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

Welcome to the Waldorf University 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 world’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!

Waldorf University Education Department Faculty and Staff
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# The Education Department

## FACULTY

<table>
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<tr>
<td>Department Chair/Licensure Officer Professor of Education</td>
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<tr>
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<tr>
<td>Assistant Professor of Education</td>
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</tbody>
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## STAFF

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
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<td>585-8238</td>
<td><a href="mailto:steve.putz@waldorf.edu">steve.putz@waldorf.edu</a></td>
</tr>
<tr>
<td>Clinical Experience &amp; Student Teacher Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Becky Stumme</td>
<td>S317</td>
<td>585-8488</td>
<td><a href="mailto:stummeb@waldorf.edu">stummeb@waldorf.edu</a></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td></td>
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The Advisory Committee

<table>
<thead>
<tr>
<th>First</th>
<th>Last</th>
<th>School/Business</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Beth</td>
<td>Ades-Hanson</td>
<td>Lake Mills</td>
<td>Reading/Title I</td>
</tr>
<tr>
<td>Ken</td>
<td>Baker</td>
<td>Forest City</td>
<td>High School Principal</td>
</tr>
<tr>
<td>Roger</td>
<td>Blickenderfer</td>
<td>Central Springs</td>
<td>High School Math</td>
</tr>
<tr>
<td>Brian</td>
<td>Costello</td>
<td>Northwood-Kensett</td>
<td>Elementary Principal</td>
</tr>
<tr>
<td>Zach</td>
<td>Dillavou</td>
<td>Forest City</td>
<td>Middle School Principal</td>
</tr>
<tr>
<td>Jeri</td>
<td>Edel</td>
<td>Forest City</td>
<td>8th Grade Math</td>
</tr>
<tr>
<td>Marty</td>
<td>Fonley</td>
<td>Algona</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Kristi</td>
<td>Gast</td>
<td>West Hancock</td>
<td>Middle School Math</td>
</tr>
<tr>
<td>Allison</td>
<td>Klaassen</td>
<td>Lake Mills</td>
<td>TLC Instructional Coach</td>
</tr>
<tr>
<td>Tiffany</td>
<td>Kesler</td>
<td>Lake Mills</td>
<td>Elementary Special Education</td>
</tr>
<tr>
<td>Wayne</td>
<td>Kronemann</td>
<td>West Hancock</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Ronald</td>
<td>Kvale</td>
<td>Retired</td>
<td>High School Science FCCSD</td>
</tr>
<tr>
<td>Darwin</td>
<td>Lehmann</td>
<td>Forest City</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Melanie</td>
<td>Marreel</td>
<td>Clear Lake</td>
<td>4th Grade – Social Studies &amp; Science</td>
</tr>
<tr>
<td>Michael</td>
<td>Meyering</td>
<td>Garner-Hayfield-Ventura</td>
<td>Elementary Principal</td>
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<tr>
<td>Cory</td>
<td>Myer</td>
<td>North Iowa</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Jim</td>
<td>Scholbrock</td>
<td>Lake Mills</td>
<td>6-12 Principal</td>
</tr>
<tr>
<td>Krista</td>
<td>Reeder</td>
<td>Blooming Prairie Public Schools</td>
<td>Music Teacher</td>
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<tr>
<td>Deadra</td>
<td>Stanton</td>
<td>Mason City</td>
<td>Mentor/Teacher Leadership Program</td>
</tr>
<tr>
<td>Debra</td>
<td>Steenhard</td>
<td>Garner-Hayfield-Ventura</td>
<td>5-8 Principal</td>
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<tr>
<td>Marcia</td>
<td>Tweeten</td>
<td>Retired</td>
<td>AEA Ed Services Consultant</td>
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<tr>
<td>Ruth</td>
<td>Verbrugge</td>
<td>West Hancock</td>
<td>Middle School Principal</td>
</tr>
<tr>
<td>Kari</td>
<td>Wagner</td>
<td>Lake Mills</td>
<td>K-5 Principal</td>
</tr>
<tr>
<td>Tyler</td>
<td>Williams</td>
<td>Garner-Hayfield-Ventura</td>
<td>Superintendent</td>
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</table>

The Education Department Faculty are also members of the Advisory Committee.
Waldorf University Mission Statement
Waldorf University seeks to be an engaging community of learning and faith where relationships are formed and opportunities for learning and service abound. Our mission is to educate the whole person emphasizing integrity and equipping students to succeed and to serve the communities where they live and work.

Education Department Mission Statement
Prepare engaging teachers to serve a community of learners.

