Education Dept. Student Program Handbook

PLEASE NOTE: In some cases, the Iowa State Department of Education requirements change after a College Catalog/Handbook has been published. It is essential that students work with the Education Department Faculty in order to ensure compliance with current state regulations.

2011-2012

A letter from Education Department

Dear Students:

Welcome to the Waldorf College Education Department!

We are pleased that you have chosen a career in education. Facilitating the learning process is an exciting and challenging vocation. In shaping human resources, you will become one of the most important elements that contribute to our nation's future.

We in the Education Department strive to model a positive learning environment. We want you to reflect on your own learning while acquiring the skills needed to empower others, keeping in mind the department's mission: "Prepare engaging teachers to serve a community of learners." Your obligations as a professional go beyond the learner to encompass roles such as leader, advocate and servant within your professional setting and the community. It is our hope that you become a lifelong learner and an exemplary professional.

This education handbook contains information that you will need throughout your training program. Most importantly, the mission of the department sets the tone for your training and the department goals serve as the foundation for your learning experience. This handbook along with your professors and other learners will be critical players to have on your "learning team".

We are glad you are here!

The Faculty and Staff
Of the
Waldorf College Education Department

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~The Education Department~

FACULTY	OFFICE	PHONE	EMAIL
Dr. Jeff Biessman, B.S., M.S.E., Ph.D.	S308		biessmanj@waldorf.edu

Director of Student Teaching and Clinical Placements

Secondary Education: Biology
Chemistry
Physics
Broadfield Science

Prof. Rebecca Hill, B.S., M.S.	S315A	641-585-8493	hillb@waldorf.edu

Department Chair, Licensure Officer

Elementary Education: IA K-6
K-8 Reading
K-8 Science-Basic
Secondary Education: 5-12 Reading
Special Education: IA K-8 Behavior Disabilities
K-8 Learning Disabilities
K-8 Multi-categorical Resource (mild)
5-12 Multi-categorical Resource (mild)
K-8 Multi-categorical Special Class with Integration
K-8 Instructional Strategist I: Mild/Moderate
5-12 Instructional Strategist I: Mild/Moderate
K-12 Instructional Strategist II: Behavioral Disorders/ Learning Disabilities

Prof. Kimberly Meyer, B.A., M.A., Ed.S	S315D	641-585-8487	meyerk@waldorf.edu

Elementary Education: IA & MN - K-6 Elementary Education
IA K-8 Reading
Minnesota Licensure: K-12 Principal

Prof. Marcia Trygstad, B.S, M.S., Ed.S	S315B	641-585-8238	trygstadm@waldorf.edu

Child Development
Secondary Education

Prof. Sheila Willms, B.S., M.S.	S315C	641-585-8489	willmss@waldorf.edu

IA K-12 Principal
IA Early Childhood
IA K-12 Art

Vickie Zobel, B.A.	S317	641-585-8488	zobelv@waldorf.edu

Education Department Administrative Assistant

~The Advisory Committee~

First	Last	School/Business	Position
Marlys	Anderson	North Iowa	5th & 6th Grade Math
Mason	Babcock	Waldorf	AACE Director
Kathy	Barkema	Forest City	Secondary Health Teacher
Steve	Beecher	Belmond	Elementary Dean of Students
Jane	Benson	Retired	F.C. Elementary Special Education
Jim	Boehmer	Lake Mills	Secondary Government
Mike	Evans	North Iowa	Administrator & Sped
Kathy	Garfin		Community Member
Louise	Hagedorn	Reitired	NICSD 4th Grade Science
Deb	Hild	Mason City	Music
Larry	Hill	Retired	NICSD School Administrator
Brad	Huntington	North Iowa	High School Guidance
Bruce	Jolivette	Garner	Music
Timothy	Kuehl	Forest City	Middle School Administrator
Ron	Kvale	Retired Teacher	F.C. Science - retired
Steve	Lovik	Waldorf	Parent
Jay	Mathis	Clear Lake	Clear Lake High School Principal
Steve	Olson	Forest City	Elementary - 4th Grade
Dwight	Pierson	Clear Lake	Superintendent
Jim	Pitt	North Iowa	H.S. Physical Education Teacher
Steve	Putz	Forest City	Elementary Principal - Sped
Dan	Rice	Lake Mills	High School History
Jim	Scholbrock	Lake Mills	Secondary Principal
Keith	Sersland	Mason City	Retired Superintendent
Daryl	Sherman	Lake Mills	Superintendent
Cam	Smith	Garner	High School Social Studies/Coach
Nancy	Sweetman	Mason City	Retired Administrator
Nick	Trask	Mason City	High School History
Marcia	Tweeten	Forest City	K-12 Curriculum
Kari	Wagner	Lake Mills	High School English
Tyler	Williams	Garner	Superintendent

The Education Department Faculty are also members of the Advisory Committee.

~Mission Statement & Goals~
~Waldorf College Education Department~

~Waldorf College Mission Statement~

Waldorf College's mission is to educate the whole person in the spirit of Jesus Christ, enabling the individual to experience fulfillment through a life of service.

~Education Department Mission Statement~

Prepare engaging teachers to serve a community of learners.

~Education Department Goals~

The Waldorf College Education Program has adopted INTASC (Interstate New Teacher Assessment and Support Consortium) Principles. The Education Program also endeavors to incorporate the CEC's (The Council for Exceptional Children) worldwide mission to improve educational outcomes for individuals with exceptionalities. (Definitions of abbreviations: K – Knowledge; D – Disposition; P – Performance.)Graduates of Waldorf College's Teacher Education Program will demonstrate the following:

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
1K –The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches
1D – The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.
1P - The teacher can use multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
2K –The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
2D – 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.
2P – The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
3K – The teacher understands how students' learning is influenced by individual differences, talents, and prior learning, as well as language, culture, family and community values.
3D – The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
3P – The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4K –The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

4D – The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4P – The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. development stages, prior knowledge, learning styles, and interests.)

