

**PROFESSIONAL CERTIFICATE in
SECONDARY EDUCATION
TEACHER LICENSURE**

Secondary Education
College of Education
University of Nevada, Reno
Mailstop 280
WRB 3100
Reno, NV 89557

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**PROFESSIONAL CERTIFICATE in
SECONDARY EDUCATION
TEACHER LICENSURE**

The Professional Certificate in Secondary Education Teacher Licensure enables students who have completed an undergraduate degree in a field other than education to become licensed to teach in Nevada's secondary classroom

This program **DOES NOT** lead to a master's degree but does result in a graduate certificate. Before applying to the Professional Certificate Program, students should consult the Secondary Masters First-Time Licensure manual to determine which option is most appropriate.

Please look at <http://www.unr.edu/provost/curriculum-central/curricula-forms-and-guidelines/grad-certificates> for more information available at UNR about certificate programs.

Licensure at the secondary level in the State of Nevada requires a completed "State of Nevada Teaching Major." Course requirements for the secondary education teaching major are shown on the Nevada State Department of Education website: <http://teachers.nv.gov> Please compare the requirements for your chosen teaching subject with your transcripts of completed course work to determine if you need additional courses to meet the Nevada state standards. If you are lacking some credits or topics, these may be taken at any institution but must be completed prior to student teaching.

NCATE ACCREDITATION

Teacher education programs at the University of Nevada, Reno are accredited by the National Council for Accreditation of Teacher Education (NCATE), a highly prestigious accrediting agency recognized across the country. This facilitates obtaining licensure in multiple states upon program completion and initial licensure in Nevada.

CONCEPTUAL FRAMEWORK

Teacher education programs at the University of Nevada, Reno prepare teacher candidates to meet the challenges of present and future classrooms. The teacher education faculty members are committed to providing a teacher education program that enables you to:

- Develop a strong foundation of knowledge about teaching and learning,
- Display a love of learning,
- Value democracy and pluralism, and
- Engage in reflective practice about one's growth as a teacher.

DOMAINS OF PROFESSIONAL COMPETENCE

The teacher education program is intended to help the teacher candidate acquire the knowledge, skills, and dispositions required of a professional educator in the following Five Domains of Professional Competence:

- Domain 1: Professionalism
- Domain 2: Knowledge of Students
- Domain 3: Knowledge of Subject Matter and Planning for Instruction
- Domain 4: Delivery and Management of Instruction
- Domain 5: Assessment

APPLICATION PROCEDURES AND DATES

Applications for the Professional Certificate in Secondary Education are reviewed on an **on-going basis**, though admission may be for a future semester if space in the upcoming semester has been filled. It is recommended that the applicant apply by April 15 for fall admission and by October 15 for spring admission.

ADMISSIONS REQUIREMENTS

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

1. Complete an application to the Secondary Education Certificate. The application must include:
 - a. An application cover sheet (found at the end of this document.)
 - b. A signed disposition sheet (found at the end of this document.)
 - c. A reflective essay, three to five pages in length, which discusses your understanding of the purpose of public education and how the complex issues facing secondary educators, are going to affect you as a teacher.
 - d. A resume or curriculum vitae focusing on education-related experiences.
 - e. Two letters of recommendation from sources detailing your ability to work with students or verifying your professionalism.
 - f. Official transcripts for all institutions attended.
2. Meet pre-professional skills testing requirements in one of these ways:
 - a. Pass all three parts of the Praxis I Core Academic Skills test **or**
 - b. Pass all parts of the California Basic Education Skills Test (CBEST) **or**
 - c. Hold an undergraduate GPA of 2.5 or better and meet the following minimum scores on the Graduate Record Examination: (a) GRE Verbal: 420/148, b) GRE Quantitative: 460/142, and c) GRE Analytical: 430 (old version), GRE Analytical 3.5 or higher (new version)
 - d. **or** Hold a master's degree in any area from an accredited institution that requires the successful completion of a GRE as part of its admission process.
3. Show acceptable academic preparation by meeting the following GPA requirements:

Overall	2.50
Major	2.50
Minor	2.30 (if applicable)
4. Complete an application to the Graduate School. For more specific details on this process, refer to the [Grad School](#).

- a. Please note that you do not need to have Graduate Special status if you are already enrolled in a graduate level program at the university. Students who graduated from UNR with a bachelor's degree but have not returned for other course enrollment must submit the Grad Special application.
- b. For questions or concerns regarding the Graduate Special application, please email mynevada@unr.edu

Additional testing required upon completion of program

Students seeking licensure in Nevada must pass the PRAXIS II examinations to show competency in pedagogy and teaching subject content. It is recommend that these tests be taken in the last semester of course work or during the semester of the supervised internship. The specific tests required in your field are shown on the NV Dept of Education website: <http://teachers.nv.gov/Testing>

SUPERVISED INTERNSHIP (Student Teaching)

Upon completion of all required course work, students must complete a semester of full-time student teaching, which is transcribed by enrollment in a course for which tuition is paid. Students must apply for approval to enroll in the supervised internship. Applications must be submitted the semester prior to the intended semester of internship and are due on a date specified by the Office of Field Experiences (typically in October for spring semester internship, and in March for fall semester internship). Detailed instructions are shown on the College of Education website.