Education Department Goals
The Waldorf University Education Program has adopted InTASC (Interstate New Teacher Assessment and Support Consortium) Model Core Teaching Standards & Learning Progressions for Teachers. The Education Program also endeavors to incorporate the CEC’s (The Council for Exceptional Children) mission to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance the engagement of their families. Graduates of Waldorf University’s Teacher Education Program will demonstrate the following:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (Performances)

1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs. (Essential Knowledge)

1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. (Critical Dispositions)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (Performances)

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (Essential Knowledge)

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. (Critical Dispositions)
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (Performances)

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. (Performances)

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. (Essential Knowledge)

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (Critical Dispositions)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. (Performances)

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (Essential Knowledge)

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field. (Critical Dispositions)

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). (Performances)

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. (Essential Knowledge)

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (Critical Dispositions)

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. (Performances)
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. (Performances)

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. (Essential Knowledge)

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. (Essential Knowledge)

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth. (Critical Dispositions)

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (Performances)

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. (Essential Knowledge)

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning. (Critical Dispositions)

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. (Performances)

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. (Essential Knowledge)

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. (Critical Dispositions)

Standard #9: Professional Learning & Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (Performances)

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (Performances)

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. (Essential Knowledge)
9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. (Essential Knowledge)

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (Critical Dispositions)

Standard #10: Leadership & Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning. (Performances)

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (Performances)

10(a) The teacher knows how to contribute to a common culture that supports high expectations for student learning. (Essential Knowledge)

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. (Critical Dispositions)

Curriculum Requirements

Future teachers need to complete general education and endorsement curriculum requirements, which can be found in the academic 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 University as a first year student or a transfer student, he/she is assigned an academic advisor with one of the faculty or staff members in the Education Department. However, the student may seek advice from anyone in the department.

A student’s program of study is to be considered the map which guides the student along his/her path toward graduation from the Teacher Education Program. Each teacher education student is responsible for knowing and understanding his/her 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, all Teacher Education students are advised by a member of the Education department. 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 their 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 University 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 University classes as scheduled. If a student enrolls in a class at another college or university, the student must consult with the Education Department faculty concerning whether the course meets the InTASC Standards.

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**
Waldorf University requires professional liability coverage while fulfilling clinical expectations in participating districts. The department facilitates the choice of coverage offered through two organizations: ISEA/NEA student program (Iowa State Education Association/National Education Association) or PEI (Professional Educators of Iowa). Students may also show alternate proof of liability coverage with the department chairperson.

The student needs proof of membership or liability insurance prior to full admission to the Teacher Education Program.

**Community Service**
The Waldorf University Mission Statement says, “Our mission is to educate the whole person emphasizing integrity and equipping students to succeed and to serve the communities where they live and work”. The Waldorf University Education Department’s Mission Statement, “Prepare engaging teachers to serve a community of learners,” supports the university’s mission statement. All Waldorf University students in the education program are required to complete 12.5 hours of community service 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 a member of the Education Department.

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 University.

Suggestions for community service activities:

➢ Tutor (non-paid tutoring)
➢ Assist at social service agencies
➢ Special Olympics
➢ Mission trip
➢ 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 University 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, he/she 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 by the Education Department Chairperson (with a copy to the Vice President for Academic Affairs) 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 Waiver

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

Praxis Core Academic Skills for Educators Tests

Praxis Core Academic Skills for Educators Tests (C.A.S.E.) are academic skills assessment tests designed to measure reading, writing, and mathematical skills. The Praxis C.A.S.E. tests are computer based tests. Education students should take the Praxis C.A.S.E. tests by the first semester of their sophomore year at Waldorf University. Other formats are available for students with special needs with appropriate documentation. The minimum required Praxis C.A.S.E. scores are: Reading, 156; Writing, 156; Mathematics, 137; OR a composite score of 450. The Praxis C.A.S.E. scores must be obtained for admission into the Teacher Education Program. (The Praxis C.A.S.E. tests replace the Praxis I tests which were last offered on June 7, 2014. Students completing the Praxis I tests are required to attain minimum scores of 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 C.A.S.E. test battery scores below the cut-off may retake the test/tests three times in an attempt to achieve the minimum scores. Students failing to achieve the required minimum scores after three attempts will be counseled to change their academic major.

**Praxis II**
All students completing a teacher preparation program in the state of Iowa must successfully complete a Praxis II content knowledge test and a Praxis II pedagogy test to be recommended for their initial license. Education students are required to pass one of the Praxis II tests prior to student teaching (suggest be taken 3-6 months prior to student teaching) and are encouraged to take the other test prior to the end of their student teaching experience. Check the Praxis website (http://www.ets.org/praxis) for the current required scores as the Iowa Department of Education annually reviews the Praxis II tests and minimum score requirements. Successful completion of the Praxis II tests is a requirement for program completion.

