

# Teacher Education Program Handbook

Great Basin College  
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Elko, Nevada 89801

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## I. Acknowledgement of Handbook

I, \_\_\_\_\_, acknowledge receipt of the Teacher Education Handbook, and I understand that I am responsible for reading the Teacher Education Program Handbook and familiarizing myself with its contents.

I understand and acknowledge that the Teacher Education Committee may deny admission to the Teacher Education Program to any candidate who, in the judgment of the committee, does not meet the professional and/or ethical standards of the Teacher Education Program. I understand and acknowledge that once admitted to the Teacher Education Program, the failure to maintain the professional and/or ethical standards of the program may result in dismissal from the program. See Section VII Maintaining Good Standing in this handbook. I also understand that the Teacher Education Committee may at any time request information from the Administrative Officer of Great Basin College to determine whether I have ever violated NSHE (Nevada System of Higher Education) Code.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

# I. Conceptual Framework

## Teacher Education Program at Great Basin College



### **Learner-Centered Teaching**

The student is the center of teaching.

#### **Understanding**

Knows content and content pedagogy  
Understands how children learn

#### **Performing**

Creates optimal learning environments  
Utilizes effective instructional strategies  
Respects and responds to diversity  
Communicates effectively  
Monitors student learning

#### **Reflecting**

Values life-long learning  
Believes in every child  
Dedicated to making a difference  
Reflects and revises his/her teaching practice  
Committed to teaching profession and community

## Conceptual Framework

The conceptual framework of the Elementary Teacher Education Program at Great Basin College (GBC) was based on the model developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) Task Force. This group of representatives of the teaching profession and personnel from 17 state education agencies developed standards compatible with the advanced certification standards of the new National Board for Professional Teaching Standards. The standards include knowledge, disposition, and performance statements representing a deep level of understanding and performance. ([http://www.ccsso.org/Projects/interstate\\_new\\_teacher\\_assessment\\_and\\_support\\_consortium/index.cfm](http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/index.cfm))

The INTASC Task Force wrote in their Preamble to the core standards (p. 13):

“We hold these truths to be self-evident: that all children have the potential to learn rigorous content and achieve high standards and that a well educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy.

We believe that our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence –an environment that nurtures their unique talents and creativity; understands, respects, and incorporates the diversity of their experiences into the learning process; and cultivates their personal commitment to enduring habits of life-long learning.

We believe that states must strive to ensure excellence in teaching for all children by establishing professional licensing standards and learning opportunities which enable all teachers to develop and use professional knowledge, skills, and dispositions on behalf of students.

We believe that these standards and opportunities should enable teachers to support the intellectual, social, emotional, moral, and physical development of students, respond with flexibility and professional judgment to their different needs; and actively engage them in their own learning so that they can use and generate knowledge in effective and powerful ways.

We believe that teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, the community, and curriculum to create a bridge between learning goals and learners lives.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.

We believe that teachers’ professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession’s knowledge base. States and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunity for teacher learning.”

The Teacher Education Program at Great Basin College was created in 1999 by taking the original core INTASC standards embedded in the above framework of beliefs to conform its *matrix of learning outcomes*. In other words, the collection of the majority of the INTASC disposition, knowledge, and performance standards grouped under ten principles constitutes the core of its conceptual framework (See the following pages for GBC's version of the INTASC Principles and Standards). The aforementioned *learning outcomes matrix* made up of the majority of the INTASC knowledge, disposition, and performance standards is comprised of three large interacting domains: the *Understanding, Performing, and Reflection*. *Understanding and Performing* are conceptualized in a lower plane of consciousness or awareness; *Reflecting* is conceptualized at a higher level of consciousness that allows the analysis of the latter domains. That is, it involves being able to transcend the latter domains so as to act on them and create new sets of understandings and behaviors, that can again be subject to reflection, thus keeping the cycle of improvement alive.

The above three domain scheme is very similar to the *Believing, Behaving, and Becoming* model advocated by the Ball State University group (Evaluation of Student Teachers *Guidebook*, 2000). It is believed that the latter model does not sufficiently emphasize that *becoming* a teacher is a never ending task that continually requires the action of reflection on current *implicit and explicit* beliefs so as to modify one's *conscious* and *unconscious* behaviors. It is assumed that most human knowledge and behaviors are unconscious. For example, normal walking for most humans is an action that does not require conscious awareness of every single step to be performed. The continuous use of verbal expressions during conversations or presentations such as, "You know!" are also examples of behavior that sometimes we are not aware we engage in. Discriminatory behavior of females or members of certain social groups is another example of unconscious behavior. These unconscious behaviors, as well as conscious behaviors, need to be addressed and refined while developing the knowledge, disposition, and performance of becoming a teacher. Because of the importance of being aware of implicit and explicit performance, videotaping, observation and self-reflection is vital to this development.

In addition in the above scheme, *understanding* is conceptualized as being both a *process* and a product. As Piaget (1979, p. 17) succinctly put it, "To know is to transform objects, or rather it is to transform groups of objects." For example, the very young learner (kindergartener and first-grader) that needs to learn that all her known words (the group of words that make up her vocabulary) have a different function, that is, that all her known words can be subdivided into different subgroups, has to transform internally (in her mind) all the uncategorized known words she uses into adjectives, adverbs, nouns, etc. In other words the learner has to create in her mind these new subgroups out of a single group, by endowing all her known words with some attributes or characteristics that will make them members of the aforementioned classes of words. It is in this sense that it is said that the learner transforms a group of objects (all her known words) when she slowly begins to create in her mind the abstract notions of adjective, adverb, noun, that allow her to categorize previously uncategorized words as adjectives, adverbs, nouns, etc. It is in this sense that Piaget claims that all knowledge is both a process (which he called a scheme) and a product (which he called a schema), and even though for

purposes of analysis they can be discussed separately they are born together, none before the other. The understanding of adjective, adverb, noun, etc, is the process by the learner of endowing words with certain attributes that allow the creation with-in (note how this word already embodies the notion of process-product) the mind of the learner of the categories (product) adjectives, adverbs, nouns, etc., thus transforming the group of previously uncategorized words. Process has been emphasized to convey the learning-view that knowledge cannot be given to the learner, it must be created or constructed by her, although external processes (teacher instruction) can trigger and modulate this internal process. With this understanding, the GBC's Teacher Education Program is based upon the teacher candidate constructing his/her own understandings which then affects his/her performance. It is our goal to allow for experiences and opportunities for understandings to be created. Then through examining the teacher candidate's performance through reflection, both guided through mentoring and self-reflection, the teacher candidate will be able to refine their performance to closer match the desired outcomes. With this process ongoing, it is believed that the teacher candidates' performance will continually develop into deeper levels of understanding about students, the profession, the content they teach, and how their performance affects all of the above.

This view of learning is consistent with the notion that education students should be placed in the school environment as soon and as much as possible to engage in the process of creating pedagogical knowledge. In other words the Field Experience is a key component of the Great Basin College Teacher Education Program. The Field Experience consists of four unique levels to allow for maximum opportunity of individual growth in the development of becoming a teacher; thus, creating a scaffold instruction. The practicing teacher and education faculty encourages the teacher candidates by providing temporary and adjustable support as they develop new skills, strategies, and knowledge. At each level, different experiences and amounts of support are provided for each student. Vygotsky (1978) describes learning as occurring in the zone of proximal development or "the distance between the actual developmental level as described by independent problem solving and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers" (p. 86). Important to promoting development within the teacher candidates' zone of proximal development is the programs ability to relinquish the control of teaching to the teacher candidates. Providing four levels allows for the varying levels of guidance, feedback, and support for the student to gradually work towards independent teaching. It will also allow for the cycle of reflection for continuous growth as a teacher after graduation.

Field experience placements are made to optimize a variety of grades, diversity among students, and prior experiences. Each teacher candidate will be placed in different schools at different grade levels. This will allow for the teacher candidate to become familiar with different cultures of schools and be exposed to diversity among students and teachers.

Throughout the four levels of field experience, teacher candidates create goals based upon the INTASC standards and a plan of how they will achieve the goals. They relate what they see in the classroom to what the INTASC standards imply.

Given the above four different levels of field experience we use an evaluation model that allows us and our teacher candidates to measure their progress along a continuum of INTASC knowledge, disposition, and performance standards.

## II. Teacher Education Program

**The current Teacher Education Program handbook should be followed. It is the student's responsibility to obtain the current handbook.**

### **Mission Statement**

The mission of the Teacher Education Program of Great Basin College is to provide a distinctive early childhood, elementary, secondary and special education program for rural Nevada.

The Teacher Education Program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with the six rural school districts in the region to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and
- We utilize technology for distance education and delivering education courses in rural areas.