Principle #5: 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.

5K – The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

5D – The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

5P – The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6K – The teacher understands communication theory, language development, and the role of language in learning.

6D – The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

6P – The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7K – The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

7D – The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

7P – As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

8K – The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized

and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they now and are able to do, and what kinds of experiences will support their further growth and development.
8D – The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.
8P – The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
9K – 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 students' growth and learning, and the complex interactions between them.
9D – The teacher values critical thinking and self-directed learning as habits of mind.
9P – The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

Principle #10: The teacher fosters relationships with colleagues, parents, and agencies in the larger community to support students' learning and well-being.
10K – 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.
10D – The teacher is willing to work with parents and other professionals to improve the overall learning environment for students.
10P – The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well being.

~Curriculum Requirements~

Future teachers need to complete general education and endorsement curriculum requirements, which can be found in the college catalog.

In an era of increasing academic accountability, curriculum requirements are subject to change – institutionally, from the Iowa Department of Education, and within the Teacher Education Program. Students must recognize that such changes are prompted by the desire/need to improve the curriculum at every level.

~Education Department Requirements~

Advising

When an education student enters Waldorf College as a first year student or a transfer student, s/he is assigned an Education Department Faculty Advisor. However, the student may seek advice from any of the education faculty.

A student's program of study is to be considered the map which guides the student along her/his path toward graduation from the Teacher Education Program. Each teacher

education student is responsible for knowing and understanding her/his program(s) of study, planning the completion of the program(s), remaining informed about changes to the program(s) of study, and meeting all requirements. To facilitate the advising process, Teacher Education students are advised by a member of the Teacher Education faculty. Secondary Education, K-12 Music Education and K-12 Physical Education students are also assigned a co-advisor in their content area.

Students must become familiar with the requirements identified in program(s) of study. Teacher Education students who wish to be licensed in a state other than Iowa are responsible for acquainting themselves with specific licensure requirements of that state. Waldorf College does not assume responsibility for curricular difficulties arising from a student's lack of familiarity with requirements, change in vocational or professional objective, or change or indecision in major/area of concentration.

Teacher Education students are expected to enroll in Waldorf College classes as scheduled. If a student enrolls in a class at another college, the student must consult with the Education Department faculty concerning whether the course meets INTASC Principles.

The student's Program of Studies, Clinical Experience evaluations, grade sheets and other pertinent information will be kept in the Education Department files.

Liability Insurance

Membership in ISEA/NEA gets students involved in a professional education association. There are many benefits to membership, including a 1 million dollar liability policy. The student will also receive professional publications. The fee will be billed to students college account.

Students are strongly encouraged to join the ISEA/NEA student program. The student needs proof of membership or liability insurance prior to full admission to the Teacher Education Program.

Community Service

The Waldorf College Mission Statement says "The College's mission is to educate the whole person in the spirit of Jesus Christ, enabling the individual to experience fulfillment through a life of service." The Waldorf College Education Department Mission Statement, "Prepare engaging teachers to serve a community of learners," supports the college's mission statement. All Waldorf College students in the education program are required to give 12.5 hours per semester. All Community Service needs to be "volunteer," non-paid activities, if there is a question whether or not it is community service, see an Education Department member.

Each community service activity should be:

- People-oriented
- Independent of course requirements
- Volunteer work, not part of a paid job

Students must record their volunteer activities on the Community Service Summary and hand it in to the Education Department. It will be filed in the student's permanent education file and entered into the Education Information System. You may include all hours completed the summer prior to entering Waldorf College.

Suggestions for community service activities:

- Tutor (non-paid tutoring)

- Assist at social service agencies
- Special Olympics
- Mission trip
- Help a NCHS activity
- Assist with youth organizations
- Volunteer in a classroom setting, above clinical experience hours
- Presentation or published article about information learned at a professional meeting
- Sunday school teacher
- 4-H or Scout leader
- Child care for educational meetings (e.g. at YMCA, churches, schools)

Academic Integrity

Education students are expected to display the highest level of integrity and moral values. Students who fail to demonstrate the expected level of integrity will be held accountable. The Waldorf College Integrity Policy covers violations in the following categories: cheating, plagiarism, fabrication, inappropriate collaboration, obtaining or giving unfair advantage, falsification of records and official documents, and unauthorized access to computerized academic or administration records or systems. Each student should understand what constitutes a violation and the consequences and procedures of academic dishonesty. Further, when education students are participating in clinical experiences or student teaching s/he will carry the highest level of integrity and moral values into the classroom.

Breach of any area(s) of Academic Integrity may be grounds for immediate dismissal at any point in the student's course of study in the Teacher Education Program. The student will be notified in writing (with a copy to the Vice President for Academic Affairs) by the Education Department Chairperson of the allegations and the date of a formal hearing. The student will appear before the Teacher Education faculty to respond to the allegations. The decision by the Teacher Education faculty will be reported in writing to the student (with a copy to the Vice President for Academic Affairs).

Criminal Background

Education students are required to sign a waiver for permission to have a criminal background check during their first semester at Waldorf College and/or during their first clinical experience. Students will also provide an accurate self-report of all past criminal convictions.

FBI/DCI Criminal History Background Check

Twelve to sixteen weeks prior to graduation, education students will submit a waiver and fingerprint card with an accurate self-report of all past criminal convictions. There is a fee for this procedure; the money order should be made out to The Iowa Board of Educational Examiners.

Praxis I (PPST©)

Praxis I is an academic skills assessment test designed to measure reading, writing, and mathematical skills. The Praxis I assessment is available in two formats, paper based and computer based. Students may choose which format they prefer; however, only the paper-based Praxis is offered at Waldorf College. Education students should take the Praxis I test

the second semester of the first year at Waldorf College. For students with special needs there are other formats available, with appropriate documentation.

