



# College of Education

AT THE UNIVERSITY OF NEVADA, RENO

## Application for Admission to Teacher Education Integrated Elementary Teaching Program

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 Elementary 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 201 (circle one): Yes No In Progress

When: \_\_\_\_\_ Where: \_\_\_\_\_ Grade: \_\_\_\_\_

ACT/SAT Scores: Comp: \_\_\_\_\_ English: \_\_\_\_\_ Math: \_\_\_\_\_

I am applying for the following specialization area:

- ECE - Early Childhood Education
- ELAD - English Language Acquisition and Development
- SPED - Special Education

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.

**FOR  
OFFICE  
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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: \_\_\_\_\_

**Credit and GPA Completion** – Fill in the credits completed for each subject area. Calculate GPA for the same subject area classes. A GPA calculator can be found at:

[http://naes.unr.edu/resources/gpa\\_calculator.aspx](http://naes.unr.edu/resources/gpa_calculator.aspx)

**Subject Area Credits**

**GPA**

English \_\_\_\_\_ 101, 102

Math \_\_\_\_\_ 126, 122, 123

Science \_\_\_\_\_ ENV 101, GOEL/GEOG, PHYS/CHEM

Social Studies \_\_\_\_\_ CH 201, 203, GEOG 106

**Missing Coursework:**

**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: \_\_\_\_\_

## Integrated Elementary Teacher Education Candidate Professional Behaviors and Dispositions Form

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 self-rating scale) 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 purpose of this self-evaluation is to have teacher candidates reflect on their own professional behavior and dispositions. Candidates are to use this form for their self- assessment, assigning ratings with explanations and signing it. This form is required as part of the application to the Integrated Elementary Teaching Program and as part of Portfolio I.

**Use the following rating scale for each item:**

1=Not acceptable 2=Needs more practice 3=Acceptable 4=Solid foundation 5=Highly accomplished

Habits of Thinking and Action toward Own Learning are Appropriate....	Rating Structure
<b>Love of Learning &amp; Strong Fund of Knowledge</b>	<p><b>1 2 3 4 5 Initiative</b> Teacher Candidate (TC) is independent and goes beyond minimum expectations.</p> <p><b>1 2 3 4 5 Problem Solving</b> TC is an active and effective problem solver.</p> <p><b>1 2 3 4 5 Commitment to Learning</b> TC is curious and interested in learning more about students and content areas. TC seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</p>
Comments:	

Habits of Thinking and Action toward Reflective Practice are Appropriate....	Rating Structure
<b>Disposition toward Reflective Practice</b>	<p><b>1 2 3 4 5 Professional Ethics</b> The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</p> <p><b>1 2 3 4 5 Collaboration</b> The candidate works effectively with professional colleagues and other adults.</p> <p><b>1 2 3 4 5 Commitment to Teaching</b> The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</p> <p><b>1 2 3 4 5 Self-Reflection</b></p>

<b>Habits of Thinking and Action toward Reflective Practice are Appropriate....</b>	<b>Rating Structure</b>
	<p>TC reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives toward his or her own performance. The candidate is willing and able to recognize own strengths and weaknesses and develop potential solutions for the latter.</p> <p><b>1 2 3 4 5 Professional Feedback</b> TC is receptive and responsive to professional feedback incorporating suggestions into practice.</p> <p><b>1 2 3 4 5 Self Awareness</b> TC has a realistic sense of own strengths and weaknesses.</p>
Comments:	

<b>Habits of Thinking and Action toward Professional Conduct are Appropriate...</b>	<b>Rating Structure</b>
<b>Disposition toward Professional Conduct</b>	<p><b>1 2 3 4 5 Professional Demeanor and Responsibility</b> The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</p> <p><b>1 2 3 4 5</b> The candidate wears appropriate professional attire as established by the course instructor.</p> <p><b>1 2 3 4 5</b> The candidate is poised and professional in his or her demeanor.</p> <p><b>1 2 3 4 5</b> The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</p> <p><b>1 2 3 4 5 Emotional Maturity</b> The candidate responds to frustration and stress appropriately.</p>
Comments:	

<b>Habits of Thinking and Action toward Professional Conduct are Appropriate...</b>	<b>Rating Structure</b>
<b>Disposition toward Students and Diversity</b>	<p><b>1 2 3 4 5 Student Focus</b> The candidate recognizes and respects students as valued and unique individuals.</p> <p><b>1 2 3 4 5</b> The candidate demonstrates the belief that all students have the right and ability to learn.</p> <p><b>1 2 3 4 5 Commitment to Diversity</b></p>