The graduates of the program will consistently display effective skills in accordance with the INTASC Principles. These include interpersonal communication, critical thinking, teaching content knowledge in many disciplines, promoting professionalism within the community, and utilizing reflective thinking and a learning-centered approach in diverse classrooms. These skills will be measured through assignments, observation rubrics, and electronic portfolios. The graduates of the early childhood program will consistently display effective skills in accordance with the Nevada Core Knowledge Areas and Core Competencies for Early Care and Education Professional.

### **Advising**

**It is highly recommended that students interested in pursuing a degree in education seek advisement early in their academic program to ensure efficient advancement through their program. The courses of studies in the Teacher Education Program involve the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with advisers on a regular basis. It is the student's responsibility to adhere to degree requirements, timelines, and Great Basin College policies and procedures.**

### **Degrees Offered**

#### **Bachelor of Arts in Elementary Education**

Endorsements in Elementary Education

- Special Education (K-12 Generalist)
- TESL (Teachers of English as a Second Language- K-8)
- Early Childhood

Emphases in Elementary Education

- English
- Math
- Science
- Social Science

## **Bachelor of Arts in Secondary Education**

### Endorsements in Secondary Education

- Biological Sciences
- Business Education
- English
- Mathematics
- Social Studies
- Special Education (K-12 Generalist)
- TESL (Teachers of English as a Second Language-7-12)

## **Program Accreditation**

The Teacher Education Program of Great Basin College is accredited by the Northwest Commission on Colleges and Universities. The program has also been approved by the Nevada State Board of Education.

## **Teacher Education Committee (TEC)**

The Teacher Education Committee governs the Teacher Education Programs at Great Basin College. The committee includes administrators, faculty from different disciplines, local educators, and the education faculty. Membership changes each year. Please see the Education Department webpage for a list of the current members.

### **III. Teacher Education Program Description**

The Great Basin College Teacher Education Program is a distinctive program designed to serve the unique needs of rural Nevada, recognizing that what teachers believe, know, and do is the most important influence on what students learn. The program will focus on developing competent and caring teachers.

The Program was designed through a collaborative effort among all academic disciplines at Great Basin College, prospective pre-service teachers, and representatives from the county school districts in the GBC service region: Elko, Eureka, Humboldt, Lander, Nye and White Pine counties. The emphasis is identifying the knowledge, attitudes, and skills necessary for elementary teachers to recognize and develop the potential of all children to be competent, contributing citizens.

The baccalaureate program at Great Basin College provides a value-added education for our students. We value student-centered learning, diversity in our schools and community, and the contributions of individuals. The Teacher Education Program reflects these values. The core curriculum, the admissions criteria, and the curriculum are based on these values as well.

- The GBC core curriculum consists of a variety of courses that provide the content foundation for upper division course work.
- Students enroll in 3 to 6 credits (see program requirements) of Field Experience throughout the program. Students are assisted with their portfolios, guided through the admissions process into the Teacher Education Program, introduced to diversity/multi-cultural topics, and provided field experiences to help them understand children and their development and learning processes.
- Students have the opportunity to begin taking classes valid for the Teacher Education Program at any point in their education. The Program is designed to value the associate degree and allow two-year graduates to enter the Teacher Education Program as juniors. Students are required to pass the PPST before admission to the Teacher Education Program.
- All Elementary Education Program students admitted to the Teacher Education Program are required to complete an emphasis/endorsement area in one of the following: early childhood, science, math, English, social studies, special education (K-12 Generalist), or TESL (Teachers of English as a Second Language-K-8).
- All Secondary Education Program students admitted to the Teacher Education Program are required to choose one of the following content areas: biological science, business education, English, math, social sciences, or agriculture.
- Methods courses are content specific. During semesters when students are enrolled in methods courses, a separate co-requisite course is taken for field experiences.
- The Teacher Education Program is integrated with the area school districts to provide site-based educational experiences. Public school teachers are central to the program. These teachers serve on advisory committees, supervise students in field experiences and student internships, and teach those classes for which they hold qualifications.

- The Teacher Education Program is designed to combine theory with practice and application with the goal of creating reflective practitioners. Through working portfolios, students establish documentation of their professional development. Students understand and use formal and informal assessment strategies to evaluate learning and modify plans and instructional approaches accordingly.

To meet the challenge of preparing teachers for the schools of our country in the 21<sup>st</sup> century, the Teacher Education Program at Great Basin College is designed to prepare graduates who are **effective** and **reflective** teachers. A thorough understanding of content coupled with developmentally appropriate methodologies, educational applications of technology, and assessment are essential ingredients of the pre-service program. It is equally essential that prospective teachers develop the ability to reflect on their learning and teaching.

## **IV. Teacher Education Program Student Learning Outcomes**

### **INTASC Principles**

#### **Principle 1: Content and Content Pedagogy**

The teacher understands the central concepts, tools of inquiry, and structures of the subject(s) s/he teaches and creates learning experiences that make these aspects of subject matter meaningful for learners.

#### **Principle 2: Human Development and Learning**

The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, emotional, moral, and physical development.

#### **Principle 3: Diverse Learning**

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#### **Principle 4: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners' development of critical thinking, problem solving, and performance skills.

#### **Principle 5: Learning Environment**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### **Principle 6: Effective Communication**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### **Principle 7: Instructional Planning**

The teacher plans instruction based upon knowledge of subject matter, learners, the community, and the curriculum goals.

#### **Principle 8: Assessing Learning-Teaching**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

#### **Principle 9: Reflective Practice**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (learners, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

#### **Principle 10: Partnerships**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support children's learning and well-being.

## **V. Teacher Education Program Assessment of Outcomes**

The INTASC performance standards will be assessed through field experience evaluations, portfolios, reflections, videotaping, and observations. Refer to the Field Experience Handbook for the field experience evaluation rubric and to the Student Teaching Internship Handbook for the student teaching evaluation rubric. The portfolio assessment is located in the Student Teaching Internship Handbook.

## VI. Admission Process

Students are required to formally apply for admission to the Teacher Education Program. Applications are accepted each semester for the following semester. The deadlines for submitting applications are March 1 and October 1. First year students may enroll in methods courses after the specified prerequisites have been met. As a second semester sophomore, a student will typically apply for admission into the Teacher Education Program.

The Teacher Education Committee will admit a limited number of students to the Teacher Education Program each semester. Admission is on a competitive basis. When there are more qualified applicants than there are available spaces in the program, preference will be given to those with the highest qualifications. Meeting minimum application criteria does not guarantee admission to the program. Those students who meet or exceed the minimum criteria but are not admitted may re-apply in future semesters. Post- baccalaureate students in secondary education must also pass the Praxis II content area test in which they intend to teach prior to submitting an application. See Section XII Teacher Licensure Requirements.

The following are the minimum requirements for admission to the Teacher Education Program:

1. **A completed application** form and supporting documents submitted before the application deadline. The following **must** be included with the application:
  - a. Résumé
  - b. Three letters of recommendation – Individuals writing letters of recommendation should discuss the applicant's suitability for teaching and indicate what professional position the writer currently holds and his or her relationship to and/or knowledge of the person being recommended.
  - c. Paper on your philosophy of education
2. **Acknowledgement of Handbook** form must be signed.
3. **Background/Legal and Ethical Standards Acknowledgement** form must be signed and submitted with the application form.
4. **Official transcript(s)** of all college or university course work demonstrating completion of at least 40 hours of university parallel transfer courses or an associate or baccalaureate degree from an accredited college or university with a grade point average of 2.75 or better (based on the most recent 40 credits completed), and a grade of C- or better in any education program requirement courses. Technology and Education courses must have been completed within the last eight (8) years.
5. The following **courses** must be completed with a grade of C- or better prior to admission: ENG 100 or 101, ENG 102, MATH 120 and EDU 250.

- 6. Passing scores on all sections of the PPST test and/or Praxis II Content Area Test.** GBC must receive documentation of the passing scores on all three sections of the PPST prior to the application due date. The following are the current passing scores set by the Nevada Department of Education:

Reading:	174
Writing:	172
Math:	172

If the student is a secondary post-baccalaureate student, the content specific area test must be passed prior to applying to program. See Section XII Teacher Licensure Requirements for Praxis II.

