

# **Secondary Education**

## **First-Time Licensure**

### **Master of Education**

College of Education  
Curriculum, Teaching, and Learning  
University of Nevada, Reno  
Mailstop 280  
Reno, NV 89557

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August 2009

## SECONDARY FIRST-TIME LICENSURE M.ED. PROGRAM

### Department of Curriculum, Teaching, & Learning

The Master's First-time Licensure Program in Secondary Education is designed for individuals who have earned a bachelor's degree at an accredited institution and who want to combine teacher licensure at the 7-12 level with an M.Ed. The fast track option of this program allows participants to become licensed in two semesters: a fall semester followed by a spring semester. Another option is to complete a summer and fall course schedule and spring internship. Students may, also, move through the program at a slower pace. Students must meet graduate school admissions requirements, maintain required GPA's, and fulfill the other requirements stated in this manual.

Licensure at the secondary level in the State of Nevada requires a completed "Teaching Major". Individuals who wish to complete this program in the two-semester fast track time frame must have a completed teaching major at the time of admission. Those who plan to complete the program in a longer time period can be accepted into the program and enroll in content courses to complete the teaching major and courses required by the program, simultaneously.

Approval of the teaching major (and minor, if applicable) is the responsibility of the student's advisor in the Department of Curriculum, Teaching, and Learning. Please be aware that the course work required for these majors and minors may differ from that required for the original bachelor's degree. A teaching minor is not required but is recommended to anyone whose major is in a low demand teaching area as it can make the candidate more marketable.

### TEACHING MAJORS AND MINORS

The sequence of courses for a teaching major and minor has been cooperatively determined by the College of Education and the department or college offering the courses. Substitutions, transfers, and/or waivers must be approved by your CTL advisor. The following major and minor teaching fields are offered at UNR:

#### Major Fields

Agriculture	Industrial Education
Art	Industrial Arts
Biology	Trade & Industrial Education
Business	Technology Education
Chemistry	Journalism
Earth Science	Math
English	Music
* Foreign Languages:	Physical Education *
* German	Physical Science
* French	Physics
* Spanish	Political Science
General Science	Social Science
Health	Speech
History	Theater
Family & Consumer Science	

\*(Post Bachelor's only)

## Minor Fields only:

Anthropology  
Computers in Education  
Economics  
English as Second Language  
Geography  
Geology

Italian  
Psychology  
Reading  
Sociology  
Special Education

- \* Foreign language majors and minors must have demonstrated oral and written proficiency in their language for admission to the methods course. (Contact the appropriate foreign language department for details.)

When you have decided on a major and minor, a copy of the program requirements for that area should be attained from the Department of Curriculum, Teaching, and Learning Office.

## APPLICATION PROCEDURES AND DATES

In order to apply to the Master's First-time Licensure Program in Secondary Education, the applicant must complete applications from the Department of Curriculum, Teaching, and Learning **AND** the Graduate School. It is the responsibility of the candidate to be aware of and comply with all application policies and procedures of the Graduate School.

Applications for the Master's First-time Licensure Program in Secondary Education will be reviewed on an **on-going basis**.

If you wish to begin course work while awaiting notification of acceptance to the graduate program, you may apply to the Office of Admissions and Records for admittance as a Graduate Special student. Graduate Special standing allows you to take up to 9 graduate credit hours that apply to a master's degree. Consult with a secondary education advisor concerning these courses. Please note that you may transfer a maximum of 9 graduate credits into your master's degree program, whether taken as a graduate special student at UNR or as a graduate student at another institution.

## PROGRAM ACCREDITATION

Teacher education programs at the University of Nevada, Reno are accredited by the National Council for Accreditation of Teacher Education (NCATE), the most prestigious accrediting agency for teacher preparation programs. A government-issued form of picture identification is required in order to participate in all practica or field-based courses. These courses generally begin in the second year.