CRITERIA FOR APPROVAL OF INTERNSHIP APPLICATION

- A. Completion of all course work required in the licensure certificate program and all course work required to meet NV Dept of Education standards for the teaching major, as verified by the student's academic advisor.
- B. A grade of B or better in the teaching major methods course, and certificate program GPA of at least 2.50
- C. Passing scores on the Core Praxis I or CBEST or other evidence specified in the admission requirements.
- D. Completion of fingerprinting and background check. An arrest and conviction, depending on the severity of the case, may disqualify an applicant from obtaining a teaching license.
- E. Starting in Fall 2015, some districts in Nevada are requiring that the candidates for internship MUST also obtain a Nevada substitute license in order to intern. It is highly recommended that this process be started early in the program.
- F. Approval of the secondary education faculty indicating that the candidate is qualified in his/her professional judgment.
- G. Successful completion of Portfolio I. See your advisor and read the Secondary Performance Assessment Manual for further information regarding this portfolio.
- H. Completion of the licensure requirements in U.S. Constitution, Nevada Constitution, and Nevada School Law requirements (recommended, though may be completed later).

ADDITIONAL INFORMATION ABOUT INTERNSHIP

Students must teach in their chosen teaching major during the supervised internship. If a student also has a teaching minor, some hours of teaching in that minor subject may be requested, but are not required.

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

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

LICENSURE REQUIREMENTS

No degree is conferred at the completion of the licensure portion of this course of study After successfully completing the supervised internship, passing the appropriate Praxis II Examinations, and meeting all other pre-licensure certificate requirements stated in this manual, a notice of completion will be sent to the Teacher Licensure Office of the Nevada State Department of Education. **The student must then apply to the Teacher Licensure Office of the Nevada State Department of Education**, which will issue the appropriate teaching credential. See http://teachers.nv.gov/Apply_for_a_License for more information on this process.

Requirements to become a certificate completer eligible for licensure include:

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

COURSES REQUIRED FOR PROFESSIONAL CERTIFICATE

CTL 702	Critical Issues in Secondary Education (3) (available summer and fall terms)
CTL 620	Sociocultural Concerns in Ed (3) (available summer, fall, and spring)
EDSP 611	Students with Disabilities in the Regular Classroom (3) (available summer, fall and spring)
EDUC 647	Parent Involvement and Family Engagement (3) (available summer, wintermester, and spring)
CTL 650	General Secondary Teaching Methods (4) (available fall term only)
*EDSC 6xx	Methods course in major content area (3) (available fall term only)
Or	
*EDCT 665	Methods course for Career and Technical Education (3) (available fall term only)
CTL 699	Supervised Internship (9) (available fall and spring)

*The EDSC 6xx or EDCT 665 requirement is filled by taking one of the content methods courses as appropriate for the major from the following list:

EDSC 633	Teaching Secondary English
EDSC 643	Second Language Instruction in the Secondary School
EDSC 653	Teaching Secondary Mathematics
EDSC 663	Teaching Secondary School Science
EDSC 673	Teaching Secondary Social Studies
EDCT 665	Teaching in Career and Technical Education (Agric Ed, Business Ed, Industrial Ed, Trades & Industry)

Note: substitution of comparable courses may be approved by the faculty advisor depending on individual student's prior course work or course availability.

TEACHER EDUCATION CANDIDATE PROFESSIONAL BEHAVIORS AND DISPOSITIONS

College of Education University of Nevada, Reno

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

Reflective Practitioner
Professional Ethics The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.
Collaboration The candidate works effectively with professional colleagues and other adults.
Commitment to Teaching The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.
Emotional Maturity The candidate responds to frustration and stress appropriately.
Professional Demeanor & Responsibility The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships. The candidate is poised and professional in his or her demeanor. The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
Professional Feedback The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.
Self-Reflection The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.

Multicultural and Democracy
Student Focus The candidate recognizes and respects students as valued and unique individuals.
Commitment to Diversity The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.
Love of Learning & Strong Fund of Knowledge
Initiative The candidate is independent and goes beyond minimum expectations.
Problem Solving The candidate is an active and effective problem solver.
Commitment to Learning The candidate is curious and interested in learning more about students and content areas.
Emotional Maturity The candidate responds to frustration and stress appropriately.
Professional Demeanor & Responsibility The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments. The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships. The candidate is poised and professional in his or her demeanor. The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
Professional Feedback The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.
Self-Reflection The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.

I have read the dispositions and professional behaviors above and I understand they describe a set of expectations for candidates enrolled in teacher education programs in the College of Education at the University of Nevada, Reno. I further understand that as a teacher education candidate if I do not exhibit these behaviors based on the professional judgment of program faculty, I may be asked to leave the program.

Candidate Signature: _____ Date: _____

Candidate Name (Print): _____

PROFESSIONAL CERTIFICATE APPLICATION FORM

Secondary Education

Please complete this form and return it to:

Secondary Education Certificate

Secondary Program M/S 280 or

WRB 3100

University of Nevada, Reno

Reno NV 89557

Name: _____ NSHE # _____

Address: _____

Home Phone: (____) _____ Cell Phone: (____) _____

Email: _____

Teaching major (e.g., English, Science, Career & Technical Education, etc.): _____

Application will not be reviewed until all of the following have been received:

- ___ resume
- ___ Disposition Form (signed)
- ___ 3-5 page essay on goals
- ___ Core Praxis scores OR CBEST test scores OR GRE test scores OR Master's Degree's from institution that requires a GRE as part of the admission consideration
- ___ Complete official copies of transcripts from all institutions attended
- ___ Two letters of recommendation from sources verifying your professionalism or your ability to work with students

Applicant's Statement:

I understand that I must also apply for admission to the University of Nevada, Reno as a Graduate Special (this is NOT an application to the Graduate School), for which no financial aid is available, and that my status will be changed to Professional Certificate upon approval of this program application (at which time financial aid is available).

___ 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. Please attach a description of the crime and dates OR schedule a meeting with the Associate Dean to discuss this. (This may exclude you from teacher licensure and admission to the teacher education program.)

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: _____