The Praxis I minimum required scores are: Reading 171; Writing, 171; and Mathematics, 169, OR a composite score of 511. The Praxis I scores must be obtained for admission into the Teacher Education Program.

Waldorf students with Praxis I test battery scores below the cut-off may retake the test/tests until the cut-off scores are reached.

Praxis II

Elementary endorsement candidates must take Praxis II tests 0011 or 0014. Check with the Education Department for the current scores required. Students should take this test prior to student teaching. Minimum scores are: 0011 Elementary Education: Curriculum, Instruction, Assessment, 151; 0014 Elementary Education: Content Knowledge, 142.

~Academic Services~

Academic Achievement Center

The Academic Achievement Center (AACE) provides a study environment, tutorial services, and computer network access for all Waldorf students. Small rooms are available for group study and tutoring sessions. Regularly scheduled tutoring sessions are provided for a wide variety of courses. Interactive laser disc tutorials and support software are available for several courses, as well as diagnostic programs for learning styles, study skills and reading skills. AACE facilitates accommodations for students with disabilities.

Writing Center

The Writing Center is a service provided to Waldorf students by a staff of trained professional and peer instructors. The center provides the following services: helping a student understand exactly what an assignment is, giving strategies and resources to help in future writing, giving feedback on writing-in-progress and providing focus to move a writing project forward. Personalized, individual consultation provided by the Writing Center staff contributes to a student's growing sense of competence in writing and joins with English courses and other writing courses to provide a comprehensive academic/writing program. This service is free of charge to all those in the Waldorf community.

Tutoring Services

Tutoring services are available for most academic courses through the Academic Achievement Center. Tutoring is provided free of charge to students of all ability levels. Peer tutors, recommended by professors, are utilized during late afternoon and evening hours. Tutoring is available for the Praxis I subtests in reading, writing and/or math.

Sample Praxis Tests

There are Praxis I samples and study aides available in the Education Suite. There are also Praxis II samples available in the Education Suite.

Honors College

The Honors College provides programs that serve the needs of motivated and academically successful students. It offers honors courses, honors sections of required courses, special

seminars, independent research opportunities, trips to regional cultural events, and an overseas World Trip.

~Clinical Experiences~

Introduction

Pre-student Teaching Clinical Experiences are an important part of Waldorf College's Teacher Preparation Program because they provide opportunities for prospective teachers to enter educational settings, to observe students and to practice teaching techniques in limited ways. Students can experience Waldorf College's Department of Education Mission: "Preparing teachers to serve a community of learners."

Pre-student Teaching Clinical Experiences occur prior to student teaching. The state requires students to have at least 10 hours of clinical experience prior to admission to the Teacher Education Program and at least 40 hours after acceptance.

The major goal is for the student to be involved in the daily workings of a teaching situation. The amount of involvement depends on previous experience, the cooperating teacher/personnel, and which Clinical Experience the student is taking. The student is **not** expected to be responsible for a class or duty except under the supervision and help of the cooperating teacher.

Clinical Experience Courses

Course Number	Course Name	Hours	Description of Experience
Education Core			
EDU202	Introduction to Teaching Clinical Exp.	20	Students observe in K-12 classrooms at three levels to introduce students to the K-12 environment.
EDU240	Educational Psychology	10	Students observe in a K-12 classroom focus on educational psychology theory to connect theory to practice.
EDU440	Assessment and Goal Setting	10	Students observe assessment activities and collect assessments in classrooms.
EDU 411	Multicultural Practicum	40	Students co-teach in a school with a diverse student population. The goal is to provide teacher candidates with experience teaching in a setting with students different from students in schools in North Iowa.
SPED 220	Exceptional Learner	10	Students observe in a K-12 classroom with a focus on students with special needs.
Elementary Endorsement			
EDU340	Teaching Math and Science in K-6th Grade Clinical Experience	15	Students are placed in a math and science classroom to participate by presenting lessons, working with small groups, co-teaching, and tutoring.
EDU350	Teaching Music/Art/ Drama/Movement in K-6th Grade Clinical Experience	15	Students are placed in a regular classroom and integrate music, art, drama and movement into the regular curriculum. Students also present lessons in regular education classrooms and visit specials.
EDU360	Teaching Reading,	15	Students are placed in reading, language

	Language Arts and Social Studies in K-8th Grade Clinical Experience		arts, and social studies classroom to participate by presenting lessons, working with small groups, team co-teaching, and tutoring.
EDU460	Behavior Management for Elementary	10	Students are placed in a classroom to observe and participate in classroom management strategies.
SPED335	Inclusive Reading Pre-Student Teaching	50	Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans for remediation.
SPED 392	Mathematic Strategies	10	Students work with children to diagnose and remediate math difficulties.
Reading	**K-8 or 5-12**		
SPED335	Inclusive Reading Pre-Student Teaching	50	Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans for remediation.
Instructional Strategist I:	**K-8 or 5-12**		
SPED321	Special Education Clinical Experience	20	Students work with two levels of Special Education students and participate in co-teaching.
SPED335	Inclusive Reading Pre-student Teaching	50	Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans to remediate.
SPED410	Special Education Clinical II	60	Endorsement seeking-only students teach or co-teach in a special education setting.
Secondary Endorsements			
EDU395	Content Area Reading	10	Students use content reading strategies one-on-one with secondary students.
EDU465	Behavior Management for Secondary	10	Students are placed in a classroom to observe and participate in classroom management strategies.
EDU371	Pre-student Teaching Clinical Experience for Secondary	20	Students observe in a secondary classroom and explore different teaching methods and materials.
EDU376	Clinical Experience in Teaching Speech/Theater in the Secondary School	20	Students gain instructional experience in a secondary speech/theater classroom.
EDU381	Clinical Experience in Teaching Social Studies in the Secondary School	20	Students gain instructional experience in a secondary social studies classroom.
EDU383	Clinical Experience in Teaching Science in the Secondary School	20	Students gain instructional experience in a secondary science classroom.
EDU386	Clinical Experience in Teaching English in the Secondary School	20	Students gain instructional experience in a secondary English classroom.
EDU399	Clinical Experience in Teaching Mathematics in the Secondary School	20	Students gain instructional experience in a secondary mathematics classroom.

