

Master's 1st Time Licensure Program Elementary Education

College of Education
Curriculum, Teaching, and Learning
University of Nevada, Reno
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August 2009

Elementary Education Master's First-Time Licensure Program

**Department of Curriculum, Teaching, and Learning
College of Education
University of Nevada, Reno**

Thank you for your interest in the Elementary Education licensure program at the University of Nevada, Reno. This program offers students who have a bachelor's degree in fields other than education an opportunity to become licensed in elementary education by the Nevada Department of Education (Grades K-8) and also obtain a master's degree in Elementary Education. 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, and
- Additional coursework beyond licensure to complete the requirements for a master's degree.

PROGRAM ACCREDITATION

Teacher education programs at the University of Nevada, Reno are accredited by the National Council for Accreditation in Teacher Education (NCATE), the most prestigious accrediting agency for teacher preparation programs. National accreditation makes it easier for you to become licensed in other states, should you choose to do so.

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.

In addition, the teacher education program is intended to help you develop the knowledge, skills, and dispositions required of a professional educator in the following Domains of Professional Competence:

Domain 1: Foundations of Education
Domain 2: Human Diversity and Learning
Domain 3: Curriculum
Domain 4: Instruction
Domain 5: Research and Assessment
Domain 6: Professionalism

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** – Application deadlines are October 1st for spring semesters and March 1st for fall semesters.

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)
- Department of Curriculum, Teaching and Learning

Apply to the UNR Graduate School – Master's First-Time Licensure student application forms for the Graduate School found online at <http://www.ss.unr.edu/apply/>. On the application form list Elementary Education (M.E.) as your intended degree program, and Elementary Education as your intended major. Please follow directions on their web-site.

Apply to the Department of Curriculum, Teaching, and Learning – In addition to the application to the UNR Graduate School, you must apply to the Department of Curriculum, Teaching, and Learning for admission to teacher education. An application form is attached to this manual. You can download the manual at <http://www.unr.edu/educ/ctl/downloads.html>
Application materials should be submitted to:

Department of Curriculum, Teaching, and Learning
M/S 0280
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 Department of Curriculum, Teaching, and Learning
- Prerequisite coursework form (in this manual)
- Two letters of recommendation
 - 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-page resume
- 3-4 page essay entitled, “My Beliefs About Education.” The essay must identify and discuss your beliefs about:
 - the purpose(s) of education,
 - children, and
 - the role of a teacher.
- Meet pre-professional skills requirements in one of these ways:
 - Pass all three parts of the Pre-Professional Skills Test (PPST)
 - OR**
 - Pass all parts of the California Basic Education Skills Test (CBEST)
 - OR**
 - Have an undergraduate GPA of 3.0 or better and meet the following minimum scores on the Graduate Record Examination: (a) GRE Verbal: 420, b) GRE Quantitative: 460
 - OR**
 - Hold a master’s degree in any area from an accredited institution.

PROGRAM ADMISSION

Candidates who meet GPA or GPA + GRE requirements outlined below are eligible for regular admission to a graduate program. Candidates who do not meet these requirements may be eligible for provisional admission.

Regular Admission Requirements:

GPA Requirement – GPA requirements for regular admission are:

- An overall undergraduate grade point average (GPA) of 2.75 or higher in the bachelor’s degree or
- A “last-half” GPA of 3.0 or higher
- **Please note that the GPA of 2.75 is a minimum standard.**

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 scores will be used as one indicator of a candidate's academic potential. Information about the GRE may be obtained from Sylvan Learning Center. The test is available in a computerized format only.

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 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)
 - physical science (physics, chemistry)
- 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 to take CTL 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.

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/>. 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/> should be completed and submitted to the CTL 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.

INTERNSHIP (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 "First Step" meetings each semester, which provide important information concerning the internship and associated procedures.

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

You can obtain a copy of the Handbook of Performance Assessment for Elementary Education online at http://www.unr.edu/educ/ctl/pdfs/prfmnce_assmnt/Portfolio_Elem.rtf. The handbook will provide the guidance needed for the performance assessment process throughout the teacher education portion of your master's program.

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 (see pp. 1-2). 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 - To help you move from a focus on yourself as teacher to a focus on your students as learners, you will prepare a Student Learning Sample (SLS). This sample will include such information as:

- Pre-planning for a unit of instruction, including the goals and curriculum standards on which your instruction will focus,
- Description of six focus students and their present level of functioning,
- Samples of any pre-assessments that enable you to effectively plan to address students' needs,
- Lesson plans that describe the daily cycle of planning, teaching, and assessment of student learning that you provide,
- Samples of student work throughout the period of instruction,
- Documentation of student learning through ongoing (formative) and culminating (summative) assessment, and
- Your analysis of and reflection on student learning and the effectiveness of your instruction.

The Student Learning Samples (SLS) plus mid-term and final internship evaluations completed by your lead teacher and university supervisor will become part of Portfolio II.

PRAXIS II EXAMS

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 two exams prior to completion of the licensure portion of the program:

Elementary Education: Curriculum, Instruction and Assessment

This is a multiple-choice test of child development and learning, methodology in all teaching areas, and classroom management issues.

Elementary Education: Content Area Exercises

This is an open-ended exam, with four teaching scenarios for which you construct responses.