**Praxis Preparation Materials**
There is a link to Praxis preparation materials on the Education Department’s website (http://www.waldorf.edu/faculty-staff/departments/education/praxis-preparation). There are also Praxis II samples available in the Luise V. Hanson Library.

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**Academic Services**

**Academic Achievement Center**
The Academic Achievement Center (AACE) provides a study environment and tutorial services 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. Tutorials and support software are available for several courses, as well as diagnostic programs for learning styles, study skills and reading skills. The AACE also facilitates accommodations for students with disabilities.

**Tutoring Services**
Tutoring services are available for many 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.

**Writing Center**
The Writing Center is a service provided to Waldorf students by a staff of trained professionals and peer instructors. The center provides the following services: helping a student to 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.

**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 University’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 University'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 satisfactory clinical experience prior to admission to the Teacher Education Program.

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

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<th>Course Number</th>
<th>Course Name</th>
<th>Hours</th>
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<tr>
<td><strong>Education Core</strong></td>
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<tr>
<td>SPED 220 (Introductory)</td>
<td>Exceptional Learners</td>
<td>10</td>
<td>Observation and participation with students with special needs or who are at risk.</td>
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<tr>
<td>EDU202 (Introductory)</td>
<td>Introduction to Teaching Clinical</td>
<td>20</td>
<td>Observations in K-12 classrooms at two levels to introduce students to the K-12 environment.</td>
</tr>
<tr>
<td>EDU240 (Introductory)</td>
<td>Educational Psychology</td>
<td>10</td>
<td>Observations in a K-12 classroom focus on educational psychology theory to connect theory to practice.</td>
</tr>
<tr>
<td>EDU440 (Participatory)</td>
<td>Assessment and Goal Setting</td>
<td>10</td>
<td>Students observe assessment activities and collect assessments in classrooms.</td>
</tr>
<tr>
<td>EDU 411 (Participatory)</td>
<td>Multicultural Practicum</td>
<td>40</td>
<td>Co-teaching experience 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.</td>
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<td><strong>Elementary Endorsement</strong></td>
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<td></td>
</tr>
<tr>
<td>EDU340 (Participatory)</td>
<td>Teaching Math and Science in K-8th Grade</td>
<td>15</td>
<td>Students are placed in an upper elementary math and science classroom to participate by presenting lessons, working with small groups, co-teaching, and tutoring.</td>
</tr>
<tr>
<td>EDU350 (Participatory)</td>
<td>Teaching Movement/Music/Art/Drama in K-8th Grade</td>
<td>15</td>
<td>Students are placed in a regular education lower elementary classroom and integrate music, art, drama and movement into the regular curriculum. Students also present lessons.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Requirement</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDU360 (Participatory)</td>
<td>Teaching Reading, Language Arts and Social Studies in K-8th Grade</td>
<td>15</td>
<td>Students are placed in a reading, language arts, and social studies classroom to participate by presenting lessons, working with small groups, team co-teaching, and tutoring.</td>
</tr>
<tr>
<td>EDU460 (Participatory)</td>
<td>Behavior Management for Elementary</td>
<td>10</td>
<td>Students are placed in a classroom to observe and participate in classroom management strategies.</td>
</tr>
<tr>
<td>SPED335 (Participatory)</td>
<td>Inclusive Reading Pre-Student Teaching</td>
<td>50</td>
<td>Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans for remediation.</td>
</tr>
<tr>
<td>SPED 392 (Participatory)</td>
<td>Math Strategies</td>
<td>10</td>
<td>Students are placed in a classroom with the purpose of diagnosing mathematical problems and creating lesson plans for remediation.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>K-8 or 5-12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 355 (Participatory)</td>
<td>Teaching Reading in Grades 5-12</td>
<td>10</td>
<td>Students are placed in a classroom to participate by presenting lessons, working with small groups, co-teaching, and tutoring.</td>
</tr>
<tr>
<td>SPED335 (Participatory)</td>
<td>Inclusive Reading Pre-Student Teaching</td>
<td>50</td>
<td>Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans for remediation.</td>
</tr>
<tr>
<td><strong>Instructional Strategist I:</strong></td>
<td><strong>K-8 or 5-12</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED321 (Participatory)</td>
<td>Special Education Clinical Experience</td>
<td>20</td>
<td>Students work with students with mild and moderate special needs and participate in co-teaching.</td>
</tr>
<tr>
<td>SPED335 (Participatory)</td>
<td>Inclusive Reading Pre-Student Teaching</td>
<td>50</td>
<td>Students are placed in a classroom with the purpose of diagnosing reading problems and creating lesson plans to remediate.</td>
</tr>
<tr>
<td>SPED 392 (Participatory)</td>
<td>Math Strategies</td>
<td>10</td>
<td>Students are placed in a classroom with the purpose of diagnosing mathematical problems and creating lesson plans for remediation.</td>
</tr>
<tr>
<td>SPED410 (Participatory)</td>
<td>Special Education Clinical II</td>
<td>60</td>
<td>Endorsement seeking-only students teach or co-teach in a special education setting.</td>
</tr>
<tr>
<td><strong>Secondary Endorsements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU395 (Participatory)</td>
<td>Content Area Reading</td>
<td>10</td>
<td>Students use content reading strategies one-on-one with secondary students.</td>
</tr>
<tr>
<td>EDU465 (Participatory)</td>
<td>Behavior Management for Secondary</td>
<td>10</td>
<td>Students are placed in a classroom to observe and participate in classroom management strategies.</td>
</tr>
<tr>
<td>EDU371 (Participatory)</td>
<td>Pre-student Teaching Clinical Experience for Secondary</td>
<td>20</td>
<td>Students gain instructional experiences in a secondary classroom and explore using various teaching strategies while also using a variety of media.</td>
</tr>
<tr>
<td>EDU376 (Participatory)</td>
<td>Clinical Experience in Teaching Speech/Theater in the Secondary School</td>
<td>20</td>
<td>Students gain instructional experience in a secondary speech/theater classroom.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>EDU386</td>
<td>Clinical Experience in Teaching English in the Secondary School</td>
<td>20</td>
<td>Students gain instructional experience in a secondary English classroom.</td>
</tr>
<tr>
<td>MUE341</td>
<td>Methods of General Music in Public K-12 Schools</td>
<td>20</td>
<td>Students gain instructional experience in an elementary music classroom.</td>
</tr>
<tr>
<td>MUE441</td>
<td>Methods of Performance Ensembles in the Schools</td>
<td>20</td>
<td>Students gain instructional experience with performance ensembles in a secondary school.</td>
</tr>
<tr>
<td>PED/SPED310</td>
<td>Adaptive PE</td>
<td>10</td>
<td>Students are placed in an adaptive PE setting to observe and interact with the teacher and students.</td>
</tr>
<tr>
<td>PED344</td>
<td>Clinical Experience in Teaching Physical Education in the Elementary School</td>
<td>20</td>
<td>Students gain instructional experience in an elementary physical education classroom.</td>
</tr>
<tr>
<td>PED346</td>
<td>Clinical Experience in Teaching Physical Education in the Secondary School</td>
<td>20</td>
<td>Students gain instructional experience in a secondary physical education classroom.</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** SPED 410 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 setting and a university supervisor.

