



Elementary Master's Degree First-Time Licensure Program

PROGRAM DESCRIPTION AND HANDBOOK



Revised:
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College of Education &
Human Development
Mailstop 02830
WRB 3100
University of Nevada, Reno
Reno, NV 89557

(775) 784-4961
(775) 327-5220 (FAX)

ABOUT US



The Reno Area

Channeling the crystal waters of Lake Tahoe, the Truckee River runs leisurely through downtown Reno. Numerous mountain ranges rise ruggedly from the desert basin, providing stunning views and unmatched sunsets.

As Nevada's flagship land-grant institution, the University has been instrumental in the history of the nation's fastest-growing state. One of the top 150 research universities in the country, the University of Nevada, Reno is fully accredited by the Northwest Association of Schools and Colleges, the official accrediting agency of most Western states.

The University of Nevada, Reno was founded in 1874 as the State University of Nevada in Elko, Nevada, about 300 miles northeast of its present-day campus in Reno. The site for the university preparatory school in eastern Nevada (where no state institutions had previously been located) proved to be impractical, as nearly half of the state's residents lived in the Reno-Carson City area. In 1885, the legislature approved the move of the University from Elko to Reno.

The University

- **Boasts a fitness facility of more than 108,000 square feet**
- **Offers affordable, top-tier education**
- **Houses one of nation's most technologically advanced libraries**
- **Provides students the opportunity to work closely with research faculty and professionals**

In the last 35 years, the University has met the challenges of leadership in what is now the fastest-growing state in the country, with student enrollment rising to more than 21,000 in fall 2016. Most recently, the university replaced the Jot Travis Student Union with the Joe Crowley Student Union, one of the most transformational buildings ever built on campus. This 167,000-square-foot, "green" environmentally friendly facility signals a shift in campus expansion, offering the campus and community a new

centrally located "front door" to the University from Virginia Street. In 2008, one of the nation's most technologically advanced libraries, the Mathewson-IGT Knowledge Center, opened next to the Crowley Student Union, further signaling the campus' move north. In 2016, the new 78,000 square foot William N. Pennington Student Achievement Center opened to provide a central building for all student services and in 2017 the university broke ground for a new arts center. The university's most recent building addition is the E. L. Wiegand Fitness Center. The new fitness facility is more than 108,000 square feet with three basketball gymnasiums, areas for weightlifting, cardio training, mind-body training, a fitness staircase, 1/8th mile running track and a multitude of new fitness classes and activities.

The University of Nevada, Reno is an affordable Tier One university. Our students pay 80 percent less than the average Tier One institution, making UNR a best buy amongst Tier One universities. Unlike many public research universities, the University of Nevada, Reno offers its students the chance to get up close and personal with highly credentialed faculty, researchers and professionals. Ph.D. professors regularly teach undergraduate students and invite them to research labs or internships. Graduate students work closely with professors on major research projects while developing their own research skills and projects. UNR Faculty are world renown, respected members of their fields and often bring home research and career achievement awards.

Along with its academic benefits, the University of Nevada, Reno is a beautiful campus located in one of the most picturesque areas of the country. From the 100-year-old, elm tree-lined Jeffersonian quad to the state-of-the-art Mathewson-IGT Knowledge Center, the campus possesses historic beauty and digital convenience alike. Nestled at the base of the Sierra Nevada, the city of Reno is closer to cities such as Sacramento and San Francisco than Las Vegas. In contrast to Las Vegas, Reno offers its residents an invigorating taste of all four seasons.

Channeling the crystal waters of Lake Tahoe, the Truckee River runs leisurely through downtown Reno. Numerous mountain ranges rise ruggedly from the desert basin, providing stunning views and unmatched sunsets. Located on the border between the Great Basin and the Sierra Nevada, Reno has been dubbed "America's Adventure Place" for its impressive and diverse geographic offerings. With crystal clear Lake Tahoe 30 minutes to the west, the barren Black Rock Desert to the northeast, and Yosemite a short road trip to the southwest, Reno is a great destination for nature lovers and adrenaline junkies alike.