K-12 Endorsements			
MUE341	Methods of General Music in Public K-12 Schools	20	Student gain instructional experience in an elementary music classroom.
MUE441	Methods of Performance Ensembles in the Schools	20	Students gain instructional experience with performance ensembles in a secondary school.
PED/SPED310	Adaptive PE	10	Students are placed in an adaptive PE setting to observe and interact with the teacher and students.
PED344	Clinical Experience in Teaching Physical Education in the Elementary School	20	Students gain instructional experience in an elementary physical education classroom.
PED346	Clinical Experience in Teaching Physical Education in the Secondary School	20	Students gain instructional experience in a secondary physical education classroom.

PLEASE NOTE: SPED 405 Special Education Clinical Experience II is for endorsement-seeking students only.

Terminology

Clinical Experience - A period of directed observation/interaction/participation experiences under the guidance of a cooperating teacher in a school/agency setting and a college supervisor.

Clinical Experience Student - A college student who has been assigned to a cooperating school/agency to acquire observation/interaction/participation experience under the direction of a cooperating teacher and a college supervisor.

Cooperating Teacher - The cooperating teacher is a fully licensed teacher in a public or private school or agency who directs the experience of, and assists with the supervision and evaluation of a clinical experience student.

Cooperating School/Agency - A public or private school or agency that works jointly with the college to provide a site for the clinical experience.

Clinical Experience Coordinator - An Education Department faculty member assigned to work with school/agency for placement and supervision of clinical experience students.

Policies

Placement - Clinical Experience placement may be in the same district, but may not be in the same classroom in which a Waldorf College student may have children, a spouse, or other immediate family members. Placement is made by principal and the Education Dept. Clinical Experience Coordinator.

Transportation - Clinical Experience students are responsible for their own transportation to and from clinical experience school sites. **All students taking 300 and 400 level courses requiring clinical experiences MUST HAVE transportation available for out of town placements.**

Dress Code - Clinical Experience students are required to wear a Waldorf College Education Department polo shirt for all clinical experiences. Slacks may be worn for men, and slacks or loose fitting skirts for women. Jeans, mid-thigh skirts, shirts that reveal the

waistline, spaghetti straps, facial jewelry and hats are not appropriate attire. Personal grooming must be at a professional level. Additional restrictions on dress may apply if a clinical experience placement school site has a more restrictive dress code for its teachers.

Professional Behavior - Professional behavior is required. Clinical experience students must observe a code of professional ethics. Any behavior that reflects badly on the clinical experience student and in turn, Waldorf College, will result in failure of the course and may negatively impact progress in the Teacher Education Program. (See contact policy in the appendix.)

Attendance - Clinical experience students are required to stop in the placement school's office and sign in on the required Waldorf College Clinical Experience Sign-In form prior to an experience and also at the end, before leaving the building. **If unable to attend at a scheduled time, students must call the school and reschedule with the cooperating teacher. Students must also notify the college course professor. College supervisors may make unannounced visits, so students must provide accurate schedules. Only illness or an emergency is reason to change the schedule.**

Role of Cooperating Teachers

The cooperating teacher exerts a primary influence on the development of the clinical experience student. Those serving in this role are responsible for guiding the students through their first professional experiences. Specifically, cooperating teachers will be responsible to:

Introductory Clinical Experience

- Introduce the student to the class with which s/he will have contact.
- Familiarize the student with the classroom rules and the discipline policy.
- Involve the clinical experience student as soon as both the cooperating teacher and student believe the student is capable of handling the responsibility.
- Sign the student's attendance log each day they are present.
- Evaluate the student using the evaluation form provided by the clinical experience coordinator; return it to the office for pick up by college faculty.
- Note that the clinical experience student follows the college calendar. However, some college students may request to continue their experience during college breaks.

Participatory Clinical Experience

- Create an atmosphere of acceptance of the clinical experience student by introducing the student as a part-time associate.
- Provide information concerning school policies and regulations.
- Inform the student of classroom policies and procedures.
- Provide background information about pupils (when appropriate).
- Model various teaching strategies throughout the experiences.
- Provide opportunities for the clinical experience student to develop and/or implement any specific course requirements such as lesson plans, games, etc.
- Provide continuous feedback to the student, based on his/her level of participation.
- Confer with the college faculty about the student's progress.
- Complete a written mid-placement evaluation, a final evaluation, and return them to the office for college faculty to pick up.

Role of College Supervisors from Waldorf College

Introductory Clinical Experience

Members of the Waldorf College Education Program are in charge of the Clinical Experience and their job is to be of help to the student and the cooperating teacher. Some of their responsibilities are as follows:

- The assigning of each college student to a classroom teacher is done through school administration according to the practice of each school building. Notification of teacher assignment for each college student is done through the Waldorf College Education Department Clinical Experience Coordinator for each clinical experience course.
- Visiting the cooperating teachers about the college students' response/actions, and answering any questions about the program. The visits can be on site or by telephone/email.
- Conducting seminars/conferences for clinical experience students.
- Collecting, reviewing, and filing evaluations.
- Assigning a final grade for the clinical experience.