- 7. Fingerprints and criminal background check** at the state and federal level are required by school districts prior to field experiences or student teaching in K-12 schools. The student must obtain a fingerprint packet from the Great Basin College Education Department and return fingerprints, appropriate paperwork and a processing fee to Great Basin College Education Department. A substitute teaching license may be used in place of the fingerprint/background check. It must be valid, not have a fingerprint/background provision and have been issued within the previous 12 months. There is a processing fee associated with the background check.
- 8. Interview:** The Teacher Education Committee will interview students who have met the minimum qualifications.
- 9. Writing Sample:** At the time of the interview, students will complete a writing sample. The applicant will be given a prompt and have 30 minutes to write.
- 10. No evidence of unethical or unprofessional behavior including academic dishonesty. Policy of Academic Integrity:** GBC subscribes to the traditional policy of academic integrity: students are expected to be honest. Students are expected to do their own work. Students who plagiarize or commit academic dishonesty are violating the standards of academic integrity and are subject to consequences ranging from failing the assignment or course to dismissal from the institution.
- 11. A review of conduct** will be completed with the administrative officer.

## **Policy of Academic Integrity**

GBC subscribes to the traditional policy of academic integrity; students are expected to be honest. Students are expected to do their own work. Students who plagiarize or commit academic dishonesty are violating the standards of academic integrity and are subject to consequences ranging from failing the assignment or course, to dismissal from the institution.

Plagiarism is presenting someone else's words, ideas or data as one's own. When a student submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references; and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the students will acknowledge the source whenever:

- Another person's actual words are quoted,
- Another person's idea, opinion or theory is used, even if it is completely paraphrased in the student's own words, or
- Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.

## VII. Admission Status

After each of the two application deadlines, the Teacher Education Committee (TEC) will review all applications and schedule interviews for qualified applicants. Selection will be by a point system as agreed to by the TEC. **The TEC may in its discretion reserve the right not to consider incomplete applications. The TEC has the right to deny entrance to any candidate who, in the judgment of the committee, does not meet the professional and/or ethical standards of the program. The admission and retention of students in the Teacher Education Program are subject to the professional judgment of the TEC.** After selections have been made, all applicants will be notified in writing of their admission status. The TEC may grant full admission, grant provisional admission, place an application on hold, or deny admission.

**Full Admission:** Students who have met all requirements prior to the application deadline and have been judged by the TEC as the most qualified applicants for the current openings in the Teacher Education Program may be granted full admission.

**Provisional Admission:** This occurs when one small item is missing from the student's application. For example, the Nevada Highway Patrol fingerprint check has arrived, but we have not yet heard from the FBI. Status automatically changes to Full Admission when the Admissions & Records Office receives the final item. Students may take methods courses.

**Hold:** If all portions of the application are complete except for one item, a student's application *may* be processed and the student may be called for an interview. The application will then be placed on "hold" until the final component is completed. This might happen, for example, if a student already has a bachelor's degree but is currently enrolled in EDU 250. The TEC might decide to wait until the passing grade in EDU 250 is posted and then make the final decision on the application. Applications to the Teacher Education Program will not be accepted until a student has passed all three sections of the PPST and the Admissions & Records Office has received documentation of the passing PPST scores.

*Placing a student's application on hold, rather than requesting that the student re-apply the next semester, is only done in special circumstances. Typically students are expected to wait to apply until they have all components of the application process completed.*

**Admission Denial:** Students not admitted to the Teacher Education Program may reapply in a future semester.

The student should also be aware that almost all of the course work in the Teacher Education Program may be taken prior to admission. The only courses that require admission to the Program are the methods courses and the Student Teaching Internship. Whether admitted to the Program or not, students should continue to meet regularly with an advisor so they can continue to make progress in their course work.

After admission to the Teacher Education Program, the student continues to receive guidance and support. In upper division courses and field experiences, students will have the opportunity to enhance his/her professional portfolios and receive ongoing evaluations of their progress.

## VIII. Maintaining Ethical and Professional Standards of Behavior

Students who have been admitted to the Teacher Education Program will maintain their status as students in good standing if they achieve the following:

1. Maintain a 2.5 cumulative minimum GPA at Great Basin College.
2. The student must have a 2.5 GPA to graduate from GBC.
3. Receive no lower than a C- in all baccalaureate, program, and emphasis/endorsement requirements.
4. Receive no lower than a B- in all upper division education courses.
5. Maintain requirements for being a student in good standing at Great Basin College. This is outlined in the NSHE Board of Regents Code Title 2, Chapter 6. A student in the Teacher Education Program will be dismissed from the Program if his or her conduct creates the following sanctions: probation, suspension or expulsion. A student in the Teacher Education Program may be dismissed if his or her conduct creates a reprimand.
6. Maintain a substitute license during the student teaching internship.
7. Maintain an ethical and professional standard of behavior. Students may be placed on probation or removed from the Teacher Education Program if they fail to maintain good standing. A student on probation will not be approved for a student teaching internship, nor will the student be able to graduate until all grades are to the required level.

If the Education Department Faculty determines a student's performance in scholarship, communication, or disposition is lacking, the Faculty will arrange a meeting with the student. At this time, the concerns will be addressed and criteria for improvement will be outlined. The student will receive a copy of the written performance concern. The original will be placed in an envelope and sealed. The envelope will be placed in the student's advisement folder. It will not be opened unless it is determined that the student is not performing or meeting the criteria for improvement. If the student does not meet the criteria for improvement, the student may be removed from the program. The Teacher Education Committee will make that determination. See Appendix C for the Student Notification of Performance Concerns.

In the case of a lapse of professional or ethical behavior, or if a student has engaged in prohibited activities as outlined in Chapter 6, Section 6.2 of NSHE Code (see GBC Catalog for details), his/her situation will be reviewed by the Teacher Education Committee and the student may be either placed on probation or **dismissed** from the program. Only students in good standing may apply for student teaching.

## **IX. Appeal Process**

1. A student will be notified in writing by the Teacher Education Committee (TEC) of change of status. A student may appeal decisions of the TEC. The student will have fifteen working days from the date of the written notification to file an appeal.
2. The chairperson of the TEC will preside at meetings to consider an appeal. The chairperson has the right to vote. A majority of the members of the TEC will constitute a quorum.
3. The student will be notified of the meeting and will present his/her own appeal, and the student may be assisted by another person.
4. Other faculty or staff who are not members of the TEC may be asked to be present to provide relevant information.
5. After the student has made his or her presentation, TEC members may ask questions for clarification.
6. The TEC members will vote in a closed session after the student and others not on the committee leave the meeting. A simple majority is sufficient for a decision.

Following the appeal, the student will be advised in writing within ten working days of the decision.  
**This decision is final.**

## X. Field Experience Placements

All students must complete field experiences in conjunction with education courses. The following guidelines are followed when placements are assigned:

1. Placements will be made to optimize a variety of grades, diversity among students, and prior experiences of Great Basin College student education candidates.
2. Placements will be decided by Great Basin College Education Department.
3. Great Basin College students will not be placed where their children go to school or where a relative is employed.
4. Distance of commute to field experience school will play a role in the decision.

## XI. Student Teaching Internship

Students admitted to the Teacher Education Program (TEC) must also apply for the Student Teaching Internship the semester before they plan to student teach. **The Student Teaching application deadlines are September 15 for spring semester student teaching and February 15 for fall semester student teaching.** The TEC reserves the right to decline applications received after these deadlines. \*A substitute license is required to student teach. The student must be registered for the appropriate Praxis II Tests before the student teaching experience begins. Refer to the Student Teaching Internship Handbook for requirements and application process. The student teaching dates follow the school districts' calendars. The students are required to take the capstone seminar while student teaching.

*\*The student will submit a copy of his or her substitute license when applying to student teach.*

## XII. Teacher Licensure Requirements

All Teacher Education Program students must meet the Nevada Department of Education requirements in order to be licensed. The student must successfully complete the following, either by taking the indicated course or the appropriate state exams:

US Constitution\*

Nevada Constitution\*

Nevada School Law\*\*

Praxis I (PPST)

Appropriate Praxis II Examinations (see next page)

\*HIST 101 and HIST 102 or PSC 101 will fulfill the US Constitution and Nevada Constitution testing requirement.

\*PSC 100 (1 credit) will fulfill the Nevada Constitution requirement.

\*HIST 217 (3 credits) will fulfill the Nevada Constitution requirement.

\*\*EDU 120 or EDU 210 will fulfill the Nevada School Law testing requirement.

