First-time Licensure Program must complete this form.

Name __________________________________________

1. List courses (number and title) you believe meet the requirements for prerequisite coursework*.
2. List the number of credits attained for each course. Indicate whether credits are semester (S) or quarter (Q) credits in parentheses behind the number of credits.
3. List the grade you earned for each course and the institution at which you completed the course.
4. List the year in which you took the course, writing IP (“in progress”) in parentheses if you are currently completing the course.
5. Any courses older than 10 years need to be checked by the Elementary Program to determine if they are still relevant
6. Courses listed below must be a grade of C or better.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Cred.</th>
<th>Grade</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>English (9 credits) - composition, literature, linguistics, speech, or communications</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Math (6 credits) – (Math 126 (used to be Math 124), or higher) (maximum 3cr in statistics)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Science (9 credits)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Life (3 credits in biology, environmental science, zoology, botany, anatomy, physiology):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Earth (3 credits in geology, physical geography):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Physical (3 credits in physics or chemistry):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Social Science (9 credits) - history, political science, cultural geography, economics, or Western Traditions/Core Humanities (UNR)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These prerequisite courses are necessary for meeting the Nevada Department of Education content course requirements for Elementary licensure.
Advanced Performance Assessment Guidelines

The Master’s Degree in Education (M.Ed.) 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.

By the end of the second semester 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 Elementary Education program. Graduate students should make contact with his or her chair once a semester during the program. It is especially important to meet with your chair BEFORE the last semester to choose a topic for the project or guidelines for developing the portfolio.

Project Option:
The student should meet with his/her advisor to determine a project to conduct a research project. These projects MUST be approved by the advisor prior to starting the project and collecting data. The goal of the project is to conduct action research examining practice within your classroom. Data collection may follow either qualitative or quantitative research designs. The final research product is typically a written paper that is between 25 – 30 pages in length and demonstrates abilities to review the literature, communicate methods, collect data, interpret data through analysis, and make conclusions based upon the data. The research will be shared in a Master’s defense which will demonstrate proficiency in all of the 5 Professional Domains.

Portfolio Option:
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. The portfolio should include an overview 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 (or copy) to the other members of the committee. Each member assesses the portfolio 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 portfolio is not satisfactory, the chair returns the portfolio to the student with a list of revisions.

Final Master’s Defense:
Regardless of the option for a final project or portfolio, there must be an oral defense where the research or portfolio is presented to the Master’s Degree Committee. This typically takes place within the last month of the final semester that the student intends to graduate. Please see the Important Dates on the UNR Graduate School website for deadlines of paperwork.
Reflective Essay Scoring Guide

<table>
<thead>
<tr>
<th>Beliefs about Teaching &amp; Learning</th>
<th>Not Evident (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Solid Foundation (4)</th>
<th>Highly Accomplished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:</td>
<td>The author does not discuss personal beliefs about teaching and learning.</td>
<td>The author makes an attempt to describe his/her beliefs about teaching and learning, but without adequate support for the ideas presented.</td>
<td>The author adequately discusses his/her beliefs about teaching and learning.</td>
<td>The author makes clear his/her beliefs about teaching and learning and provides adequate support for the ideas presented.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strength of Content-Area Knowledge</th>
<th>Not Evident (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Solid Foundation (4)</th>
<th>Highly Accomplished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:</td>
<td>The author does not provide evidence of his/her content-area knowledge.</td>
<td>The author makes an attempt to discuss his/her content-area knowledge but without adequate support for this knowledge.</td>
<td>The author adequately discusses content knowledge.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitudes &amp; Beliefs Related to Student Diversity</th>
<th>Not Evident (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Solid Foundation (4)</th>
<th>Highly Accomplished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:</td>
<td>The author does not discuss his/her attitudes and beliefs related to student diversity.</td>
<td>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.</td>
<td>The author adequately discusses beliefs and attitudes regarding student diversity.</td>
<td>The author makes clear his/her attitudes and beliefs related to student diversity, and provides adequate and accurate support for these attitudes and beliefs.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author’s Voice &amp; Writing Style</th>
<th>Not Evident (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Solid Foundation (4)</th>
<th>Highly Accomplished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:</td>
<td>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.</td>
<td>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.</td>
<td>The author adequately communicates his/her point of view. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.</td>
<td>The author communicates ideas in an interesting and lively manner. The author uses language effectively. The text contains few grammatical and/or spelling errors.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Application and Assessment Essay**

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, writing style and the level of proficiency demonstrated in the categories identified in the rubric. 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 education coursework, education experts, and textbook authors. Preference will be given to applicants with the highest overall qualification, including the quality of their thinking evident in the essay.
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: 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.  

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.

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: __________ 

Candidate Name (Print): __________________________________________

See the online Advanced Assessment Handbook at: http://www.unr.edu/education/student-resources
MASTER'S DEGREE PROGRAM APPLICATION FORM
Elementary Education First-Time Licensure
Master’s Degree in Elementary Education (M.Ed.)

Please complete this form and return it to:
Elementary Education Program
1664 N Virginia St. M/S 0280
WRB 3100
University of Nevada, Reno
Reno NV 89557-0280

Name __________________________________________ R#: ___________________
Address: __________________________________________ Home Phone: (___) ___________________
____________________________________________________ Work Phone: (___) ___________________
_____________________________________________________ Email: _____________________________

ELEMENTARY EDUCATION

__ M.Ed. Student is not licensed in Elementary Education and seeks licensure
__________________

Check if including:
____ Prerequisite Worksheet (p.9)
____ 2 Letters of Recommendation (graduate school)
____ 1 pg. Resume
____ 3-5 pg. Essay “My Beliefs on Education”
____ PPST/CBEST or GRE scores
____ Signed Professional Behaviors and Disposition form (pages 12-13)

The Elementary Program must receive all of the above required forms and paperwork. The Graduate School must have received an application and relevant transcripts.

____ 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 __________________________

Department Signature: ________________________________ Date: __________________________

Department notes:

Revised 05/01/2015