Participatory Clinical Experience

The Clinical Experience Coordinator serves as a resource person for the principal of the cooperating school, the cooperating teacher, and the clinical experience student. The Clinical Experience Coordinator and College Faculty work with the cooperating teacher and the student in evaluating the clinical experience student's performance. Specifically they will:

- Place students in cooperating schools.
- Communicate with the cooperating teacher and the student during the first two weeks of the student's assignment in order to:
    - Describe the evaluation procedures
    - Determine how the student's time will be allocated
    - Discuss concerns and/or answer questions

Role of Principals

The principal of the cooperating school places clinical experience students and works closely with the cooperating teacher and the college clinical experience coordinator to assure an effective experience for clinical experience students.

Role of Clinical Experience Student

Clinical experience is designed to be a learning experience. The learning opportunities are through directed observation, interaction, and/or participation, depending on the specific clinical experience course expectations.

Although clinical experience is designed to be a learning experience, it is also a responsibility. The clinical experience student owes the classroom students his/her very best efforts in providing worthwhile learning experiences. Providing those experiences goes beyond merely presenting the content of a lesson (when required). Specifically, the clinical experience student will:

Introductory Clinical Experience

- Follow the college calendar, although with special arrangements a student may continue clinical experiences during college breaks.
- Notify the cooperating teacher/personnel if s/he cannot be present on the day and time scheduled. The student must also call the supervising college professor.
- Keep a record of attendance on a Clinical Experience log that is signed by the on-site cooperating teacher/personnel each time.
- Must sign in and out at the office in each school/agency each time.

Participatory Clinical Experience

- Establish positive relationships with the cooperating teacher and college professor. The first step is to establish and maintain an accurate schedule of visits. This schedule is a formal agreement between the student, cooperating teacher and Waldorf College professor. Honor it as a professional and provide copies and updates when needed.
- Provide background information about skills and abilities to the cooperating teacher.
- Observe students in the class carefully in order to understand individual needs. Become familiar with classroom routines.
- Provide well in advance of the lesson for the materials and audio-visual aids to execute a lesson (when a lesson is required in a clinical experience).
- Volunteer to do classroom tasks.
- Listen carefully to the observations and coaching of the cooperating teacher and college professor in order to grow in a self-reflective manner.
- Follow established classroom management procedures.
- Maintain a professional manner with students while sharing concern and caring for their learning.
- Observe ethical considerations of confidentiality toward students, show respect for religious and cultural beliefs, be nondiscriminatory, and be aware of the effects of one's own behavior.
- Observe legal mandates concerning child abuse, mainstreaming/ inclusiveness, and discipline.
- Assume professional attitudes of dependability, promptness, and respect for school staff and administrators.
- Maintain professional dress and appearance.
- Adhere to the policies of the school and college without criticism or complaining.
- Maintain a file of all assignments and work completed (Specific assignments for each Clinical Experience placement are described in each syllabus).

~Application to Teacher Education Program~

Students should apply and be admitted into the Teacher Education Program. To apply students must be enrolled in or have completed Human Growth and Development and one other education course. Applications will be acted upon by the Teacher Education Committee. The Teacher Education Committee reviews education students' records for

admission and retention in the Teacher Education Program and for permission to student teach.

The Teacher Education Committee is comprised of all of the Waldorf Education Faculty, other Waldorf faculty members, content area faculty members, one Waldorf student services member, and a practicing teacher. The faculty, student services person, and practicing teacher are appointed by the Waldorf Education Faculty each year.

Scholarship

A minimum grade point average of 2.5 in Education and Content Core courses taken at Waldorf College is required for full admission to the Teacher Education Program. This standard must be met to student teach and must be maintained through graduation to be recommended for licensure.

Prior to being admitted students must obtain a minimum grade of C- in English 101 (106) and the mathematics (MTH101 or higher) course. If the minimum grade is not attained, the course must be repeated.

Admission to the Teacher Education Program requires the following minimum scores on the Praxis I (PPST) subtests: Reading 171, Writing 171, Mathematics 169; OR a composite score of 511. Students may elect to take the Praxis Computer-Based Tests (CBT). The student is responsible to submit an official score from the Education Testing Service to the Education Department.

Students should take the Praxis I by the second semester of their freshmen year at Waldorf College. Praxis I is offered on the Waldorf College campus. Information and registration information for the Praxis I tests are available from the Education Department.

Waldorf students with Praxis test battery scores below the cut-off may retake the test/tests until the cut-off scores are reached.

Students transferring from other institutions with a minimum of 2.0 cumulative GPA and 2.5 GPA in Education and Content Core courses they plan to transfer may take education courses. Full admission will be granted upon completion of twelve semester credits averaging 2.0 or above at Waldorf College, with at least three credits in education with a minimum C- grade.

A maximum of 84 transfer credits will be accepted toward the Bachelor in Science Degree. Students who transfer to Waldorf College from a community college or a four year institution should check with the Waldorf College Education Department about the teacher education admission process as soon as possible.

Clinical and Progress Evaluations

Introductory Clinical Experience Evaluations completed by cooperating teachers in schools/agencies will be reviewed for satisfactory progress, and compared to the applicants self-evaluations of clinical experiences. A member of the Education Department faculty and the student will conference if there are areas of concern and develop an action plan for improvement.

Progress Evaluations at the time of application will also be completed. This evaluation form is completed by Education faculty and by the applicant.

Community Service

Students need to have at least 12.5 hours of community service prior to acceptance to the Teacher Education Program.

Other Factors

Students will obtain recommendations from an Education Department faculty member, a non faculty member, and a non Education Dept. faculty member. The recommendation will be turned into the Education Dept. administrative assistant, not back to the applicant. The recommendation will include physical and mental health, character, and interpersonal relationship skills. These factors will also be assessed prior to student teaching.