## PRAXIS II Tests required for licensure

### Required for application to the education program (Elementary and Secondary)

PRAXIS I: Paraprofessional Skills Tests (PPST)	Tests and Codes	Passing Score
PPST Reading	(0710) <b>OR</b> computerized (5710)	174
PPST Writing	(0720) <b>OR</b> computerized (5720)	172
PPST Mathematics	(0730) <b>OR</b> computerized (05730)	172

### Required for completion of program (not graduation)

License/ Endorsement	PRAXIS II Tests and Codes	Passing Score
Elementary (K-8)	Elementary Education: Curriculum, Instruction and Assessment (0011 paper) (5011 computer)	158 *
	Elementary Education: Content Area Exercises (0012)	135 *
Generalist, Resource Room	Special Education: Core Knowledge and applications (0354)	See advisor
Middle School English	Middle School English Language Arts (0049)	158
Middle School Mathematics	Middle School Mathematics (0069)	139
Middle School Science	Middle School Science (0439)	143
Middle School Soc Studies	Middle School Social Studies (0089)	148
Secondary: Biological Science	Biology: Content Knowledge, Part 1 (0235); <b>and</b> Principles of Learning and Teaching: Grades 7-12 (0524)	145*+
		161*
Secondary: Mathematics	Mathematics: Content Knowledge (0061)	133*+
	Principles of Learning and Teaching: Grades 7-12 (0524)	161*
Secondary: Social Studies	Social Studies: Content Knowledge (0081)	152 *+
	Principles of Learning and Teaching: Grades 7-12 (0524)	161*
Secondary: English	English: Language, Literature and Composition: Content Knowledge (0041)	150*+
	Principles of Learning and Teaching: Grades 7-12 (0524)	161*
Secondary: Business Education	Business Education: Content Knowledge (0101)	560*+
	Principles of Learning and Teaching: Grades 7-12 (0524)	161*
Early Childhood Education	Education of Young Children (0021)	160
	Early Childhood: Content Knowledge (0022)	158

\* Student is required to be REGISTERED to take the test before student teaching.

+ If post-bac, student is required to take the test before applying to the Program.



**TED LAIBLY**  
**STUDENT TEACHING INTERNSHIP**  
**SCHOLARSHIP APPLICATION**

Student Financial Services    1500 College Parkway    Elko, NV 89801  
 775.753.2399    (Fax) 775.753.2390    Email: [gbcfinancial@gbcnv.edu](mailto:gbcfinancial@gbcnv.edu)

- Priority deadline for submitting this scholarship application is FEBRUARY 25<sup>th</sup> for fall semester and OCTOBER 25<sup>th</sup> for spring semester.

**Applicant Data**

Name \_\_\_\_\_ Soc Sec #: \_\_\_\_\_  
 Address \_\_\_\_\_ Telephone#: \_\_\_\_\_  
 City/St/Zip \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Email address \_\_\_\_\_@\_\_\_\_\_

**Checklist:**

- GBC Admission Application
- Submitted the Free Application for Federal Student Aid (FAFSA) [www.fafsa.ed.gov](http://www.fafsa.ed.gov)  
 (If applying for need based scholarships)
- Personal Statement [**Typewritten statement preferred**]  
**Please don't include your name, spouse, or children's name in your statement.**
- Transcripts: All transcripts must be official or a copy of an official transcript
  - Provide a high school transcript if enrolling directly from high school
  - Provide a GBC official transcript, if you have completed a semester at GBC
  - If you have not completed a semester at GBC, but you have attended college elsewhere, provide a transcript from that institution **\*\*\*Online academic transcripts are not acceptable.**
- Educational degree objective (must match with the GBC Admission and Records Office)
- Signed and dated Authorization to Disclose Educational Records
- Signed and dated Certification

**This application becomes complete and valid only when you have submitted all of the documentation above.**

**\*\*\*ITEMS LEFT BLANK OR UNANSWERED MAY CONSTITUTE AN INCOMPLETE APPLICATION\*\***



**Student Financial Services    1500 College Parkway    Elko, NV 89801**  
**775.753.2399    FAX 775.753.2399    Email: [gbcfinaid@gbcnv.edu](mailto:gbcfinaid@gbcnv.edu)**

**AUTHORIZATION TO DISCLOSE EDUCATIONAL RECORDS  
And  
CERTIFICATION**

I, \_\_\_\_\_, hereby authorize Great Basin College to release my education records, including directory and non-directory information and records pertaining to my application for financial aid, to Great Basin College Foundation until I withdraw this authorization.

The released education records will be used for the purposes of evaluating my eligibility to receive scholarships, correspondence with scholarships donors, and press releases relating to scholarships recipients. I expressly authorize Great Basin College Foundation to disclose my education records for these purposes.

I understand that by signing this authorization, I am waiving my rights of nondisclosure of these records under federal law only as to the person or persons specifically listed. This release does not permit the disclosure of these records to any other persons or entities without my written consent.

Additionally, I give Great Basin College and Great Basin College Foundation permission to use my photography/video for the purpose of publicity associated with scholarships awarded. This release is intended to discharge any and all claims and demands arising out of or in connection with the use of photography/video in which my image appears, including any and all claims for libel or invasion of privacy. I hereby grant Great Basin College and Great Basin College Foundation the ownership and full use of any photographs/videos that are taken.

I certify that all information I have provided on the GBC Scholarship application is true and complete to the best of my knowledge. I acknowledge that if I am selected to receive a scholarship, it is my responsibility to understand the requirements of the specific scholarship.

Date \_\_\_\_\_

Print Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Student's Soc. Sec. #: \_\_\_\_\_



Student Financial Services 1500 College Parkway Elko, NV 89801  
775.753.2399 Fax: 775.753.239 Email: [gbcfinaid@gbcnv.edu](mailto:gbcfinaid@gbcnv.edu)

**Optional Response/Ethnicity:**  Asian or Pacific Islander  Hispanic  Black  
 White  American Indian or Alaskan Native

**Gender:** \_\_\_\_\_ **Male** \_\_\_\_\_ **Female**

**High School Data**

Official School Name \_\_\_\_\_ Graduation Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Name of County and state where you graduated from high school \_\_\_\_\_  
GED (date obtained) \_\_\_\_\_

**Residency**

Are you are resident of Nevada? YES NO (*please circle one*)  
Are you a U.S. citizen? YES NO (*please circle one*)  
Residential Preference:  On Campus  Off Campus (*please select one*)

**Enrollment**

Number of credits you plan to enroll for:  
Fall 201\_\_  1-5 credits  6-11 credits  12 or more (*please check one*)  
Spring 201\_\_  1-5 credits  6-11 credits  12 or more (*please check one*)

**What campus will you be attending?**  
Circle one: **Battle Mt.** **Elko** **Ely** **Pahrump** **Winnemucca**

**College Data**

Credits completed at Great Basin College: \_\_\_\_\_  
Total college credits completed: \_\_\_\_\_ did you graduate? \_\_\_\_ YES \_\_\_\_ NO  
Degree/Certificate earned \_\_\_\_\_

**Education Objective**

What is your declared major with GBC Admission and Records Office?  
\_\_\_\_\_



App# \_\_\_\_\_

Student Financial Services    1500 College Parkway    Elko, NV 89801  
775.753.2399    FAX 775.753.2399    Email: [gbcfinaid@gbcnv.edu](mailto:gbcfinaid@gbcnv.edu)

Circle your education degree objective:

**BACHELOR OF ARTS**

Major Codes

Elementary Education

BA-EE

Post Baccalaureate

CT-EE

**Secondary Education**

Agriculture

BA-SEA

Automotive Service Technology

BA-SED

Biological Science

BA-SEB

Business Education

BA-SEU

Electronic Technology

BA-SEE

English

BA-SEN

Industrial Arts

BA-SEI

Welding/Manufacturing Technology

BA-SEW

Mathematics

BA-SEM

Social Science

BA-SES

Post Baccalaureate

CT-SE



Student Financial Services 1500 College Parkway Elko, NV 89801  
775.753.2399 FAX 775.753.2390 Email: [gbcfinaid@gbcnv.edu](mailto:gbcfinaid@gbcnv.edu)

## Great Basin College

### Scholarship Application Laibly Student Teacher Assistance

In addition to the standard scholarship application available from Student Financial Services, the following information must be provided to be considered for this award.

How much income will your household be generating on a monthly basis during your semester of student teaching? \$\_\_\_\_\_

Please describe the financial hardships that the semester of student teaching will create in your life. Include any sources of income or benefits that you will be giving up to meet the requirements of student teaching, as well as any additional expenses you will incur.

#### Office Use Only

Name of Scholarship\_\_\_\_\_

Amount of Scholarship\_\_\_\_\_

Date Awarded\_\_\_\_\_

### **XIII. Post-Baccalaureate Teacher Certification in Elementary Education**

The post-baccalaureate teacher certification program at Great Basin College enables students who have completed an undergraduate degree in a field other than elementary education to become eligible for licensure to teach in Nevada.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. It is imperative that students seek advising from education department personnel.