Reno offers a favorable quality of life that has been recognized by numerous national sources, including *Forbes* magazine. Reno's population enjoys an array of cultural activities, including museums, numerous theatre companies, a symphony, ballet and opera. There are several major venues for concerts, sporting events and other live performances, including the Lawlor Events Center on campus and the Reno Events Center, located less than a 10-minute walk from campus. In recent years, Reno has experienced a Bohemian cultural renaissance, with a growing arts community, increasing international flavor and the annual counterculture festival, Burning Man.

INTRODUCTION

Thank you for your interest in the Elementary Education licensure program at the University of Nevada, Reno.

The Master's First-time Licensure Program in Elementary Education (M.Ed.) is designed for individuals who have earned a bachelor's degree in fields other than education at an accredited institution and who want to combine teacher licensure at the K-8th level and become licensed in Elementary Education by the Nevada State Department of Education (NSDE) ([NSDE Website](#)) with a Master's Degree in Education (M.Ed.). Students must meet graduate school admissions requirements, maintain required GPA's, and fulfill the other requirements stated in the manual.

This manual describes the program and provides important details about applying to and advancing through the program.

The *Master's First-Time Licensure Program* is divided into two parts:

- Required course work that leads to an elementary teaching license in Nevada o
- Additional coursework (4 classes) beyond licensure to complete the requirements for a Master's Degree in Elementary Education (M.Ed.).

Program Accreditation



The National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP) accredits teacher education programs at the University of Nevada, Reno. NCATE/CAEP is a highly prestigious accrediting agency recognized across the country.

Conceptual Framework & Domains of Professional Competence

The Elementary Education Program at the University of Nevada, Reno prepares you to meet the challenges of present and future classrooms. The teacher education faculty members are committed to providing a teacher education program that enables you to:

- Develop a strong foundation of knowledge about teaching and learning,
- Display a love of learning,
- Value democracy and pluralism
- 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 the teacher candidate acquire the knowledge, skills, and dispositions required of a professional educator. Our program supports candidate learning of the 10 InTASC standards within 4 domains of professional competence:

Domain 1: The Learner and Learning

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments

Domain 2: Content Knowledge

- Standard 4: Content Knowledge
- Standard 5: Application of Content

Domain 3: Instructional Practice

- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies

Domain 4: Professional Responsibility

- Standard 9: Professional Learning and Ethical Practice
- Standard 10: Leadership and Collaboration

To accomplish these goals, the teacher education program will provide opportunities for you to acquire competencies in several key areas:

- *An understanding of the foundations of elementary education,*
- *Methods for teaching various subject areas in elementary school classrooms,*
- *Knowledge of educational psychology and human development,*
- *Skill in structuring effective educational experiences for culturally diverse and special needs populations, and*
- *An ability to apply your knowledge of teaching in elementary school classrooms.*

Admission Procedures & Requirements

Application Dates - Applications are accepted on an on-going basis. For full consideration, it is recommended that the applicant complete applications by March 15 for Fall admission and October 15 for Spring Admission.

All application materials are to be submitted to the UNR Graduate School for this program. Once an application is completed, the UNR Graduate School will forward the application to the Elementary Education Program for an acceptance decision.

[Apply to the UNR Graduate School](#)

Master's First-Time Licensure student application forms for the Graduate School found online at [the UNR Graduate School website](#). On the application form list **Master's in Elementary Education (M.Ed.)** as your intended degree program, and Elementary Education as your intended major. Please follow directions on their website. **It is the responsibility of the candidate to be aware of and comply with all application policies and procedures of the Graduate School.**

If an applicant wishes to begin course work while awaiting notification of acceptance to the graduate program, he or she may apply to the Office of Admissions and Records for admittance as a Graduate Special student. **Only a total of 9 graduate credits** may be applied to the master's degree, taken as a graduate special and/or transferred from another approved institution. For questions or concerns regarding the Graduate Special application, one needs to contact mynevada@unr.edu

International Students are required to take the TOEFL Exam and get a composite score of 79 or above for admittance to UNR.

