

Application for Admission to Teacher Education

ATTENTION: Please use the checklist below when preparing your application packet for submission to our office. 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
- Printed and checked for accuracy a current UNR DARS report

PLEASE INCLUDE IN YOUR APPLICATION PACKET:

- Completed and signed application form
- Signed Professional Dispositions form
- Resume of experiences with children (See example inside)
- Personal Essay (See details inside)
- 2 Letters of Recommendation (See details inside)
- Current DARS showing all transferred credits and current enrollment in UNR classes, OR (if not yet a student at UNR) copies of transcripts showing previous college studies
- WebReg printout showing courses *currently* being taken at any other college (if applicable)
- COPY** of PPST or CBEST score sheet showing PASSED in all three skill areas

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

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

Full legal name: _____

Current mailing address: _____

City: _____ St: _____ Zip: _____

Home phone: (_____) _____ Work or Other phone: (_____) _____

Email: _____ Gender: M F

I am applying for the following teacher education program:

<input type="checkbox"/> Early Childhood Education (Birth to Grade 2)	<input type="checkbox"/> Secondary Education	<input type="checkbox"/> BA	<input type="checkbox"/> BS
<input type="checkbox"/> Elementary Education (K-8)	Teaching major _____		
<input type="checkbox"/> Special Education (K-12)	(all secondary education applicants must identify their intended teaching major)		
<input type="checkbox"/> Dual Elementary/Special Education			
<input type="checkbox"/> I am an international student			

Are you currently taking classes at UNR? Yes No R#: _____

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)

PPST or CBEST scores:

PPST: Reading _____ CBEST: Reading _____ Date taken: _____

Writing _____ Writing _____ Date taken: _____

Math _____ Math _____ Date taken: _____

NOTE: A copy of the official score sheet showing pass in all subjects **MUST BE ATTACHED.**

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 a current DARS showing all transfer and UNR coursework. Also attach a printout of concurrent registration at another college if this is not showing on your UNR DARS.

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 attached Professional Dispositions page. Read, 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.]*

_____ 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.

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.

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 (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.

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, 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.
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. The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.

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: _____

Name
Address
City, ST ZIP
Phone #
Email Address

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

- *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

- *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

*Entries should be in reverse chronological order beginning with the most recent.

(This is only one example of an acceptable resume to be submitted with your application. Any resume template from Microsoft Word or another word processing program would also be acceptable.)

Personal Essay Requirements

Elementary Education:

Imagine that you have completed your program in elementary education and are interviewing for your first teaching position. The principal wants to know more about your beliefs about education. In three(3) pages or less (double-space, 12 pitch font), discuss:

- What you believe about the purpose(s) of education;
- Your role as a teacher in developing an effective classroom environment that is conducive to learning;
- Your beliefs about children, especially the diversity of students who are likely to be in your classroom.

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

Secondary Education:

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)

Integrated (Dual), Special Education, and Early Childhood Education Programs:

Compose a 3-5 page essay (double-space, 12 pitch font) entitled, "Qualities That I Bring to the Teaching Profession". Essays are to address the following areas:

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

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.

Elementary Education Essay Rubric

	Not Evident	Developing	Proficient	Distinguished
Purpose(s) of Schooling	The author does not discuss personal beliefs about the purpose(s) of schooling.	The author made an attempt to discuss beliefs about the purpose(s) of schooling, but without adequate support for those beliefs.	The author makes clear his/her position about the purpose(s) of schooling and provides adequate support for those beliefs.	The author provides a clear, concise, and focused discussion of the purpose(s) of schooling with strong support for those beliefs that goes beyond personal experience.
Beliefs About Children	The author does not discuss personal beliefs about children and their diversity.	The author made an attempt to describe and reflect on the author's beliefs about children and their diversity, but without adequate support for the ideas presented.	The author makes clear his/her beliefs about children and their diversity, and provides adequate support for those beliefs.	The author provides a clear, concise, and focused discussion of his/her beliefs about children and their diversity, with strong support for those beliefs that goes beyond personal experience.
Role of the Teacher	The author does not discuss personal beliefs about the role of the teacher in developing a classroom environment that is conducive to children's learning.	An attempt is made to describe the author's beliefs about the role of a teacher in developing a classroom environment conducive to learning, but without adequate support for the beliefs presented.	The author makes clear his/her beliefs about the role of a teacher in developing a classroom environment that supports learning, and provides adequate support for those beliefs.	The author provides a clear, concise, and focused discussion of the role of a teacher in developing a classroom environment that supports learning, with strong support for those beliefs that goes beyond personal experience.
Organization of Essay	There is not a clear introduction, body, and conclusion to the essay.	There is an attempt to organize ideas into a logical sequence, with coherent presentation of ideas, but without a smooth transition between major ideas.	The introduction, body, and conclusion of the essay are clearly evident, transitions between main ideas are smooth, and ideas within paragraphs are coherent and well organized.	The essay has a clear, logical organization, in which key issues or themes are developed, using details to inform and elaborate.
Author's Voice and Writing Style	The writing is flat, with no sense of the author's personal beliefs. It is difficult to discern the intended audience and purpose in mind. No evidence of effective use of language, the text contains numerous grammatical or spelling errors.	The author attempts to communicate ideas in an interesting and lively manner, demonstrating some awareness of audience and purpose. Demonstrates basic command of language. The text is partially edited, yet still contains quite a few grammatical or spelling errors.	The author communicates ideas in an interesting and lively manner. The audience and purpose for the essay are clear. Uses language effectively. The text is edited and has few grammatical or spelling errors.	The author takes a unique approach to communicating his/her beliefs about education. The approach is effective in engaging the audience and communicating the author's message. Uses language in a sophisticated manner, the text is carefully edited and polished, and contains no grammatical or spelling errors.

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.