## CONCEPTUAL FRAMEWORK

Teacher education programs at the University of Nevada, Reno prepare teacher candidates 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 you develop the knowledge, skills, and dispositions required of a professional educator in the following Six Domains of Professional Competence:

Domain 1: Foundations of Education

Domain 2: Human Diversity & 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 secondary education
- Methods for teaching in secondary school classrooms
- Knowledge of educational psychology and human development
- Skill in structuring effective educational experiences for culturally diverse and special-needs populations
- An ability to apply your knowledge of teaching in secondary school classrooms

## **ADMISSIONS REQUIREMENTS**

In order to be considered for regular admission the applicant must meet the conditions below. In some circumstances, applicants may be considered for provisional acceptance when all of the conditions below are not met but the admissions committee feels the candidate has potential for success in the program:

1. Complete an application to the UNR Graduate School. Indicate on this application that you are applying to the Master's First-time Licensure Program in Secondary Education (M.Ed.) in the Department of Curriculum, Teaching, and Learning. If the undergraduate GPA is under 2.75, the candidate will be given a prescribed program by the department chair in consultation with the perspective advisor. If the student achieves a 3.0 or better in the prescribed program, the probationary status will be removed.
2. Complete an application to the Department of Curriculum, Teaching, and Learning. The departmental application must include:

- a. Two professional letters of recommendation that address the applicant's potential for working effectively with adolescents and being successful in a graduate program.
  - b. A reflective essay, three to five pages in length, which discusses the candidate's understanding of the purpose of public education and how the complex issues facing secondary educators are going to affect the candidate as a teacher.
  - c. A one-page resume.
3. Hold an undergraduate degree from an accredited institution with an overall GPA of 2.75 or higher.
  4. Meet pre-professional skills requirements in one of these ways:
    - a. Pass all three parts of the Pre-Professional Skills Test (PPST) or
    - b. Pass all parts of the California Basic Education Skills Test (CBEST) or
    - c. 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, and c) GRE Analytical: 430 (old version), GRE Analytical 3.5 or higher (new version).
    - d. Hold a master's degree in any area from an accredited institution.

In addition applicants wishing to pursue the fast-track option must meet the following criteria prior to each semester of their program:

Prerequisites for fast track admission to Semester I (Fall):

1. Completed Nevada Teaching Major approved by CTL advisor with a GPA of 2.5 or higher in the major.
2. Demonstrated skill in using technology (if not, a course is required).

Prerequisites for fast track admission to Semester II (Spring):

1. Passing score on all required Praxis II content tests
2. Successful application to the Supervised Internship including Portfolio I
3. Passing score or course work for:
  - a. US Constitution
  - b. Nevada Constitution
  - c. Nevada School Law

### **PRE-LICENSURE COURSE WORK**

**(Common Course Numbering changed in fall; previous courses in *Italicized*.)**

- |          |   |
|----------|---|
| CTL 702  | Critical Issues in Secondary Education (3 cr.)              |
| CTL 650  | General Secondary Teaching Methods (4 cr.)                  |
| EDSP 611 | Students with Disabilities in the Regular Classroom (3 cr.) |
| CEP 705  | Advanced Human Growth and Development (3 cr.)               |

**OR**

- |         |   |
|---------|---|
| CTL 620 | Sociocultural Concerns in Education (3 cr.) |
|---------|---|

- |          |                                |
|----------|--------------------------------|
| EDSC 66x | Content Methods Course (3 cr.) |
|----------|--------------------------------|

**OR**

- |          |   |
|----------|---|
| EDCT 665 | Methods Course for Career and Technical Education (3 cr.) |
|----------|---|

- EDUC 695 Spec. Problems in Curriculum, Teaching, & Learning (1 cr.)
- CTL 699 Supervised Internship (12 cr.) (Does not count toward Master)

The EDSC 66x or EDCT 665 requirement listed above is filled by taking one of the content methods courses as appropriate for the major from the following list:

- EDSC 673 Teaching Secondary Social Studies (Fall only)
- EDSC 643 Second Language Instruction in the Secondary School (Fall only)
- EDSC 663 Teaching Secondary School Science (Fall only)
- EDSC 653 Teaching Secondary Mathematics (Fall only)
- EDCT 665 Methods course for Career and Technical Education
- \* EDSC 633 Teaching Secondary English (Fall only)
- And**
- EDUC 615 Teaching Writing in the Schools (Spring only)

**\*English majors need both EDSC 633 and EDUC 615 before they can intern.**

### **POSSIBLE CONFIGURATIONS OF PRE-LICENSURE COURSE WORK**

The pre-licensure course work required for the Master's First-time Licensure Program in Secondary Education could be completed by several configurations. The chart below provides two possible options. Be sure to discuss these and other possible configurations with your CTL advisor to determine the best way for you to proceed through the program.