<b>Habits of Thinking and Action toward Professional Conduct are Appropriate...</b>	<b>Rating Structure</b>
	The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual identities, social classes, abilities, political beliefs, and disabilities.
Comments:	

**By signing below, I acknowledge that I understand these professional dispositions and have rated myself accurately, to the best of my ability.**

\_\_\_\_\_  
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 Microsoft Word or another word processing program is also acceptable.)*



## Personal Essay Instructions: Integrated Elementary Teaching Program

Compose a 3 to 5 page essay entitled, "Qualities That I Bring to the Teaching Profession". This essay should be double-spaced with 1-inch margins and should use a 12-point font. Essays should address each of the following areas:

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

Essays will be evaluated on quality of thinking exhibited in content and writing style. Preference will be given to applicants with the highest overall qualification, including the quality of their thinking evident in the essay.

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

<b>Criteria</b>	<b>Not Evident</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Amount &amp; Type of Experience with Children</b>	The author does not discuss the amount and type of experience with children.	The author makes an attempt to discuss the amount and type of experience with children, but without adequate examples.	The author makes his/her experiences with children clear and provides adequate examples of both amount and types of experiences.	The author provides a focused discussion of his/her amount and type of experiences with children, with strong examples that are not typically seen at this level.
<b>Beliefs about Teaching &amp; Learning</b>	The author does not discuss personal beliefs about teaching and learning.	The author makes an attempt to describe his/her beliefs about teaching and learning, but without adequate support for the ideas presented.	The author makes clear his/her beliefs about teaching and learning and provides adequate support for the ideas presented.	The author provides a focused discussion of his/her beliefs about teaching and learning, with strong support for those beliefs that goes beyond personal experience.
<b>Strength of Content-Area Knowledge</b>	The author does not provide evidence of his/her content-area knowledge.	The author makes an attempt to discuss his/her content-area knowledge but without adequate support for this knowledge.	The author makes clear his/her knowledge in the content areas, and this knowledge adequately reflects levels of coursework taken. Support for content-area knowledge is presented.	The author provides a focused discussion of his/her content-area knowledge, and this knowledge superbly reflects levels of coursework taken. Support for content-area knowledge is outstanding.
<b>Attitudes &amp; Beliefs Related to Student Diversity</b>	The author does not discuss his/her attitudes and beliefs related to student diversity.	The author makes an attempt to discuss his/her attitudes and beliefs related to student diversity, but without adequate and/or accurate support for these attitudes and beliefs.	The author makes clear his/her attitudes and beliefs related to student diversity, and provides adequate and accurate support for these attitudes and beliefs.	The author provides a focused discussion of his/her beliefs related to student diversity, with strong and accurate support for these attitudes and beliefs backed by empirical evidence.
<b>Evidence of Dedication to Continuous Learning</b>	The author does not provide evidence of his/her dedication to continuous learning.	The author makes an attempt to discuss his/her dedication to continuous learning, but without adequate support.	The author provides clear evidence of his/her dedication to continuous learning, with adequate examples illustrating this dedication.	The author provides a focused discussion of his/her dedication to continuous learning, with outstanding examples illustrating this dedication.
<b>Author's Voice &amp; Writing Style</b>	The writing is flat, with no sense of the author's personal beliefs. No evidence of the effective use of language; the text contains numerous grammatical and/or spelling errors.	The author makes an attempt to communicate ideas in a lively and interesting manner. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.	The author communicates ideas in an interesting and lively manner. The author uses language effectively. The text contains few grammatical and/or spelling errors.	The author takes a unique approach to communicating his/her beliefs. The author uses language in a sophisticated manner. The text is polished and contains no grammatical or spelling errors.

## 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 before testing. Once complete, practice specifically for the test using the study materials available on the appropriate websites.

Register for the **Praxis I Core ORE ACADEMIC SKILLS: Combined Test** or **California Basic Educator Skills Test** online at:

[Praxis CORE Online Test](#)

[CBEST Online Test](#)

The 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.

## Important things to remember

Students who have not completed the lower division, required pre-requisite course work, or do not have a grade of a "C" (not "C-") or better in all coursework, will not be admitted into the Integrated Elementary Teaching Program.