- Physical and Mental Health
  If the members of the Teacher Education Committee believe that a student will not be successful as a prospective teacher for reasons of poor physical or mental health, the student may be asked to:
  - Provide a satisfactory basis for determining his/her present physical health by submitting a written report from a certified physician. The report should cover such factors as general health and disabling handicaps.
  - Provide a satisfactory basis for determining his/her present mental health by submitting a report from either the Student Counseling Service or a qualified professional counselor.
- Character (Ethics) and Interpersonal Relationship Skills
  If the members of the Teacher Education Committee believe that a student will not be successful as a prospective teacher for reasons related to character (ethics) and/or interpersonal relationship skills, the student may be asked to:
  - Satisfactorily complete additional clinical experiences (not necessary for credit).
  - Submit letters of recommendation from faculty, supervising instructors, student life personnel, etc.
  - Demonstrate or provide evidence of character (ethics) and/or interpersonal relationship skills necessary to be an effective teacher.

Summary of Teacher Ed Requirements

Following is a summary of requirements for admission into the Teacher Education Program, usually submitted the first semester of the sophomore year:

- Taken or enrolled in Human Growth and Development and one other education course.
- Grade point average is 2.5 or higher in Education and Content courses at Waldorf College
- English 101 (106) course with a minimum grade of C-
- Mathematics 101 or higher with a minimum grade of C-
- Official minimum Praxis I (PPST©) scores: Reading, 171; Writing, 171; Mathematics, 169 OR a composite score of 511
- Satisfactory completion of 10 hours of clinical experience with satisfactory evaluations
- Satisfactory Progress Evaluations
- At least12.5 hours of Community Service
- Proof of liability insurance (membership in ISEA/NEA OR PEI has the benefit of liability insurance)

- Satisfactory physical, mental health, character and interpersonal relationship skills recommendations from an Education Dept. Faculty member, another faculty member and a non-faculty member

Types of Teacher Education Committee Decisions

Full Admission

The student who is fully admitted to the program has, in the judgment of the Teacher Education Committee, met all requirements for admission to the program.

Probationary Admission

Applicants may be admitted on probation on the condition that no more than two requirements are incomplete before they are fully admitted. The student will be notified of additional requirements needed for full admission. When these conditions have been met, the student's application will be admitted. A student who is admitted on probation may continue to take education courses, but no more than one methods course can be taken prior to FULL admission.

Applicants may be on probation if any of the above requirements are incomplete or if there are other areas of concern by the Teacher Education Committee.

Reapply or Denial of Admission

Applicants for the Teacher Education Program will be denied admission and asked to reapply if they fail to meet the minimum requirements. Applicants will receive a letter from the Education Department Chair describing the reason/s for denial of admission. The action of the Teacher Education Committee concerning the denial of any individual's application will be considered confidential.

Decision Appeals

A written petition to appeal a decision of the Teacher Education Committee may be submitted to the Committee. A petition must contain:

- A completed Teacher Education Program application form, with appropriate signatures. Should the student's petition be granted, the completed application will help expedite his/her admission process.
- A typed letter stating the reasons for the student's petition.
- A statement of support from the student's advisor and, preferably, another professor who is knowledgeable about his/her academic work.
- A copy of his/her latest degree audit or transcript.
- Any other documentation that the student thinks would enhance his/her chances for a positive recommendation from the Teacher Education Committee.

NOTE: When submitting an appeal, a member of the Education Department faculty should review the student's appeal for completeness prior to submitting it to the Teacher Education Committee.

Retention in the Teacher Education Program

A student accepted into the Teacher Education Program is expected to exhibit a level of professionalism that reflects the mission and goals of the Teacher Education Program. A student's progress is continually monitored. Retention in the program is based upon his/her ability to meet specified criteria which includes:

- Earning a grade of C- or higher in education/content courses.
- Maintaining a minimum grade point average of 2.50 in education/content courses.
- Demonstrating the ability or potential to work effectively in an educational setting.

~Application to Student Teaching~

Students should apply a year in advance of the student teaching semester. Applications will be acted upon by the Teacher Education Committee. Approval for student teaching will be based upon review of each of the following:

- Admission to, and retention in, the Teacher Education Program
- Application materials turned in complete
- Satisfactory progress on Clinical Experience Evaluations
- Satisfactory Progress Evaluations
- Certificate of completion of state approved **Mandatory Reporting Training**
- Upload the following items to Moodle:
  - Resume
  - Philosophy of Education Statement
  - 2-3 Lesson Plans
  - Other exceptional work
- Completed at least 12.5 hours of community service per semester while at Waldorf prior to student teaching
- Physical and mental health, and character and interpersonal relationship skills deemed acceptable for student teaching
- Maintaining a 2.5 GPA or higher and a grade of C- or higher in all education/endorsement courses
- The Education Administrative Assistant will obtain a transcript of courses showing completion of methods courses and a majority (3/4) of their endorsement area. With no D's, F's or incomplete grades for those courses.

NOTE:

- Any grade of Incomplete must be completed before student teaching.
- Student teachers may not participate in a major extracurricular activity (sports, theater, music, etc.) or job.

~Student Teaching~

Terminology

Student Teaching - A period of directed teaching experiences under the guidance of a cooperating teacher in a school/agency setting and a college supervisor.

Student Teacher - A college student who has been assigned to a cooperating school/agency to acquire practical teaching experience under the direction of a cooperating teacher and a college supervisor.

Cooperating Teacher - The cooperating teacher is a fully licensed teacher in a public or private school or agency, who directs the experience, assists with the supervision and evaluation of a student teacher.

Cooperating School/Agency - A public or private school or agency that works jointly with the college to provide a site for the student teaching experience.

College Supervisor - An Education Department faculty member assigned to supervise and evaluate the progress of a student teacher.

Licensure Officer - An Education Department faculty member responsible for licensure recommendation.

Director of Student Teaching - An Education Department faculty member assigned to be responsible for student teacher placements and seminars.

Policies

Placement

All placements are made through the Director of Student Teaching.