The following items must be included with your application materials to the Graduate School:

- Application form
- Transcripts
- Prerequisite coursework form
- Two letters of recommendation attached or uploaded through the Graduate school website. It is highly recommended but not mandatory that one recommendation must be from a supervisor who has directly observed your work with children. The other recommendation may be from an employer who has directly supervised your work experiences.
Recommendations should provide detailed descriptions of professional qualities and potential for teaching.
- 1-2 page professional resume
- Signed Professional Behavior and Dispositions form

- A 3 to 5 page essay entitled, “Qualities That I Bring to the Teaching Profession.”
- **Meet pre-professional skills requirements in one of these ways** (State of Nevada):
 - Pass all three parts of the (Praxis) Core Academic Skills for Education [ETS website](#)
 - Passing scores are: Reading = 156, Writing = 162 & Math = 150
 - OR
 - Pass all parts of the California Basic Education Skills Test (CBEST) OR
 - Hold a master’s degree in any area from an accredited institution, the receipt of which required the passage of the Graduate Record Examination.

GPA Requirement – GPA requirements for regular admission are:

- An overall undergraduate grade point average (GPA) of 3.00 or higher in the bachelor’s degree or cumulative GPA.
- If GPA falls below 3.00, **The GRE exam will be required for admittance**. Please meet with the Elementary Education Program Coordinator for advice on getting into this program. Each case will be reviewed independently.

Graduate Record Exam (GRE) – The GRE is a standardized test used nationwide for graduate school admissions. GRE scores are required for Applicants who do not meet the GPA requirement listed above. A copy of GRE scores, if required, should be sent to the UNR Graduate School. The following minimum scores on the Graduate Record Examination: (a) GRE Verbal: 148 or (420 old version), b) GRE Quantitative: 142 (460 old version), and Analytical 3.5 (new version only)

Program Admission

Candidates who meet GPA or GPA + GRE requirements are eligible for regular admission to a graduate program.

Prerequisite Subject Matter Coursework - All applicants to the *Master’s First-time Licensure Program* must provide evidence of the following prerequisite coursework in the major content areas of the K-8 curriculum prior to enrolling in the corresponding methods course

- 1) **English** - 9 credits in composition, literature, linguistics, speech, or communications;

- 2) **Mathematics** - 6 credits of college-level mathematics, (Math 122, Math 123 or higher math courses equivalent to MATH 126) Note*, math 122 & 123 are highly recommended because these courses specifically covers the math content taught in grades K-8.
- 3) **Science** - 6 credits with at least one course
- 4) in two of the following areas:
 - a. life science (biology, environmental science, zoology, botany, anatomy, physiology)
 - b. (life science course should be no more than 10 years old)
 - c. earth science (geology, physical geography, general earth science, etc.)
 - d. physical science (basic physics (100 level) or basic chemistry (100 level))
- 5) **Social Science** - 6 credits in history, political science, cultural geography, economics, and/or Western Traditions/Core Humanities.

ADMISSION TO TEACHER EDUCATION



Admission to the *Master's First-Time Licensure Program* constitutes admission to teacher education. Admission to teacher education is required in order to take methods courses. Upon admission to teacher education, you should meet with the assigned advisor to review course prerequisites, suggested program sequence, and to develop a plan of study for the master's degree.

Continuous Enrollment/Leave of Absence - Once admitted to the master's degree, you must enroll in minimum of 3 graduate credits each fall and spring semester or apply for a leave of absence. Applications for a Leave of Absence are available on the Graduate School web-site at [UNR Graduate School](#). You may take an approved leave of absence for up to one year without reapplying to the program. To return to the program a Notice of Reinstatement to Graduate Standing form [UNR Graduate School](#) should be completed and submitted to the Elementary Program office. If you exit the program for longer than one year or who fail to complete a leave-of-absence form before exiting, you will be required to reapply to the program during the regular application period.

