



College of Education

AT THE UNIVERSITY OF NEVADA, RENO

Application for Admission to Teacher Education Secondary Education

Please use the list below when preparing your application packet for submission.
You must initial each line below noting the areas are complete

HAVE YOU:

Requested all completed course work taken outside UNR be transferred to UNR

PLEASE INITIAL ALL ITEMS ARE INCLUDED IN YOUR APPLICATION PACKET:

- Completed and signed application form
- Completed Signed Professional Dispositions form
- Resume of experiences with children
- Personal Essay included and reviewed by the Writing Center
- 2 Letters of Recommendation on letterhead, signed and dated
- Unofficial transcript printout showing all **UNR classes** including grades and GPA
- Unofficial transcript printout showing all transfer coursed from other institutions, including grades and GPA
- COPY** of Praxis I-Core or CBEST score sheet with passing test scores

Applications must be delivered in person to:

Student Advisement Center
William Raggio Building
College of Education Rm 2005

Due dates: **Oct 1** for Spring semester admission, **March 1** for Summer/Fall admission

Application for Admission to Secondary Education

College of Education - University of Nevada, Reno

Please Print Clearly

FOR
OFFICE
USE ONLY

Full legal name: _____

Preferred name: _____

Gender: _____ Pronouns: _____ Ethnicity: _____

Best Contact Number: (_____) _____ Home Cell Work (circle one)

UNR Email: _____

NSHE ID #: _____

For matching your PRAXIS/CBEST report: Date of Birth (MM/DD /YYYY): ____/____/____

Current Cumulative GPA: _____ Total Credits Earned: _____ Credits in Progress: _____

I have completed EDU 202 (circle one): Yes No In Progress

When: _____ Where: _____ Grade: _____

ACT/SAT Scores: Comp: _____ English: _____ Math: _____

I am applying for ____ BA ____ BS with specialization in the following area:

Teaching content area: _____

_____ plus Special Education licensure

_____ plus ELAD

Are you currently taking classes at UNR? ____ Yes ____ No

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)

_____ I am an International Student on a Student Visa

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. See sample resume enclosed.

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Praxis I CORE or CBEST scores:

Praxis I Core:

CBEST:

Reading _____

Reading _____

Date taken: _____

Writing _____

Writing _____

Date taken: _____

Math _____

Math _____

Date taken: _____

NOTE: Please include a copy of the official score sheet showing passing scores in all areas.

Education:

Attach unofficial transcript(s) showing all course work taken at UNR and all other institutions.

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. See information enclosed.

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 Professional Dispositions page for your program.

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. You will also be required to apply for and be granted a substitute teaching license in order to show clearance on a background check.*

_____ 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.

Other:

_____ I understand and give my consent to the College of Education to provide the Nevada Department of Education any information needed to assist me gaining my licensure.

_____ I give my permission to post my name for the Dean's List if I am selected. The Dean's list acknowledges academic excellence achieved by students who have completed 12 credits of course work at UNR and achieved at least a 3.65 grade point average on that semester's courses.

I certify that all of the information that I have provided is true and accurate to the best of my knowledge.

Applicant Signature: _____ Date: _____

Applications may be submitted in person – no binder or folder necessary, please do not staple documents together.

Advising Notes:

Advisor Signature: _____

Faculty Review:

Accept

Provisional (explain)

Deny (explain)

Faculty Reviewer Signature: _____

Date: _____

CANDIDATE PROFESSIONAL BEHAVIORS AND DISPOSITIONS

Secondary Education Teacher Licensure - 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. Internship. During the internship, the lead teacher, the university supervisor, and the intern will complete the assessment. These assessments will be included in the internship. (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.

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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 <i>The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</i>
Collaboration <i>The candidate works effectively with professional colleagues and other adults.</i>
Commitment to Teaching <i>The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</i>
Emotional Maturity <i>The candidate responds to frustration and stress appropriately.</i>
Professional Demeanor & Responsibility <i>The candidate is prompt, not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follow through on commitments.</i> <i>The candidate dresses appropriately for the situation and wears attire suitable for teachers in the school during practicum and internships.</i> <i>The candidate is poised and professional in his or her demeanor.</i> <i>The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</i>
Professional Feedback <i>The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.</i>
Self-Reflection <i>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>

Multicultural and Democracy
Student Focus <i>The candidate recognizes and respects students as valued and unique individuals.</i>
Commitment to Diversity <i>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.</i>

Love of Learning & Strong Fund of Knowledge
Initiative <i>The candidate is independent and goes beyond minimum expectations.</i>
Problem Solving <i>The candidate is an active and effective problem solver.</i>
Commitment to Learning <i>The candidate is curious and interested in learning more about students and content areas.</i> <i>The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</i>

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: _____

Template for **RESUME**

HEADING to include Name, address, phone and email

Education

Date-to-date Institution, degree goal, credits completed, cum GPA

Include high school and all schools attended after high school (reverse chronological order)

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

List in reverse chronological order

Additional Work Experience

Date-to-date Position, Company, hours per week, responsibilities (briefly)

List in reverse chronological order

Other skills, interests, notable experiences

For example, study abroad, extensive travel, ASUN or UNEA membership/activities, and community involvement

Awards

For example, Dean's List, Community service

(This is one example only – any resume template from a word processing program is also acceptable.)

Secondary Education Essay:

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)

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.

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

Each applicant must submit two (2) letters of recommendation. Letters 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. **ONLY if absolutely necessary**, 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, experience with children, 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 on official letter head, signed with the original signature (in pen, not electronic) and sealed. Letters are to be submitted (unopened) with your application packet.

Preparing for the Praxis CORE tests

These tests are similar to the ACT/SAT but are testing for college-level skills rather than high school level. We advise you to complete your core English and Math courses prior to testing. Once those courses are complete, practice specifically for the test using the study materials available on the appropriate websites.

Register for the **Praxis I- Core Academic Skills: Combined Test, or California Basic Educator Skills Test** online at:

Praxis CORE – [Praxis CORE Online](#);

CBEST – [CBEST Tests Online](#)

Tests are available by computer at local testing centers.

Students are encouraged to take the test as early as possible (scores do not currently expire) to confirm they meet the admission requirements and to avoid being denied program acceptance due to late return of scores. It may take 2-4 weeks for scores to be returned following testing.