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

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

**Cooperating School** - A public or private school that works jointly with the university to provide a site for the clinical experience.

**Clinical Experience Coordinator** – A member of the Education Department assigned to work with schools for placement and supervision of clinical experience students.
Policies

**Placement** - Clinical Experience placements may be in the same district, but may not be in the same classroom in which a Waldorf University student may have children, a spouse, or other immediate family members. Placements are made by the principal of the cooperating school and the Education Department Clinical Experience Coordinator.

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

**Dress Code** - Clinical Experience students are required to wear a Waldorf University Education Department shirt or blouse 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, flip-flops, high spikes or platform shoes, 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 University, (e.g., failure to contact placement teacher, start hours in a timely manner, not contacting cooperating teacher and professor in advance about absences, lateness, etc.) will result in failure of the course and may negatively impact progress in the Teacher Education Program.

**Attendance** - Clinical experience students are required to follow the expectations for check-in that the cooperating school requires. **If unable to attend at a scheduled time, students must call the school and reschedule with the cooperating teacher. Students must also notify the university course professor.** University supervisors may make unannounced visits, so students must provide accurate schedules. Only illness or an emergency is reason to change the schedule. On occasion, allowances may be made for athletic event schedules.

**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**

➢ Welcome and introduce the clinical student to your class.
➢ Familiarize the student with the classroom rules and the discipline policy.
➢ Encourage active learning experiences; have your Waldorf student spend a minimal amount of time sitting in the back of a room observing what others are doing.
➢ Inform students about how to successfully function within your school setting.
➢ Initial the student’s attendance log each day they are present (the student should present it to you).
➢ Contact the university supervisor or Clinical Experience Coordinator if there are concerns.
➢ Evaluate the student using the evaluation form provided by the student and either give it to the Waldorf University Clinical Experience Coordinator or return it by mail.
➢ Recognize that the clinical experience student follows the university calendar. However, some university students may request to continue their experience during university breaks, if you agree.