The Elementary Education faculty requires that you take these exams as soon as you have completed all coursework in the licensure program. Information for Praxis II registration may be obtained in the Student Advisement Center (College of Education 2005). You will not be eligible for a teaching license in Nevada until you have successfully passed by exams.

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 State Department. The College of Education is not authorized to issue a teaching license.

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.

COURSES REQUIRED FOR LICENSURE

Teaching in the Content Areas

- EDEL 633-(3)** Teaching and Learning Elementary Mathematics
- EDEL 633P – (3)** Teaching and Learning Elementary Mathematics Practicum
- EDEL 643– (3)** Teaching and Learning Elementary Science
- EDEL 643P– (3)** Teaching and Learning Elementary Science Practicum
- EDEL 653- (3)** Teaching and Learning Elementary Social Studies

Language Arts and Literacy

- EDRL 642 (3)** Reading/Language Arts in Lower Elementary Grades
- EDRL 643 (3)** Reading/Language Arts in Upper Elementary Grades
- EDRL 661** Literacy Instruction: Individual and Small Group

Professional Education

- CEP 705 (3)** Advanced Human Growth and Development
- or**
- CEP 738 (3)** Learning Theories in Education

EDSP 611 (3) Students with Disabilities in the Regular Classroom

CEP 610 (3) Information Technology in Education *

CTL 721 (3) Evaluation of Classroom Learning*

CTL 620 (3) Sociocultural Concerns in Education *

Internship Semester

EDUC 602 (1) Seminar in Teaching and Learning

CTL 699 (12) Supervised Internship in the Elementary School
16 week full time field experience – Does not count toward Master Degree

Suggested Full-Time Course Sequence starting Fall 2007

Semester 1 (15-18 cr)	Semester 2 (15-18 cr)
CEP 705 or CEP 738 (3)	EDRL 643 (3)
EDRL 642 (3)	EDRL 661 (3)
EDEL 633 (3)	EDEL 633P (3)
EDEL 643 (3)	EDEL 643P (3)
EDSP 611 (3)	EDEL 653 (3)
* CEP 610 (3) or CTL 620	* CTL 721 (3) or CTL 620
Semester 3 (13 cr)	
EDUC 602 (1)	
CTL 699 (12) Supervised Internship	

*Can be taken before or after internship.

COMPLETING THE MASTER'S FIRST-TIME LICENSURE DEGREE

<i>Courses</i>	<i>Credits</i>
Remaining Courses if not taken previously:	
CTL 620 Sociocultural Concerns in Education	3
CTL 744 Research Applications in Curriculum & Instruction	3
CTL 721 Evaluation of Classroom Learning	3
CEP 610 Information Technology	3
Elementary Education Core:	
CTL 740 Elementary School Curriculum (prerequisite: completion of internship)	3
CTL 742 Models of Teaching	3
CTL 795 Comprehensive Exam (portfolio credit taken during last semester of course work)	1-3

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 CTL department to determine if they are still relevant
6. Courses listed below must be a grade of C or better.

Course #	Course Title	Cred.	Grade	Institution	Year
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English (9 credits) - composition, literature, linguistics, speech, or communications

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Math (6 credits) – (Math 122, 123, 124, and/or 128) (maximum 3cr in statistics)

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Science (9 credits)

- **Life** (3 credits in biology, environmental science, zoology, botany, anatomy, physiology):

_____	_____	_____	_____	_____	_____
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- **Earth** (3 credits in geology, physical geography):

_____	_____	_____	_____	_____	_____
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- **Physical** (3 credits in physics or chemistry):

_____	_____	_____	_____	_____	_____
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Social Science (9 credits) - history, political science, cultural geography, economics, or Western Traditions/Core Humanities (UNR)

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

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 or a portfolio, 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 CTL department. 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 (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. If the portfolio is satisfactory, the chair and student arrange a presentation date with the other members of the committee. 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).

- Must have 1 year of teaching or equivalent completed to pursue the portfolio option
 - The portfolio must be turned in 1 month before graduation
 - The chair must schedule the presentation of the portfolio meeting
- (This will be effective for students admitted to program for fall, 2007.)

If a student decides to complete a project option, the student develops the project and submits this 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).

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

See the online Advanced Assessment Handbook at http://www.unr.edu/educ/ctl/pdfs/prfmnce_assmnt/perf_assmnt_advncd_cand.pdf.

**Advanced Performance Assessment Rubric
Department of Curriculum, Teaching, and Learning
University of Nevada, Reno**

Student Name _____ Program/Area of Emphasis _____

Student R# _____ Date _____

Domain: 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: 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: 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: 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: 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

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

Overall Evaluation of Performance	__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

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, 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, 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): _____

**MASTER'S DEGREE APPLICATION FORM
DEPARTMENT OF CURRICULUM,
TEACHING, & LEARNING - ELEMENTARY**

Please complete this form and return it to:
**Curriculum, Teaching, & Learning
MS 0280
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: ___ 2 letters of recommendation ___ 1 pg resume ___ 3-5 pg essay on goals ___
PPST/CBEST or GRE scores (if appropriate) ___ disposition form ___ Prerequisite Sheet ___

The CTL Department must receive all of the above required forms and paperwork. Applications must be received by October 1st for spring semester or March 1st for fall semester. The Graduate School must have received an application.

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 _____