#### **Application**

To apply to the education program at Great Basin College as a post-baccalaureate, students must do the following:

- Complete an application by  
October 1<sup>st</sup> for admission in the spring semester  
March 1<sup>st</sup> for admission in the fall semester

In addition to the application, applicants must

Submit copies of passing scores on the PPST or CBEST

OR

Hold a master's degree or higher from a regionally accredited college or university

OR

Have taken the Graduate Record Examinations (GRE) and received the following minimum scores:

- a) GRE Verbal: 420,
  - b) GRE Quantitative: 460
  - c) GRE Analytical: 430 or 3.5 GPA; **and**
  - d) completed the undergraduate degree with a GPA of not less than 3.0 GPA.
- Complete fingerprinting and background checks
  - Provide official transcripts to  
Admissions & Records Office  
Great Basin College  
1500 College Parkway  
Elko, NV 89801

## **Required Education Coursework**

The following education courses must be completed with not less than a B-.

EDEL 311 Elementary Methods Practicum I	1
EDEL 313 Elementary Methods Practicum II	1
EDEL 315 Elementary Methods Practicum III	4-6
EDU 250 Foundations of Education	3
EDU 214 Preparing Teachers to Use Technology	3
EDUC 323 Teaching and Learning Education	3
EDUC 406 Curriculum and Assessment Education	3
EDSP 301 Education of the Exceptional Child	3
EDEL 433 Teaching Elementary School Mathematics	3
EDEL 443 Teaching Elementary School Science	3
EDEL 453 Teaching Elementary School Social Studies	3
EDRL 437 Teaching Reading	3
EDRL 442 Literacy Instruction I	3
EDRL 443 Literacy Instruction II	3
EDEL 483 Elementary Supervised Teaching Internship	14
EDEL 491 Elementary Education Capstone Seminar	3
<b>Total</b>	<b>56-58</b>

## **Constitution and Law Requirements for Nevada Licensure**

All Teacher Education Program students must meet the Nevada Department of Education requirements in order to be licensed. The student must successfully complete the following, either by taking the indicated course or the appropriate state exams:

- US Constitution\*
- Nevada Constitution\*
- Nevada School Law\*\*
- Praxis I (PPST)
- Appropriate Praxis II Examination

\*HIST 101 and HIST 102 or PSC 101 will fulfill the US Constitution and Nevada Constitution testing requirement.

\*PSC 100 (1 credit) will fulfill the Nevada Constitution requirement.

\*HIST 217 (3 credits) will fulfill the Nevada Constitution requirement.

\*\*An optional course, EDU 120 or EDU 210, will fulfill the Nevada School Law testing requirement.

### **Student Teaching Internship**

Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the fall must submit an application by February 15<sup>th</sup>. Students who plan to student teach in the spring must submit an application by September 15<sup>th</sup>. Students must hold a current substitute license and be registered for the Praxis II prior to student teaching.

During the student teaching internship semester, students are required to take the capstone seminar (EDEL 491) and may be permitted to take one additional three (3) credit course if approved by the Teacher Education Committee.

Students must complete at least 15 education credits, to include at least two (2) credits in field experience classes, at Great Basin College in order to student teach.

### **Portfolio**

Students will be required to complete a LiveText electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class (EDEL 313 and EDEL 315). Students will complete the portfolio during the student teaching internship and capstone seminar. Presentations of the portfolios take place immediately following the internship.

#### **XIV. Post-Baccalaureate Teacher Certification in Secondary Education**

The post-baccalaureate teacher certification program at Great Basin College enables students who have completed an undergraduate degree in a field other than secondary education to become eligible for licensure to teach in Nevada. GBC currently offers programs in math, biological science, social science, English, agriculture, and business education.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. The teaching major's required content coursework and the required education courses may be completed concurrently; however, the content coursework must be completed prior to taking the required education methods course. Because the teaching major coursework must comply with the state licensure requirements, course work needed to complete the teaching major may differ from that required for the original bachelor's degree. It is imperative that students seek advising from education department personnel.

##### **Application**

To apply to the education program at Great Basin College as a post-baccalaureate, students must

- Complete an application by  
October 1<sup>st</sup> for admission in the spring semester  
March 1<sup>st</sup> for admission in the fall semester

In addition to the application, applicants must

Submit copies of passing scores on the PPST or CBEST

OR

Hold a master's degree or higher from a regionally accredited college or university

OR

Have taken the Graduate Record Examinations (GRE) and received the following minimum scores:

- a) GRE Verbal: 420,
  - b) GRE Quantitative: 460, and
  - c) GRE Analytical: 430 or 3.5 GPA; **and**
  - d) completed the undergraduate degree with a GPA of not less than 3.0 GPA.
- Complete fingerprinting and background checks
  - Provide official transcripts to  
Admissions & Records Office  
Great Basin College  
1500 College Parkway  
Elko, NV 89801
  - Provide documentation of passing scores for appropriate content area Praxis II examination

## **Required Education Coursework**

In addition to the content major coursework, the following education courses must be completed with not less than a B-.

EDSC 311 Secondary Methods Practicum I	1
EDSC 313 Secondary Methods Practicum II	1
EDSC 315 Secondary Methods Practicum III	1
EDU 250 Foundations of Education	3
EDU 214 Preparing Teachers to Use Technology	3
EDUC 323 Teaching and Learning Education	3
EDUC 406 Curriculum and Assessment Education	3
EDSP 301 Education of the Exceptional Child	3
EDSC 407 Interdisciplinary Integrated Curriculum in Secondary Education	3
EDSC XXX Methods Course for intended major	3
EDSC 483 Secondary Supervised Teaching Internship	14
EDSC 491 Secondary Education Capstone Seminar	3
<b>Total</b>	<b>41</b>

## **Constitution and Law Requirements for Nevada Licensure**

All Teacher Education Program students must meet the Nevada Department of Education requirements in order to be licensed. The student must successfully complete the following, either by taking the indicated course or the appropriate state exams:

- US Constitution\*
- Nevada Constitution\*
- Nevada School Law\*\*
- Praxis I (PPST)
- Appropriate Praxis II Examination

\*HIST 101 and HIST 102 or PSC 101 will fulfill the US Constitution and Nevada Constitution testing requirement.

\*PSC 100 (1 credit) will fulfill the Nevada Constitution requirement.

\*HIST 217 (3 credits) will fulfill the Nevada Constitution requirement.

\*\*An optional course, EDU 120 or EDU 210, will fulfill the Nevada School Law testing requirement.

### **Student Teaching Internship**

Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the fall must submit an application by February 15<sup>th</sup>. Students who plan to student teach in the spring must submit an application by September 15<sup>th</sup>. Students must hold a Nevada Substitute Teaching License in order to student teach.

During the student teaching internship semester, students are required to take the capstone seminar (EDSC 491) and may be permitted to take one additional three (3) credit course if approved by the Teacher Education Committee.

Students must complete at least 15 education credits, to include at least two (2) credits in field experience classes, at Great Basin College in order to student teach.

### **Portfolio**

Students will be required to complete a LiveText electronic portfolio. An introduction to the process will take place in EDU 214 and development will continue throughout the program with workshops during each field experience class (EDSC 313 and EDSC 315). Students will complete the portfolio during the student teaching internship and capstone seminar. Presentations of the portfolios take place immediately following the internship.

## XV. INTASC Principles and Standards

### Principle 1. CONTENT AND CONTENT PEDAGOGY

**The teacher understands the central concepts, tools of inquiry, and structure of the subject(s) s/he teaches and creates learning experiences that make these aspects of subject matter meaningful for learners.**

Knowledge Standards: **The teacher**

*understands* major concepts, debates, and methods of inquiry that are central to the subject(s) s/he teaches.

*understands* how learners' preconceptions for an area of knowledge can influence their learning.

*relates* the knowledge of her/his endorsement area(s) to other subject areas.

Disposition Standards: **The teacher**

*realizes* that subject matter knowledge is not a fixed body of facts but is ever-evolving. S/he *seeks* to keep abreast of new ideas and understandings in the field *engaging* in professional discourse about subject matter knowledge and children's learning of it.

*appreciates* multiple perspectives and *leads* learners to become aware of how they develop knowledge.

*has* enthusiasm for the subject(s) s/he teaches and *sees* connections to everyday life.

Performance Standards: **The teacher**

*evaluates* curriculum materials for their accuracy and usefulness for  
representing particular ideas and concepts.

*creates* learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from several subject areas.

**Course Correlations** — General Education and Endorsement Courses; EDEL 315, 433, 443, 453, 483, 491, EDUC 323, EDRL 437, 442, 443, EDSC 315, 407, 453, 463, 473, 483, 491; ENG 250; EPY 330; MATH 122, 123; INT 339, 349, 359, 369.

## Principle 2. HUMAN DEVELOPMENT AND LEARNING

**The teacher understands how children learn and develop, and provides learning opportunities that support their cognitive, social, personal, and physical development.**

Knowledge Standards: **The teacher**

*understands* how learning in specific subjects occurs in learners.