Semester	Fast Track Option	Slower Pace Option
Summer and Fall	CTL 702 (3 credits) CTL 650 (4 credits) EDCT 665 (3 credits) <b>OR</b> EDSC 66x (3 credits) EDSP 611 (3 credits) CEP 705 (3 credits) <b>OR</b> CTL 620 (3 credits)	CTL 702 (3 credits) CEP 705 (3 credits)
Spring	CTL 699 (12 credits) EDUC 695 (1 credit)	EDSP 611 (3 credits) CTL 620 (3 credits) (optional)
Fall	Not Applicable	CTL 650 (4 credits) EDSC 66x (3 credits) <b>OR</b> EDCT 665
Spring	Not Applicable	CTL 699 (12 credits) EDUC 695 (1 credit)

With the “slower pace option”, candidates would have to take the CTL 650 and EDSC 66x or EDCT 665 in the fall term of their second year. These individuals would be able to add content area courses or other Master’s level courses within each semester. Be sure to discuss a plan for completion of these courses with your secondary advisor every semester prior to registering.

## **APPLICATION FOR THE SUPERVISED INTERNSHIP**

Application for the Supervised Internship must be completed early in the semester prior to the internship. Applications for the Supervised Internship, are due on a date determined by the Office of Field Experiences. This form is available in the office of the Director of Field Experiences and/or at a mandatory, “First Step” internship orientation meeting held each semester.

## **CRITERIA FOR APPROVAL OF INTERNSHIP APPLICATION**

- A. Completion of the bachelor’s degree (satisfied upon admission to the program).
- B. Passing scores on the PPST or CBEST or evidence of meeting pre-professional skills requirements.
- C. Completion of all pre-licensure course work.
- D. Completion of fingerprinting and background check. An arrest and conviction, depending on the severity of the case, may disqualify an applicant from obtaining a teaching license (satisfied with approval for Nevada substitute teaching license).
- E. Approval of the CTL faculty indicating that the candidate is qualified in their professional judgment.
- F. Approval of the student’s advisor including approval of the course work required for a teaching major.
- G. Completion of the methods course in the student’s major with a grade of “B” or better
- H. Completion of requirements in U.S. Constitution, Nevada Constitution, and Nevada School Law requirements.
- I. Successful completion of Portfolio I. See your CTL advisor and read the Secondary Performance Assessment Manual for further information regarding this portfolio.
- J. Nevada substitute license or equivalent.

## **ADDITIONAL SUPERVISED INTERNSHIP INFORMATION**

Most supervised intern placements are made in the Washoe County School District because of the proximity of our students to this area, and the strong working relationship the UNR College of Education has with this district. Placements in the following school districts are also common: Carson City, Churchill, Douglas, Lassen (CA), Lyon, Placer (CA), Sierra Plumas (CA), and Storey.

In some circumstances, a student may desire a supervised internship placement in a school outside of the areas mentioned above. Any student who requests such a placement must acquire a written recommendation from their CTL advisor. Further, out of area placements can only be made if an appropriate placement can be found.

Students must teach in their majors during the supervised internship.

## LICENSURE REQUIREMENTS

No degree is conferred at the completion of the licensure portion of this program. After successfully completing the supervised internship, passing the appropriate Praxis II Examinations, and meeting all other pre-licensure program requirements stated in this manual, a notice of completion will be sent to the Teacher Licensure Office of the Nevada State Department of Education. The student must then apply to the Teacher Licensure Office of the Nevada State Department of Education which will issue the appropriate teaching credential. The minimum overall GPA in master's program is 3.0.

Requirements to become a program completer eligible for licensure include:

1. Passing scores on all appropriate components of the PRAXIS II examination. Check with your CTL advisor to determine which tests are required for your major.
2. Meeting requirements in Nevada Constitution, U.S. history, and Nevada School Law.
3. Completion of all licensure coursework including the teaching internship.