Internship (Student Teaching)

Prior to internship (student teaching) in the licensure program described in this manual, all students are required to undergo finger printing and a background check. This is accomplished by application for a substitute teacher's license in Nevada. This procedure is required with the application for internship. The application for a substitute teacher's license may be obtained through the Nevada Department of Education in Carson City.

The supervised internship occurs at the end of the licensure portion of the *Master's First-Time Licensure Program*. Applications for Supervised Internship are due early in the semester prior to internship. The Director of Field Experiences advertises deadlines each semester.

Criteria for Approval for an Internship Placement

- Completion of a Bachelor's degree,
- Completion of all required prerequisite content courses,
- Demonstration of the basic skills requirement,
- Completion of all U.S. and Nevada Constitution and Nevada school law requirements,
- Completion of all licensure coursework,
- Minimum overall GPA of 3.0 in licensure course work, with a minimum grade of B in all required courses (S for S/U courses),
- A valid substitute teacher's license in Nevada, or have completed the fingerprinting process and background check, and
- Satisfactory performance in the professional judgment of the Elementary Education faculty.

Performance Assessment: All programs in the College of Education & Human Development (undergraduate and graduate) are performance based. The purpose of our assessment procedures is to assure that UNR program completers are educators of quality. Assessment procedures are aligned with state and national standards. Assessments occur throughout a program, but more specifically at admission to a program, at a midpoint in a program, and at program completion. For students in a teacher education program, assessment also occurs for admission to the student internship. Assessment criteria must be met in order to progress through a program. Details on departmental advising or performance assessment are available in the departmental handbook.

Professional Performance Portfolio I – Upon admission to a teacher education program, you will begin to develop a portfolio of artifacts to document your progress toward the Domains of Professional Competence in Task Stream. In the semester before internship, you will complete and submit a portfolio of accumulated work with explanatory pieces in order to advance to internship. The portfolio is one piece of evidence concerning your progress in developing knowledge, dispositions, and performances required of all highly qualified teachers. Information and guidance concerning performance assessment and portfolio development is presented in each methods and practicum course throughout the teacher education program and is the same for the undergraduates and graduates in the licensure program. Artifacts will be gathered through Task Stream, an electronic program that you enroll in when you enter the program and maintains your assessment data on an on-going basis during your course of study toward your degree completion.

Professional Performance Portfolio II - This Portfolio is built as part of the student teaching experience. It contains documentation from your internship that has already been reviewed and evaluated by your lead teacher and supervisor. Therefore, it does not need to be evaluated again by the Director. More information about this portfolio may be found in the Student Internship manual located on the [College of Education & Human Developments's website](#).

Praxis II Exam

The Nevada Department of Education requires that all teachers demonstrate knowledge of their teaching field. Teachers seeking an elementary teaching license must pass the following exam prior to completion of the licensure portion of the program. This test is typically taken during the student internship portion of your program.

Elementary (K—8) [Elementary Education: Instructional Practice and Applications](#) ETS test number 5019. A passing score of 155 or higher is required for licensure in NV. Please visit [the ETS website](#) for information regarding this requirement.

Obtaining a Teaching License

Upon satisfactory completion of all licensure program requirements, the UNR College of Education & Human Development will send a notice of completion to the Nevada Department of Education in Carson City. To receive a teaching license, however, interns must apply to the Nevada Department of Education. The College of Education is not authorized to issue a teaching license. The application process is reviewed in detail during student teaching.

Other Policies and Information

Please consult the UNR General Catalog for other policies and information pertinent to graduate work at UNR. In particular, pay careful attention to relevant segments of the College of Education & Human Development and Graduate School sections.

