Application for Admission to Teacher Education Secondary Education

Please use the checklist below when preparing your application packet for submission. FOLDERS OR MANILLA ENVELOPES ARE NOT NECESSARY

HAVE YOU:

___ Met with an advisor within the last semester

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

PLEASE INCLUDE IN YOUR APPLICATION PACKET:

___ Completed and signed application form (see next page)

___ Completed (self-rated) and Signed Professional Dispositions form (included inside)

___ Resume of experiences with children (see example inside)

___ Personal Essay (see details inside) Please go to the Writing Center!

___ 2 Letters of Recommendation (see details inside)

___ Unofficial transcript printout showing all UNR and transfer credit and GPA’s

___ Course History printout showing all UNR and transfer courses and grades

___ COPY of Praxis I-Core or CBEST score sheet areas (see details inside)

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

Updated 10/26/2017
Application for Admission to Secondary Education  
College of Education  
University of Nevada, Reno

| Full legal name:   | __________________________________________________________ |
| Preferred name:   | ________________________________________________________ |
| Current mailing address: | __________________________________________________________ |
| City:             | __________________________________________________________ |
| State:            | __________________________________________________________ |
| Zip:              | __________________________________________________________ |
| Sex:              | Male   Female   Intersex Gender: _______________________ Pronouns: __________________ |
| Home phone:       | (______)____________________  Cell phone: (______)____________________ |
| Email:            | ___________________________________________ NSHE ID #: ______________________ |

For matching with your PRAXIS/CBEST score report:

Date of Birth (MM/DD/YYYY):  ______/______/______

I am applying for ______BA  ______BS with specialization in the following area:

| Teaching content area: | __________________________________________________________ |
| Teaching minor, if any: | __________________________________________________________ |
| ______ 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

**Praxis I CORE or CBEST scores:**

| Praxis I Core: | Reading ______  CBEST: Reading ______  Date taken: ______ |
|               | Writing ______  Writing ______  Date taken: ______ |
| Math ______   | Math ______   Date taken: ______ |

**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.

NOTE: Please include a copy of the official score sheet showing pass in all subjects.
**Education:**
Attach unofficial transcript(s) showing all course work taken at UNR and any other schools.

**References:**
Please ask two people to submit recommendations stating their qualification for providing a reference, their opinion regarding your suitability to work with children/adolescents in a teaching capacity, and their view of your readiness to pursue a rigorous academic teacher preparation program.

Please list here the names and phone numbers of the people who will submit recommendations for you:

Name: __________________________________________ Phone: __________________
Name: __________________________________________ Phone:__________________

**Professional Behavior:**
Please note the requirements for professional behavior, attitude, and dispositions shown on the Professional Dispositions page for your program. Rate yourself, sign and submit with your application.

Please initial that you have read each statement below, and then sign and date this page.

_____  I have not been convicted of any crime (other than a minor traffic violation).  

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

Applicant Signature: ____________________________ Date: ______________

Submit all application materials, in person, to:

*Student Advisement Center*
*WRB 2005*

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

Updated 10/26/2017
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

<table>
<thead>
<tr>
<th>Professional Ethics</th>
<th>The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>The candidate works effectively with professional colleagues and other adults.</td>
</tr>
<tr>
<td>Commitment to Teaching</td>
<td>The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</td>
</tr>
<tr>
<td>Emotional Maturity</td>
<td>The candidate responds to frustration and stress appropriately.</td>
</tr>
</tbody>
</table>

### Professional Demeanor & Responsibility

- The candidate is prompt, 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 attire suitable for teachers in the school during practicum and internships.
- The candidate is poised and professional in his or her demeanor.
- The candidate is flexible and is able to make adjustments to changing student needs and circumstances.

### Professional Feedback

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

### Self-Reflection

The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.

### Multicultural and Democracy

<table>
<thead>
<tr>
<th>Student Focus</th>
<th>The candidate recognizes and respects students as valued and unique individuals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to Diversity</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Love of Learning & Strong Fund of Knowledge

<table>
<thead>
<tr>
<th>Initiative</th>
<th>The candidate is independent and goes beyond minimum expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>The candidate is an active and effective problem solver.</td>
</tr>
<tr>
<td>Commitment to Learning</td>
<td>The candidate is curious and interested in learning more about students and content areas. The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</td>
</tr>
</tbody>
</table>

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: ________________

Dispositions Form 1

Updated 10/26/2017
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.)*

Updated 10/26/2017
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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>0</td>
<td>Essay was not completed or did not meet the above requirements.</td>
</tr>
</tbody>
</table>
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. **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 but are testing for college-level skills rather than high school level. We advise you to complete your core English and math courses first, then, practice specifically for the test using the study materials available on the appropriate website and in the College of Education Learning Resource Center (LRC) in WRB 1021.

Register for the **CORE ACADEMIC SKILLS: Combined Test** online at:

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

Then call for an appointment to take the tests, which are available by computer at local testing centers:

Praxis CORE – Prometric Test Center
5250 Neil Rd Ste 110, 826-4361

CBEST – Truckee Meadows Community College
Meadowood Center, 5270 Neil Rd, 829-9004

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