## COMPLETION OF THE M.ED.

The Master's First-Time Licensure Degree in Secondary Education requires a minimum of 36 graduate credits. These individuals will need to develop a program in conjunction with their advisor and committee that includes a minimum of 36 graduate credits, at least 15 of which must be at the 700-level and at least 6 of which are outside the CTL Department.

CTL 620	Sociocultural Concerns in Education (3cr.) (if not taken before internship)
CTL 746	Secondary Curriculum (3 cr.)
CTL 744	Research Methods (3 cr.)
CTL 721	Evaluation of Classroom Learning (3 cr.)
CEP 610	Information Technology in Education (3 cr.)
XXX ???	Advisor Approved Elective for CTL or another department (e.g., CTL 742 Models of Teaching)
CTL 795	Comprehensive Exam (1-3 cr.) (see following page on Advanced Performance Assessment)

Completion Requirements for the M.Ed. include:

- a. Filing a program of study with the Graduate School.
- b. Completion of the remaining graduate course work in the M.Ed. program.
- c. Maintaining a 3.0 GPA in all graduate work.
- d. Successful completion of the Advanced Performance Assessment requirement. Please note that the Advanced Performance Assessment requirement is to be completed in addition to Portfolio I and Portfolio II. Be sure to confer with your advisor and committee throughout your program to remain on track for successful completion of the program completion assessment.
- e. Completion of all requirements listed in this manual at any stage of the program.

It is the responsibility of the candidate to be aware of and comply with all policies and procedures of the Graduate School.

## 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. This CTL 795 course is used 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).

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).

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

# Advanced Performance Assessment Rubric

## Department of Curriculum, Teaching, and Learning University of Nevada, Reno

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

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

### Domain 1: Foundations of Education

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

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

**Justification:**

### Domain 2: Human Diversity & Learning

- The candidate understands the theories that explain how students of diverse backgrounds develop and learn.
- In making informed decisions regarding the application of theory to educational situations, the candidate demonstrates the ability to consider multiple factors of diversity (such as social class, special needs, geographical origin, gender and race.)
- The candidate understands and demonstrates the impact of community upon the teaching and learning process. The community may be narrowly or broadly defined in local, regional, national, or international contexts.

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

**Domain 3: Curriculum**

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

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

**Justification:**

**Domain 4: Instruction**

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

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

**Justification:**

**Domain 5: Research and Assessment**

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

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

**Justification:**

**Domain 6: Professionalism**

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

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

**Justification:**

## Summary of Evaluation

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

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

Name \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**TEACHER EDUCATION CANDIDATE PROFESSIONAL BEHAVIORS AND DISPOSITIONS**  
**College of Education**  
**University of Nevada, Reno**

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

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

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Reflective Practitioner

Professional Ethics.

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

Collaboration.

**The candidate works effectively with professional colleagues and other adults.**

Commitment to Teaching.

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

Emotional Maturity.

**The candidate responds to frustration and stress appropriately.**

Professional Demeanor & Responsibility

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

**The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.**

**The candidate is poised and professional in his or her demeanor.**

**The candidate is flexible and is able to make adjustments to changing student needs and circumstances.**

Professional Feedback

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

Self-Reflection

**The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own**

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**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.**

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I have read the dispositions and professional behaviors above and I understand they describe a set of expectations for candidates enrolled in teacher education programs in the College of Education 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): \_\_\_\_\_

Revised August 2009

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

Please complete this form and return it to:  
**Curriculum, Teaching, & Learning**  
**MS 280**  
**University of Nevada, Reno**  
**Reno NV 89557**

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

**SECONDARY EDUCATION**

\_\_\_ M.Ed. (1st time licensure)

Primary area of interest (e.g., English, Science, Occupational Education, etc.): \_\_\_\_\_

Check if including: \_\_\_ 2 letters of recommendation \_\_\_ 1 pg resume \_\_\_ 3-5 pg essay on goals  
\_\_\_ PPST/CBEST or evidence of meeting pre-professional skills requirement in Nevada  
\_\_\_ Disposition Form \_\_\_\_\_

I understand that for all applicants, the CTL Office must have received all application materials. For all *applicants* this includes the Master's Degree Application Form. The Graduate School must have received an application form, all transcripts, and obtained within the last 5 years.

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 \_\_\_\_\_

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