Program Coordinator Contact:

Teruni Lamberg, PhD

Program Coordinator: Elementary Education

terunil@unr.edu

(775) 682-7533

**UNR Master's First Time Licensure (M.Ed.) Advising Form
Elementary Education Licensure**

Teaching in the Content Areas (12 Credits)

- ***EDEL 633**-(3) Methods for Teaching PK-8 Mathematics
- ***EDEL 643**-(3) Methods for Teaching PK-8 Science
- EDEL 653**-(3) Methods for Teaching PK-8 Social Studies
- EDES 613** -(3) Field-based Teaching and Assessment in Elementary Schools
(Math and Science focus) (Was EDEL 643P / 633P)

* Note – EDEL 633 & 643 (Methods) are pre-requisites to EDES 613 (Practicum)

Language Arts and Literacy (9 Credits)

- ***EDES 300** (3) Reading/L. A. in Lower Elementary Grades
- Or ***EDRL 642** (3) Reading / L.A. in Lower Elementary Grades
- * **EDRL 643** (3) Reading/L.A. in Upper Elementary Grades
- EDRL 661** (3) Literacy Instruction: Individual and Small Group

* Note - EDRL (300) previously EDRL 642 and EDRL 643 are pre-requisite to EDRL 661.

Professional Education (9 Credits) (Required)

- CEP 705** (3) Advanced Human Growth and Development
- EDSP 611** (3) Students with Disabilities in General Education Settings
- EDUC 647** (3) Parental Involvement and Family Engagement P-12 (offered online and in person).

Professional Education (3 Credits) (Elective)

- EDRL 672** (3) Elementary Methods for English Language Learners (ELL)
May sub with CTL 620 (3) Socio-cultural Concerns in Education

** Note that students entering the program in 2020 will have a new ELAD requirement of 15 credits

***Portfolio I due at the end of the semester before Student Internship.

Internship Semester (9 Credits)

- CTL 699** (9) Supervised Internship in the Elementary School
Note – 12-14 week full time field experience – Does not count toward Master's Degree

Elementary Education Master's Core: (12 Credits) (Must be taken AFTER internship) Note

– Program of Study due to Graduate School 1 Semester before graduation semester.

- CTL 740** (3) Elementary School Curriculum or CTL 742 Models of Teaching (3)
- CTL 721** (3) Evaluation of Classroom Learning
- EDRS 700** (3) Introduction to Educational Research
- *****CTL 795** or **EDUC 797** (3) Comprehensive Exam (Project/Paper)

***You must meet with your advisor the semester before taking 795 to plan and have your project approved.

Master's First Time Licensure Semester / Credits Overview:

Credit Overview	Number of Credits	Semester Completion
Pre Student Teaching Licensure Courses:	33 credits (11 classes)	2-3 Semesters
Student Teaching / Internship – Licensure:	9 credits (1 Class)	1 Semester
<i>Earned Nevada State License</i>	42 credits (11 classes)	3- 4 Semesters
Post Student Internship / Master's Degree	12 Credits (4 classes)	1-2 Semesters
Total Degree (MED) with Licensure	54 Credits	6 semesters (2-3 years)

* *Prerequisite coursework must be completed prior to beginning program.*

Suggested Full-Time Course Sequence:

Course Number	Course Name	Credits
Semester 1 (18-Credits)		
EDES 300	Literacy Lower Grades	3
EDEL 633	Math Methods	3
EDEL 643	Science Methods	3
EDSP 611	Special Education	3
EDUC 647	Parental Involvement	3
EDRL 672	ESL Methods	3
Semester 2 (15-Credits)		
CEP 705	Advanced Human Development	3
EDRL 643	Literacy Upper Grades	3
EDRL 661	Literacy 3	3
EDEL 653	Social Studies Methods	3

Course Number	Course Name	Credits
EDSP 413	Practica Math / Science	3
	** Portfolio I due at the end of the semester upon completion of methods work before Student Internship	
Semester 3 (9-Credits)		
CTL 699	Supervised Internship	9
	Note – 12-14 week full time field experience Note - Credits DO NOT count toward Master Degree *Portfolio II during Student Internship Semester.	
Finishing Master's Degree (12 Credits)		
CTL 740	Elementary School Curriculum	
CTL 721	Evaluation of Classroom Learning	3
EDRS 700	Introduction to Educational Research	3
CTL 795	Comprehensive Exam (Project or Portfolio or Professional Paper)	3
	* 700 level course work encouraged to take after student internship * Note – Must take 795 in last semester while finishing project or portfolio. * Note – must have at least 15 credit hours of 700 level or above for graduation with M.Ed.	