Only students fully accepted into the Teacher Education Program with a completed Student Teaching Application will be placed for student teaching.

Students may make requests or file a list of preferences for placement, but may not make their own placement. Placements outside of a 30-mile radius are contingent on availability of college supervision.

Student Teaching placement may be in the same district, but may not be in the same school in which a Waldorf College student teacher may have children, a spouse, or other immediate family members. Placement may not be in the district or schools the Waldorf College student teacher attended.

After placement, a contract is sent to the district and the student's resume' is sent to the cooperating teacher.

Cooperating teachers and student teachers are invited to a workshop after placements are confirmed.

Waldorf College student teachers may not be placed in the same semester in which they are actively engaged in a major extracurricular activity (sports, theater, music, etc). Student teaching is a full-time job and a Waldorf College student's first priority. Other jobs or heavy extracurricular activity is not compatible with full-time teaching responsibilities.

Students requesting a teaching placement outside of a 30-mile radius of Waldorf College will be charged an extra fee for supervision.

Attendance

If a Waldorf College student teacher has any absences during the student teaching placement, the days must be made up. After three absences, the student teacher needs to make up an additional week. School cancellations due to weather do not need to be made up.

Student teaching is split into two sessions which are a minimum of seven weeks each.

Attendance is also required for Student Teaching Seminars. If a student teacher must miss a seminar, a three-page paper on the seminar topic is required. Seminar dates are announced when placements are posted.

Transportation

Student teachers are responsible for their own transportation to and from placement school sites.

Dress Code

Student teachers must wear appropriate professional attire or their Waldorf College Education Department polo shirt during student teaching. Slacks may be worn for men, and slacks or loose fitting skirts for women. Jeans, mid-thigh skirts, shirts that reveal the waistline, spaghetti straps, facial jewelry and hats are not appropriate attire. Personal

grooming must be at a professional level. Additional restrictions on dress may apply if a student teaching placement school site has a more restrictive dress code for its teachers.

Confidentiality

Student teachers are expected to observe confidentiality concerning all aspects of clinical experiences. This means a student teacher must not talk about individual students to anyone other than the teachers and other professionals in a school. It also means that student teachers cannot talk about student interactions, student-teacher interactions, student progress, parents, etc. Violators will receive a written reprimand. A copy will be sent to the student teacher supervisor and advisor. Such violations may prevent a student from continuing Student Teaching.

Professional Behavior

Professional behavior is required. Student teachers must observe a code of professional ethics. Any behavior that reflects badly on the student teacher and in turn, Waldorf College, will result in failure of student teaching.

Extended Student Teaching

A student teaching request for extended student teaching must be made at least one semester prior to the first student teaching session. The request should be directed to the Education Department Chair.

Any extended student teaching request for reasons other than additional endorsement areas or out-of-state licensure requirements must be approved by the Education Department Chair.

Role of Cooperating Teachers

The cooperating teacher exerts a primary influence on the development of the student teacher. Those serving in this role are responsible for guiding the student teachers through their professional experience. When they demonstrate model lessons, give suggestions in matters of discipline and evaluate student teachers' performances, they are using their expertise to mold new members of the teaching profession.

Specifically, cooperating teachers will be responsible to:

- Attend Waldorf College's Cooperating Teacher In-Service Workshop.
- Express a desire to work with the student teacher
- Create an atmosphere of acceptance of the student teacher by introducing the student teacher to other faculty members and to students as a "second teacher" or a co-worker.
- Provide the student teacher with his/her own working space and a place to file classroom and college assignments.
- Provide a daily schedule and a school calendar.
- Provide information concerning school policies and regulations.
- Inform the student teacher of classroom policies and procedures.
- Provide seating charts or some means for the student teacher to learn student names.
- Provide class lists and necessary information about pupils, such as IEP student needs.
- Guide the student teacher in planning, teaching, and evaluation of lessons and/or units.
- Model various teaching strategies throughout the experiences.
- Acquaint the student teacher with available instructional materials, supplies, and equipment.

- Schedule as early as possible with the student teacher the sequence of teaching experiences.
- Give the student teacher instructional responsibilities in the classroom.
- Provide continuous feedback evaluation of the student's teaching, including daily specific feedback and weekly planned conferences (documented with the weekly log).
- Include the student teacher in faculty/staff working relationships.
- Confer with the college supervisor about the student teacher's progress.
- After completing a written mid-placement evaluation and a final evaluation, meet with the college supervisor and student teacher to discuss the evaluation.
- Study, evaluate, and make recommendations for improving the student teaching experience.
- Conduct mock evaluation on Iowa Teaching Standards and complete the form after session II.

Role of College Supervisors from Waldorf College

College supervisors serve as resource persons for the Principal of the cooperating school, the cooperating teacher, and the student teacher. College supervisors work with the cooperating teacher and the student teacher in evaluating the student teacher's performance. Specifically, college supervisors will:

- Meet with the cooperating teacher and the student teacher by the end of the first full week of the student teacher's assignment in order to:
  - Describe the evaluation procedures.
  - Determine how the student teacher's time will be allocated and tentatively determine the time-line for assignments.
  - Discuss concerns and/or answer questions.
- Check with the building administrator periodically in order to maintain communication concerning progress and/or problems of the student teacher and/or cooperating teacher.
- Contact the student teaching site a minimum of four times during each seven week placement to:
  - Provide guidance to the student teacher.
  - Make a minimum of three in-class observations.
  - Collaborate with the cooperating teacher on the progress of the student teacher and to formatively and summatively evaluate the student teacher, including conducting the following meetings with the student teacher present:
    - A non-binding, written mid-placement evaluation of the student teacher.
    - A final written evaluation of the student teacher.
- Confer with the student teacher and the cooperating teacher after each observation when possible.
- Evaluate and provide feedback on all specific student teaching assignments.
- Help the student teacher and cooperating teacher resolve any problems affecting the student teaching situation.
- Offer praise, encouragement, and tactful but frank criticism.
- Maintain student teaching records, and after transmitting the final grade to the Registrar's Office, file appropriate records in the permanent Education Department file.
- Study, evaluate, and make recommendations for improving the student teaching experience.