*understands* that learners' cognitive, social, emotional, moral, and physical development influence learning.

is *aware* of expected developmental progressions and ranges of individual variation within each domain (cognitive, social, emotional, moral, and physical).

*identifies* levels of readiness in learning, and *understands* how development in any one domain may affect performance in others.

Dispositions Standards: **The teacher**

*appreciates* individual variation within each area of development, *shows* respect for the diverse talents of all learners, and is committed to *help* them develop self-confidence and competence.

*recognizes* learners' strengths as a basis for growth, and their errors as an opportunity for learning.

Performance Standards: **The teacher**

*stimulates* learner reflection on prior knowledge, experiences, and culture, and *facilitates* making connections to new experiences.

*identifies* and *designs* instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

**Course Correlations** — EDEL 311, 313, 315, 433, 443, 453, 483, 491, EDRL 437, 442, 443, EDSC 311, 313, 315, 407, 453, 463, 473, 483, 491, EDSP 301, EDUC 323, 406; EPY 330, HDFS 201; PSY 101, 233, 234.

### Principle 3. DIVERSE LEARNING

**The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

Knowledge Standards: **The teacher**

*knows* about areas of exceptionality in learning --including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

*knows* about the process of second language acquisition and about strategies to support the learning of learners whose first language is not English.

*understands* how children's learning is influenced by prior experiences based on language, culture, family, and community values.

Disposition Standards: **The teacher**

*believes* that all children can learn at high levels and *persists* in *helping* all children achieve success while learning to value each other.

*appreciates* and *values* human diversity, and is *committed* to the pursuit of “individually configured excellence.”

*shows* respect for learners' varied talents, interests and social background.

Performance Standards: **The teacher**

*connects* instruction to learners' individual experiences (e.g. *making* assignments that can be related to learners' experiences and cultures).

*creates* a learning community in which individual differences are respected.

*makes* appropriate time provisions and task assignments for learners who have exceptional learning differences or needs.

**Course Correlations** — EDEL 311, 313, 315, 433, 443, 453, 483, 491; EDRL 437, 442, 443; EDSC 311, 313, 315, 407, 453, 463, 473, 483, 491; EDSP 301; EDU 250; EDUC 323, 406; EPY 330; SOC 101, 202, ANTH 101, 102, 201, 205

## Principle 4. INSTRUCTIONAL STRATEGIES

**The teacher understands and uses a variety of instructional strategies to encourage learners' development of critical thinking, problem solving, and performance skills.**

Knowledge Standards: **The teacher**

*understands* the processes of cognition associated to learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how they can be stimulated.

*understands* principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

*knows* how to enhance learning through the use of a wide variety of resources (e.g. computers, audio-visual equipment, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, and other print resources).

Disposition Standards: **The teacher**

*values* the development of learners' critical thinking, independent problem solving, and performance capabilities.

*values* flexibility and reciprocity in the teaching process as necessary for adapting instruction to learners' responses, ideas, and needs.

Performance Standards: **The teacher**

*evaluates* and *chooses* alternative teaching strategies and materials to achieve different instructional purposes and to meet learner needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

*uses* multiple teaching and learning strategies to engage learners in learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, helping learners assume responsibility for identifying and using learning resources.

*listens* to learners' answers, *monitoring* and *adjusting* teaching strategies in response to their feedback.

**Course Correlations** — EDEL 311, 313, 315, 433, 443, 453, 483, 491; EDRL 437, 442, 443; EDSC 311, 313, 315, 407, 453, 463, 483, 491; EDSP 301; EDU 214, 250; EDUC 323, 406; EPY 330; PHIL 100, 114

## Principle 5. LEARNING ENVIRONMENT

**The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

Knowledge Standards: **The teacher**

*uses* knowledge about human motivation and behavior to *develop* strategies for organizing and supporting productive individual/group work and learning.

*understands* how social-group values influence individual behavior and how individual behavior influences group behavior.

*recognizes* factors and situations that are likely to promote or diminish intrinsic motivation and *knows* how to help learners become self-motivated.

Disposition Standards: **The teacher**

*values* the role of learners in promoting each other's learning and *recognizes* the importance of peer relationships in establishing a climate of learning and use of democratic values in the classroom.

*recognizes* the value of intrinsic motivation to learners' life-long growth and learning.

is *committed* to the continuous development of individual learners' abilities and *considers* how different motivational strategies are likely to encourage this development for each learner.

Performance Standards: **The teacher**

*creates* a learning community in which learners assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

*guides* learners in developing shared values and expectations that create a positive classroom climate of openness, mutual respect, support, and inquiry.

**Course Correlations**— EDEL 311, 313, 315, 433, 443, 453, 483, 491; EDRL 437, 442, 443; EDSC 311, 313, 315, 407, 453, 463, 483, 491; EDUC 323, 406; EPY 330; SOC SCI Core

## Principle 6. EFFECTIVE COMMUNICATION

**The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

Knowledge Standards: **The teacher**

*understands* language development, and the role of language in learning.

*understands* how cultural and gender differences can affect communication in the classroom.

*knows* about and *uses* effective verbal, nonverbal, and media communication techniques.

Disposition Standards: **The teacher**

*recognizes* the power of language for fostering self-expression, identity development, and learning.

*values* many ways in which people communicate and *encourages* culturally sensitive modes of communication in the classroom.

*is* a thoughtful and responsive listener.

Performance Standards: **The teacher**

*models* effective strategies when communicating (e.g. *monitoring* the effects of messages, *restating* ideas and questions, and *drawing* connections; *using* visual, aural, and kinesthetic cues).

*stimulates* discussion in different ways for particular purposes, for example, *probing* for learner understanding, *helping* learners articulate their ideas and thinking processes, *promoting* risk-taking and problem-solving, *facilitating* factual recall, *encouraging* convergent and divergent thinking, *stimulating* curiosity.

*communicates* in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate *use* of eye contact, *interpretation* of body language and verbal statements).

**Course Correlations** — EDEL 311, 313, 315, 433, 443, 453, 483, 491; EDRL 437, 442, 443; EDSC 311, 313, 315, 407, 453, 463, 473, 483, 491; EDSP 301; EDU 204, 250, EDUC 323, 406; EPY 330; THTR 113, 221; AM 145, 146; ENG 102, 327, 329

## Principle 7. INSTRUCTIONAL PLANNING

**The teacher plans instruction based upon knowledge of subject matter, learners, the community, and curriculum goals.**

## Principle 7. INSTRUCTIONAL PLANNING

**The teacher plans instruction based upon knowledge of subject matter, learners, the community, and curriculum goals.**

Knowledge Standards: **The teacher**

- *understands* learning theory, subject matter, curriculum development, and learner development and *knows* how to use this knowledge in planning instruction to meet curriculum goals.
- *knows* when and how to adjust plans based on learner responses and other contingencies.

Disposition Standards: **The teacher**

- *values* both long term and short term planning.
- *believes* that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
- *values* planning as a collegial activity.

Performance Standards: **The teacher**

- *selects* and *creates* learning experiences (lesson plans, units, etc) individually and collaboratively, that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction.
- *creates* short-range and long-term plans that are linked to learner needs and performance, and *adapts* the plans to ensure and capitalize on learner progress and motivation.
- *responds* to unanticipated sources of input, *evaluates* plans in relation to short- and long-range goals, and systematically *adjusts* plans to meet learner needs and enhance learning.

**Course Correlations** — EDEL 315, 433, 443, 453, 483; EDRL 437, 442, 443; EDSC 315, 407, 453, 463, 473, 491; EDSP 301; EDUC 323, 406; EPY 330

## Principle 8. ASSESSING LEARNING--TEACHING

**The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.**

Knowledge Standards: **The teacher**

*understands* the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, etc.) for evaluating how individuals learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

*knows* how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

*understands* measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

Disposition Standards: **The teacher**

*values* ongoing assessment as essential to the instructional process and *recognizes* that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting learner learning.

is *committed* to using assessment to identify learner strengths and promote learner growth rather than to deny learners access to learning opportunities.

Performance Standards: **The teacher**

*uses a variety of formal and informal assessment techniques (e.g. observation, portfolio of learner's work, teacher-made tests, performance tasks, projects, learner self-assessments, peer assessment, and standardized tests) to evaluate learners' progress and performances, and modify teaching and learning strategies.*

*uses* strategies to *involve* learners in self-assessment activities, to *help* them become aware of their strengths and needs, and to *encourage* them to set personal goals for learning.

*monitors* his or her own teaching strategies and behavior in relation to learner success, *modifying* plans and instructional approaches accordingly.