ADVANCED PERFORMANCE ASSESSMENT GUIDELINES



The Master's Degree in Education (M.Ed.) 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.

By the end of the second semester 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 Elementary Education program. Graduate students should make contact with

his or her chair once a semester during the program. It is especially important to **meet** with your chair **BEFORE** the last semester to choose a topic for the project or guidelines for developing the portfolio.

Project Option:

The student should meet with his/ her advisor to determine a project to conduct a research project. These projects MUST be approved by the advisor prior to starting the project and collecting data. The goal of the project is to conduct action research examining practice within your classroom. Data collection may follow either qualitative or quantitative research designs. The final research product is typically a written paper that is between 25 – 30 pages in length and demonstrates abilities to review the literature, communicate methods, collect data, interpret data through analysis, and make conclusions based upon the data. The research will be shared in a Master's defense which will demonstrate proficiency in all of the 5 Professional Domains.

Portfolio Option:

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. The portfolio should include an overview 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.

Final Master's Defense:

Regardless of the option for a final project or portfolio, there must be an oral defense where the research or portfolio is presented to the Master's Degree Committee. This typically takes place within the last month of the final semester that the student intends to graduate. Please see the Important Dates on the UNR Graduate School website for deadlines of paperwork.

MASTER'S DEGREE PROGRAM APPLICATION FORM

Master's Degree in Elementary Education (MEd)

Name _____

R# (if available) _____

Address: _____

Home Phone: (____) _____

Work Phone: (____) _____

Cell Phone: (____) _____

Email: _____

M.Ed. Student is not licensed in Elementary Education and seeks licensure

I would like to work with the following faculty with their content area of interest:

David Crowther (Science) _____

William Toledo (Social Studies) _____

Teruni Lamberg (Math) _____

No Preference _____

Please complete this information below:

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 _____

Department Signature: _____ Date: _____

Department notes:

Elementary Education Prerequisite Worksheet

Name _____

- 1) List courses (number and title) you believe meet the requirements for prerequisite coursework*.
- 2) List the number of credits attained for each course. Indicate whether credits are semester (S) or quarter (Q) credits in parentheses behind the number of credits.
- 3) List the grade you earned for each course and the institution at which you completed the course.
- 4) List the year in which you took the course, writing IP ("in progress") in parentheses if you are currently completing the course.
- 5) Any courses older than 10 years need to be checked by the Elementary Program to determine if they are still relevant
- 6) Courses listed below must be a grade of C or better.

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

Math (6 credits) – (Math 120 or higher and /or Math 122, Math 123 or higher math courses) (**maximum 3cr in statistics**) Note: Math 122 and 123 are especially designed to cover the math content that is taught in the K8 grades. Therefore, these courses are highly recommended.

Science (6 credits – one course in 2 of the 3 categories below)

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

Earth (3 credits in geology, physical geography):

Physical (3 credits in physics or chemistry):

Social Science (6 credits) - history, political science, cultural geography, economics, or Western Traditions/Core Humanities (UNR)

*These prerequisite courses are necessary for meeting the Nevada Department of Education content course requirements for Elementary licensure.