Role of Principals

The Principal of the cooperating school works with the cooperating teacher and the college Director of Student Teaching to assure an effective experience for student teachers. The Principal's responsibilities may include assisting in the orientation of the student teachers, observing the student teachers in their assigned classrooms, and acting as a resource person for the cooperating teacher and the student teacher.

Specifically, Principals may:

- Meet with the student teachers during their first day of placement.
- Introduce the student teachers to the staff and acquaint the student teachers with the facilities and services of the school.
- Visit informally with the student teachers in the hallways, the lounge, and the lunchroom.
- When possible, observe student teachers in the assigned classroom.
- Talk with the student teachers about their work.
- Evaluate the student teaching experience with the college supervisor.

Role of the Waldorf College Director of Student Teaching

The Director of Student Teaching makes student teaching location assignments and facilitates starting and concluding procedures for this experience. Specifically, the Director of Student Teaching will:

- Notify student teachers and college supervisors of placement locations and dates.
- Conduct, with other college supervisors, Cooperating Teachers' In-Service Workshop.
- Conduct, with other college supervisors, Student Teaching Seminars.
- Solicit, receive and collate feedback suggestions from cooperating teachers, principals, college supervisors, and student teachers regarding ways to strengthen the teacher preparation program.
- Coordinate payment of honoraria to cooperating teachers.
- Assist graduates, along with the Licensure Officer, in making application for teacher licensure.

Role of Student Teacher

As exemplified by the title, the student teacher's role is twofold: s/he is both a professional teacher with a job to do and a student of the classroom, learning to do that job well. When one begins student teaching, s/he should have an understanding of the skills needed to apply all INTASC Principles beginning on page 1.

Although student teaching is designed to be a learning experience, it is also a responsibility. The student teacher owes the classroom students his/her very best efforts in providing worthwhile learning experiences. Providing those experiences goes beyond merely presenting the content of a lesson. Specifically, the student teacher will also:

- Attend Student Teaching Seminars
- Attend on-campus Capstone sessions
- Establish positive relationships with the cooperating teacher and college supervisor.
- Provide background information about skills and abilities to the cooperating teacher.
- Observe students in the class carefully in order to plan for individual needs.
- Provide well in advance of the lesson for the materials and audio-visual aids to execute a lesson.
- Initiate ideas for classroom teaching and volunteer to do classroom tasks.

- Attend to the details of classroom routine as well as cheerfully assuming supervisory duties during lunch periods, recess, school activities, and before/after school.
- Listen carefully to the observations and coaching of the cooperating teacher and college supervisor in order to grow in a self-reflective manner.
- Follow classroom management procedures consistently and fairly.
- Maintain a professional manner with students while sharing concern and caring for their learning.
- Observe ethical considerations of confidentiality toward students, show respect for religious and cultural beliefs, be nondiscriminatory, and be aware of the effects of one's own behavior.
- Observe legal mandates concerning child abuse, mainstreaming/inclusiveness, and discipline.
- Take advantage of professional opportunities to observe other teachers and attend faculty in-service workshops, faculty meetings, school board meetings, and school organization meetings.
- Assume professional attitudes of dependability, promptness, and respect for school staff and administrators.
- Maintain professional dress and appearance.
- Adhere to the policies of the school and college without criticism or complaining.
- Maintain a file of all assignments and work completed.
- Adhere to the Code of Ethics of the Education Profession.

~Steps for Acquiring a Teacher License~

To be eligible for an Iowa teaching license, each Education student must:

- Meet institutional graduation requirements
- Meet requirements set by the Teacher Education Program
- Be recommended by the College Licensure Officer
- Be at least 21 years of age
- Be a United States citizen

Iowa law also states that an applicant for teacher licensure shall be disqualified for any of the following reasons:

- The applicant has been convicted of child abuse or sexual abuse of a child.
- The applicant has been convicted of a felony.
- The applicant's application is fraudulent.
- The applicant's license or certification from another state is suspended or revoked.

Steps for acquiring a teaching license include:

- Obtain a State of Iowa Application for Licensure waiver form, and fingerprint card from the Director of Student Teaching or Ed. Department Administrative Assistant.
- Complete the applicant's portion of the form, attach a money order made out to the "Iowa BOEE", and return to the Education Dept. Administrative Assistant.
- Submit a waiver and fingerprint card, or obtain electronically with an accurate self-report of all past criminal convictions.
- A copy of the student's transcript will be obtained from the Registrar by the Dept. Administrative Assistant. The Licensure Officer will then do a degree audit. If the

student has taken courses at other colleges, s/he must also submit official transcripts from those institutions. Upon completion of the Licensure Officer's Degree Audit and a Degree Audit done by the Registrar's office, the Licensure Officer will recommend for a license with the State of Iowa.

Out of State Licensure

Licensing or certification of teachers is a function of each state. Students who are contemplating teaching in a state other than Iowa will need to apply for licensure in that specific state. The student may call or write the state's Department of Education to request an application for licensure. Each state sets their own application fee. It is highly recommended that a student apply for the State of Iowa license whether or not s/he intends to teach in Iowa. Some states may have a specific state requirement that must be met, but the state will often grant a temporary license to give a person time to complete the requirement. Each student seeking to be licensed in a state other than Iowa is responsible for meeting the current requirements of that state.

If Not Recommended for Licensure

If a student has not met all the requirements set by the Teacher Education Program and is not recommended by the Waldorf College Licensure Officer, s/he will not be recommended for licensure. An appeal may be taken to the Teacher Education Committee.