*maintains* useful records of learner work and performance and *communicates* learner progress knowledgeably and responsibly, to learners, parents, and other colleagues.

**Course Correlations** — EDEL 315, 433, 443, 453, 483, 491; EDRL 437, 442, 443; EDSC 315, 407, 453, 463, 473, 483, 491; EDSP 301; EDUC 406; EPY 330.

## Principle 9. REFLECTIVE PRACTICE

**The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (learners, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

Knowledge Standards: **The teacher**

*understands* methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on learners' growth and learning, and the complex interactions between them.

is *aware* of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

Disposition Standards: **The teacher**

is *committed* to reflection, assessment, and self-directed learning as ongoing processes and habits of mind.

is *willing* to give and receive help.

is *committed* to seeking out, developing, and continually refining practices that address the individual needs of learners.

*recognizes* his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performance Standards: **The teacher**

*uses* research and own data about learners as sources for *evaluating* the outcomes of teaching and learning and as a basis for *experimenting* with, *reflecting* on, and *revising* practice.

*relies on/uses* professional literature, colleagues, and other resources to *support* his/her own development as a learner and a teacher.

*collaborates* with professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively *sharing* experiences and *seeking* and *giving* feedback.

**Course Correlations** — EDEL 311, 313, 315, 433, 443, 453, 483, 491; EDRL 437, 442, 443; EDSC 311, 313, 315, 407, 453, 463, 473, 483, 491; EDSP 301; EDU 250; EDUC 323, 406; EPY 330.

## Principle 10. PARTNERSHIPS

**The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student’s learning and well-being.**

Knowledge Standards: **The teacher**

*understands* schools as organizations within the larger community context and *understands* the operations of the relevant aspects of the system(s) within which s/he works.

*understands* how factors in the learners’ environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence learners’ life and learning.

*understands* laws related to learners’ rights and teacher responsibilities (e.g. for equal education, appropriate education for exceptional learners, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

Disposition Standards: **The teacher**

*values* and *appreciates* the importance of all aspects of a child’s experience.

is *concerned* about all aspects of a child’s well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

is *willing* to consult and work with other adults and professionals regarding the education and well-being of his/her learners.

*respects* the privacy of learners and confidentiality of information.

Performance Standards: **The teacher**

*makes* links with the learners’ other environments by consulting with parents, counselors, teachers of other classes, coordinators of other activities within the schools, and professionals in other community agencies to create a productive learning environment.

*establishes* respectful and productive relationships with parents and guardians, and *develops* cooperative partnerships in support of learner learning and well being.

*talks* with and *listens* to the learner, is sensitive and responsive to clues of distress, *investigates* situations, and *seeks* outside help as needed and appropriate to remedy problems.

**Course Correlations** — EDEL 311, 313, 315, 483, 491; EDSC 311, 313, 315, 483, 491; EDSP 301; EDU 250; EDUC 323, 406; EPY 330; PSY 274.

## Appendix A: Teacher Education Application for Admission

### Teacher Education Program Application

This sample of the Application for Admission is for information purposes only. Please do not remove or duplicate.

Students should obtain a Teacher Education Program application packet from the Education Department and complete the original application form.

### Checklist for Teacher Education Application

**Do not submit the application until you have reviewed this checklist carefully.**

- Have you included three letters of recommendation?
- Have you included your resume?
- Have you included a signed Acknowledgement of Handbook form?
- Have you included your Philosophy of Education Statement?
- Does the Admissions and Records Office have official copies of your transcripts from all colleges you have attended? (The Education Department will obtain a copy of your GBC transcript).
- Does the Admissions and Records office have documentation (or is it included with this application) that you have passed all three sections of the PPST? Students who already have a bachelor's degree can apply to the program prior to the completion of the PPST, but please indicate the date you are registered to take it: \_\_\_\_\_
- Based on the last 40 credits, do you have a GPA of 2.75?
- Have you completed the following courses with a grade of C- or better?
  - English 101 & 102
  - Math 120 or higher
  - Education 250
- Have you completed your background check? This can be accomplished in one of two ways:
  - Submit the completed fingerprint packet and money order to the Education Department at GBC as far ahead of time as possible. This packet is available from the Education Department and the branch centers.
  - Submit a copy of your substitute license from the Nevada Department of Education. This license *must* have been issued within the last 12 months and the fingerprint provision *must* have been removed.

**Only complete application packets will be accepted.**

If you have any questions about the application process, contact the Education Department at 775-753-2177 or the Director of Admissions at 775-753-2361.



# TEACHER EDUCATION PROGRAM

Application for Admission

1500 College Parkway  
Elko, NV 89801  
775-753-2177

*(Please print using blue or black ink)*

Date \_\_\_\_\_ Student ID No. \_\_\_\_\_

Name \_\_\_\_\_ Home Phone \_\_\_\_\_

Other Names Used \_\_\_\_\_ E-mail address \_\_\_\_\_

Permanent Address \_\_\_\_\_  
(Street Address) (City) (State) (Zip)

Mailing Address \_\_\_\_\_  
(P O Box or Street Address) (City) (State) (Zip)

College(s) attended \_\_\_\_\_

I have a bachelor's degree and am seeking licensure only:

\_\_\_\_\_ Major Year College

I am applying to enter the Teacher Education Program:

- Spring 201\_\_\_\_ **Application Deadline: October 1**
- Fall 201\_\_\_\_ **Application Deadline: March 1**
- 

Elementary Emphasis:  Math  English  Science  Social Studies  
or Endorsement:  TESL  Special Education  Early Childhood

Secondary Major:  Math  Social Sciences  Biological Science  
 Agriculture  English  Business

Post-Bachelor:  Elementary  Secondary \_\_\_\_\_  
Major

**Great Basin College's Affirmative Action Statement**

Great Basin College (GBC) is an Affirmative Action Opportunity (AA/EEO) educational institution. It is guided by the principle that equal opportunity means more than equal employment opportunity, and that access to facilities and services be available to all people regardless of their race, age, religion, color, sex, sexual orientation, disability, or national origin. This principle is applicable to every member of the GBC/NSHE community, both students and employed personnel at every level, and to all facilities and services.



# Teacher Education Program

## Background/Legal and Ethical Standards Acknowledgement Form

In order to ensure the integrity of the Great Basin College Teacher Education Program and the safety of the educational environment in our community schools, the Great Basin Teacher Education Program requires a background check on all students and potential students.

Should your background check reveal any legal issues of concern, you may be asked to supply further information and documentation. Additionally, if the Teacher Education Committee (TEC) determines you are not suitable to participate in field experiences in community schools due to criminal or legal problems, you may be withdrawn from courses requiring field experiences. It is your obligation to inform your advisor of any situation, legal or ethical, which may affect your appropriateness for observing and participating in school field experiences and the student teaching internship.

The Bachelor of Arts in the Teacher Education Program at Great Basin College is designed to prepare students for licensure in the state of Nevada. The Department of Education for the state of Nevada enforces the requirements for licensure of teachers. Applicants who have concerns related to their status in relationship to possible licensure denial are encouraged to contact the Nevada Department of Education (775-687-9115).

I hereby certify that I have read and understand the information on this page.

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

Have you ever been convicted of, pled guilty or nolo contendere to, or been granted deferred adjudication for a felony or any lesser crime, other than a minor traffic infraction?

\_\_\_\_\_ YES \_\_\_\_\_ NO

A conviction or guilty plea will not necessarily disqualify you for consideration. If yes, list all such offenses and provide date, name of court, and disposition. You may omit minor violations for which you paid a fine of \$50 or less. Attach additional paper if necessary.

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

## Great Basin College Teacher Education Program Current Policies Acknowledgement Form

I acknowledge the Teacher Education Program handbook may change each year. I understand it is my responsibility to obtain and read the current copy of the handbook. Further, I understand there will be a review of conduct with the administrative office.