GRADUATE STUDENT PROFESSIONAL BEHAVIORS AND DISPOSITIONS

(Complete and submit with application form)

University of Nevada, Reno

All professional educators are expected to adhere to a professional code of conduct. Any educator pursuing graduate studies serves as a model for others. The faculty of the College of Education & Human Development at the University of Nevada, Reno have adopted a set of professional behaviors or dispositions that are crucial for graduate level students. These dispositions apply to the university setting, courses, and field experiences. 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 program. The list of dispositions is not exhaustive. Depending on the situation, there could be behaviors that do not appear on the list, but which could be considered in an evaluation of readiness to continue in graduate study.

Reflective Practitioner

Professional Ethics.

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

Collaboration/Collegiality.

The candidate works effectively with colleagues and contributes to a professional collegial atmosphere.

Commitment to Education.

The candidate values the educational professions. He or she exhibits a positive attitude toward schools, teaching, students, and parents.

Emotional Maturity.

The candidate responds to frustration and stress professionally and appropriately.

Professional Demeanor & Responsibility.

The candidate demonstrates reliability by attending classes and other required experiences fully and completing work on time, communicating with relevant individuals when this is not possible.

Professional Feedback.

The candidate is receptive and responsive to professional feedback, incorporating suggestions

Self-Reflection.

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

Multiculturalism and Democracy

Reflective Practitioner

Student Focus.

The candidate recognizes and respects students as valued and unique individuals and believes that all students can learn.

Commitment to Diversity.

The candidate values diversity in relation to such human dimensions as race/ethnicity, national origin, native language, social class, gender and gender identity, sexual orientation, abilities, and political and religious beliefs.

Love of Learning & Strong Fund of Knowledge

Initiative and Problem Solving.

The candidate takes initiative in his or her own learning, seeks help, and solves problems.

Commitment to Learning.

The candidate is curious and interested in learning more about students and content area.

The candidate seeks out and takes advantage of opportunities for professional growth.

The candidate recognized and assumes increasing responsibility for directing and contributing to his/her own educational development.

The candidate recognizes, appreciates, and applies appropriate research findings to his/her current practice.

Research and Scholarship

Ethical Researcher.

The candidate understands and adheres to accepted practices regarding acknowledging and referencing other's ideas, writings, and data.

The candidate understands and adheres to requirements for the protection of human subjects as set forth through the Institutional Review Board.

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 & Human Development 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): _____

APPLICATION AND ASSESSMENT ESSAY

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, writing style and the level of proficiency demonstrated in the categories identified in the rubric. 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 education coursework, education experts, and textbook authors. Preference will be given to applicants with the highest overall qualification, including the quality of their thinking evident in the essay.

Reflective Essay Scoring Guide

Score	Not Evident (1)	Developing (2)	Acceptable (3)	Solid Foundation (4)	Highly Accomplished (5)
Beliefs about Teaching & Learning Score: _____ —	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 adequately discusses his/her beliefs about teaching and learning.	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.

Score	Not Evident (1)	Developing (2)	Acceptable (3)	Solid Foundation (4)	Highly Accomplished (5)
Strength of Content-Area Knowledge <hr/> Score: _____	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 adequately discusses content 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.
Attitudes & Beliefs Related to Student Diversity <hr/> Score: _____	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 adequately discusses beliefs and attitudes regarding student diversity.	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.
Author's Voice & Writing Style <hr/> Score: _____	The writing is flat, with no sense of the author's personal beliefs. No evidence of	The author makes an attempt to communicate ideas in a lively and interesting manner. The	The author adequately communicates his/her point of view. The author demonstrates	The author communicates ideas in an interesting and lively manner. The author uses language	The author takes a unique approach to communicating his/her beliefs. The author uses language in a

Score	Not Evident (1)	Developing (2)	Acceptable (3)	Solid Foundation (4)	Highly Accomplished (5)
—	the effective use of language; the text contains	author demonstrates basic command of language, but text	basic command of language, but text contains quite a	effectively. The text contains few	sophisticated manner. The text is polished and contains no
	numerous grammatical and/or spelling errors.	contains quite a few grammatical and/or spelling errors.	few grammatical and/or spelling errors.	grammatical and/or spelling errors.	grammatical or spelling errors.