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Date*

### Additional Information (furnishing this information is voluntary)

- Gender:  Female    Ethnicity/Race:  Hispanic/ Latino of any race     Asian  
 Male     American Indian or Alaska Native     White  
 Native Hawaiian or Other Pacific Islander     Two or more races  
 Black or African American



# TEACHER EDUCATION PROGRAM

*This section to be completed by the GBC Admissions Office*

Name \_\_\_\_\_  
(Last) (First) (Middle)

Student ID Number \_\_\_\_\_ G.P.A. \_\_\_\_\_  
(Based on most recent 40 credits)

Semester Hours Completed \_\_\_\_\_

Prerequisite Courses: (C- or better)	PPST Scores: (Must be passed by application deadline)
ENG 100 or 101 _____	Reading _____ 174
ENG 102 _____	Writing _____ 172
MATH 120 or higher _____	Mathematics _____ 172
EDU 250 _____	

\* If Post Baccalaureate, passed Praxis II content area test (see handbook) \_\_\_\_\_ Test Passed  
\_\_\_\_\_ Date Passed

Review of conduct with Administrative Officer \_\_\_\_\_

Application (to include the following):  
Résumé \_\_\_\_\_

Three letters of recommendation \_\_\_\_\_

Up-to-date official transcripts from all colleges attended  
(Education Department will provide GBC transcripts) \_\_\_\_\_

Philosophy of Education  
(500 words or less) \_\_\_\_\_

Signed Acknowledgement of Handbook \_\_\_\_\_

Review of conduct with administrative officer \_\_\_\_\_

State Background \_\_\_\_\_ Federal Background Check \_\_\_\_\_

TOTAL ADMISSION SCORE \_\_\_\_\_

***This section to be completed by the Teacher Education Interview Committee***

I. GPA (overall)	4.00	3.75	3.50	3.25	3.00	2.75
Scaled	10	9	8	7	6	5

II. Resume and Letters of Recommendation:	10	9	8	7	6	5	4	3	2	1
---	----	---	---	---	---	---	---	---	---	---

Resume to: (1) Include academic, work, and volunteer experiences listed in reverse chronological order; (2) Show evidence of proofreading with correct punctuation and usage; (3) Use appropriate font (not script) with 1" margins all around; (4) Clearly visible headings for each section; and (5) Consist of one page.

Recommendations for professional letters: college instructors, employers, employees, respected members of the community.

Level Three 10 9 8	Level Two 7 6 5 4	Level One 3 2 1
Would be nearly flawless in all the above.	Might have minimal flaws in the above and it might be arranged in some order that is not chronological.	Would show little or no evidence of proofreading, would lack any clear organization, and would leave out one or more of the numbered parts above.

III. Paper on your Philosophy of Education:	10	9	8	7	6	5	4	3	2	1
---	----	---	---	---	---	---	---	---	---	---

Education, considered as the process of "rearing children" can be approached from different epistemological, clinical, moral, and political viewpoints. Within your personal and global view of life, please write a short essay (500 words or less) regarding the importance of education and your role as an agent for nourishing learning in children in the school environment.

Level Three 10 9 8	Level Two 7 6 5 4	Level One 3 2 1
<p><b>Content</b> Recognizes the differences in the viewpoints of education and clearly states the point of view from which the writer approaches teaching. Clearly articulates the writer's personal view of life or how that is connected to teaching and education. Frames an explicit connection between the importance of education and the role of the teacher as an agent for nourishing learning.</p> <p><b>Conventions</b> Writing is clear, precise, well organized, and virtually free of errors.</p>	<p>Recognizes differences in the viewpoints of education. Moderately explains or describes the writer's personal view of life or how that is connected to education and the role of the teacher as an agent for nourishing learning.</p> <p>Generally clear, but organization may not enhance central idea. Some errors are present but are not distracting.</p>	<p>Speaks in vague generalizations about the importance of education. Little or no description or explanation of the writer's personal view of life or how that is connected to education. No recognition of the differences in epistemological, clinical, moral or political viewpoints. Does not discuss the role of the applicant as an agent for nourishing education.</p> <p>Writing is unclear, disorganized, and/or contains distracting errors</p>

IV. Writing Sample: (Overall) 10	9	8	7	6	5	4	3	2	1
----------------------------------	---	---	---	---	---	---	---	---	---

Level Three 10 9 8	Level Two 7 6 5 4	Level One 3 2 1
<p><b>Content</b> The information and observations are insightful, in depth, and effectively supported by interesting and concise detail.</p> <p><b>Conventions</b> Writing is clear, precise, well organized, and virtually free of errors.</p>	<p>The information and observations are generally clear and supported by relevant details.</p> <p>Generally clear but organization may not enhance central idea. Some errors are present but are not distracting.</p>	<p>The information and observations are unsupported.</p> <p>Writing is unclear, disorganized, and/or contains distracting errors.</p>

V. Interview:	10	9	8	7	6	5	4	3	2	1
---------------	----	---	---	---	---	---	---	---	---	---

Level Three 10 9 8	Level Two 7 6 5 4	Level One 3 2 1
<p><b>Clarity</b> Student is a gifted communicator who expresses himself/herself clearly, colorfully, persuasively, and passionately.</p> <p><b>Usage</b> Used standard English nearly flawlessly. No distracting usage errors.</p>	<p>Student generally used the language clearly; interviewers readily understood what the student was trying to communicate.</p> <p>Made some noticeable but minor errors in standard usage.</p>	<p>Student has significant difficulty expressing himself/ herself. It was difficult to follow his/her points.</p> <p>Made repeated and noticeable errors in use of standard English.</p>

Teacher Education Program candidates are required to have at least 25 points before they can be recommended to the Teacher Education Committee for admission. Candidates may be disqualified for a score below four on any of the preceding criteria. REV 5/10

## Appendix B: Portfolio Assessment

### Showcase Portfolio: Final Rubric INTASC Standards

Teacher Candidate \_\_\_\_\_

3- Exceptional- Strong, convincing, and consistent evidence

2- Proficient- Clear evidence

1- Emerging- Limited evidence

0- Unsatisfactory- No evidence

INTASC PRINCIPLE	Score	Comments
1: Content and Content Pedagogy		
2: Human Development and Learning		
3: Diverse Learning		
4: Instructional Strategies		
5: Learning Environment		
6: Effective Communication		
7: Instructional Planning		
8: Assessing Learning-Teaching		
9: Reflective Practice		
10: Partnerships		
<b>TOTAL 30 points</b>		

## Overall Portfolio

	Score	Comments	3-Exceptional	2-Proficient	1- Emerging	0-Unsatisfactory
Overall Appearance & Organization			Colorful, creative, personalized, easy to follow and comprehend; includes graphics, a balance between space and material	Well-organized, easy to follow, some personalization of material, suitable to share with employer	Organization attempted, not suitable to share with employer	No personalization, content is in disarray, difficult to follow and read
Rationale Statements			Well-written, explicit and concise rationale of artifacts; rationale is linked to standards and explains clearly the reason for meeting the standard	Rationale is linked to standards and explains clearly the reason for meeting the standard, but may contain part of the artifact or be too wordy	Rationale statements explain the artifacts but do not clearly link the artifact to the standard	Rationale statements do not explain the reason for the artifact and/or do not link to standards
Conventions-Grammar & Spelling			No grammatical or spelling errors	Limited errors (1-4)	Limited errors (1-4) that distract from overall portfolio	Contains many errors
Showing v Telling			Includes several pictures, and samples of student work; does more showing than telling	Includes some pictures, and samples of student work; does equal amounts of showing and telling	Includes limited amount of pictures, and samples of student work; does more telling than showing	Includes no pictures, or samples of student work
Presentation			Brief, well-prepared, presentation; student communicates to the audience his/her professional efficacy as a teacher/leader, presents as a professional	Brief, well-prepared presentation; strong public speaking skills, presents as a professional	Prepared presentation but lacks professionalism	Unprepared, neglected to remedy noted errors, lacks appropriate public speaking skills
<b>Total Score 15</b>						

Comments:

# Appendix C: Notification of Performance Concern

## Student Notification of Performance Concern

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

**NOTE: A copy must be placed in the student's file in the education department. Another copy must be placed on file with the administrative officer.**

### Areas of Concern

#### Scholarship

- \_\_\_\_\_ knowledge of subject matter
- \_\_\_\_\_ pedagogical knowledge
- \_\_\_\_\_ preparation for class/field work/student teaching
- \_\_\_\_\_ effort and/or interest

Comments:

#### Communication

- \_\_\_\_\_ written expression
- \_\_\_\_\_ spoken expression
- \_\_\_\_\_ grammar

Comments:

\_\_\_\_\_ speech patterns

#### Dispositions

- \_\_\_\_\_ demeanor/attitude/enthusiasm
- \_\_\_\_\_ dress/appearance
- \_\_\_\_\_ responsibility
- \_\_\_\_\_ attendance/punctuality
- \_\_\_\_\_ social interaction
- \_\_\_\_\_ ethical behavior
- \_\_\_\_\_ reflective practitioner/self-evaluation

Comments:

### Our recommendations

\_\_\_\_\_ This student has the potential to continue successfully within the Teacher Education Program at Great Basin College. However, we do have reservations at this time that need to be addressed by the student.

\_\_\_\_\_ At this time we do not support the continuation of this student within the Teacher Education Program at Great Basin College.

### Criteria for Improvement

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's signature

\_\_\_\_\_  
Date