**Participatory Clinical Experience**

➢ Create an atmosphere of acceptance of the clinical experience student by introducing the student as a part-time associate.
➢ Challenge and invite the student to think for themselves and assist in a manner consistent with your expectations and their level of preparedness.
Invite students to help you meet instructional goals and support classroom learning.
If appropriate, provide the clinical experience student with his/her own working space.
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, implementation of centers, collection of student achievement data, etc.
Provide continuous feedback to the student, based on his/her level of participation.
Confer with the university faculty about the student’s progress.
Contact the university professor or Clinical Experience Coordinator regarding any concerns.
Initial the student’s attendance log each day when they present it to you.
Provide students (and professors) with insight into a student’s teaching abilities and dispositions through evaluative feedback. Complete a formal evaluation of the student (students will provide you with the necessary form) and either give it to the Waldorf University Clinical Experience Coordinator or return it by mail. (Methods courses require a mid-term and final evaluation, while other courses only require a final evaluation.)

Role of Waldorf University Clinical Experience Coordinator
- Collect descriptions of clinical requirements from university professors for each course and communicate those expectations to principals and prospective teachers.
- Place students in schools by assigning each university student to a classroom teacher through administration, according to the practice of each school building.
- Provide notification of placement for each university student to the education faculty by course.
- Provide notification of placement information each semester to the Education Department Administrative Assistant.
- Conduct seminars/conferences for clinical teachers and students.
- Pass on any evaluations received to the appropriate department faculty and staff.
- Communicate with the cooperating teachers and students during the first two weeks of a 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 Waldorf University Clinical Professors
- Provide descriptions and expectations for each clinical to the Clinical Experience Coordinator.
- Visit clinical placements for methods courses at least once during the semester.
- Communicate expectations to students regarding assignments to be completed while in their placement.
- Communicate with cooperating teachers in the event that a student concern needs to be addressed.
- Review all clinical experience evaluations and complete a progress evaluation for students below standard; communicate and route said progress evaluation to the student’s advisor.
- Assign a final grade for the course/clinical experience.
- Give all clinical experience evaluations and log sheets to the Education Department Administrative Assistant for permanent student files.

Role of Principals
- Place clinical experience students with qualified teachers in their building.
- Work closely with the cooperating teacher and the Waldorf University Clinical Experience Coordinator to assure an effective experience for clinical experience students.
- Clarify building “check in” procedures and expectations for theClinical Experience Coordinator and 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

➢ Set a clinical time with their teacher and inquire about the teacher’s preferred method of communication.
➢ Commit to a time slot and be there, without fail, and on time!
➢ Learn the names of the students in their placement.
➢ Learn the role and responsibilities of their clinical teacher.
➢ Display an interest in the content and the learning taking place.
➢ Volunteer to do classroom tasks.
➢ Offer to read to students, work with individuals or small groups whenever possible.
➢ Go with the students to recess, lunch and special classes whenever appropriate; this provides opportunities to see students in various contexts.
➢ Follow the university calendar, although with special arrangements with your clinical teacher you may continue clinical experiences during university breaks.
➢ Move throughout the room and look at what students are doing. Are they mastering the knowledge or skills required or are they struggling? Ask what you might do to assist student learning and get to work by helping students!
➢ Notify the cooperating teacher if you cannot be present as scheduled (also contact the supervising university professor).
➢ Keep a record of attendance on a Clinical Experience Log; have it initialed by the on-site cooperating teacher/personnel each time.
➢ Provide your cooperating teacher with an evaluation form and give them adequate time to reflect and evaluate your performance and dispositions. Communicate that the form may either be collected by the Waldorf University Clinical Experience Coordinator or mailed to Waldorf University.
➢ Follow check-in procedures required by school administration.
➢ Maintain professional dress and appearance by adhering to Waldorf University dress requirements.

Participatory Clinical Experience

Includes all of the “Introductory Expectations” as well as the following:

➢ List questions that you have as you observe and ask your teacher one of the questions when the time is appropriate.
➢ 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.
➢ Follow established classroom management procedures.
➢ Redirect students who are misbehaving. If unsure about your teacher’s support of you doing this, mention what you saw and how you considered addressing it and inquire about how the teacher would like it handled next time.
➢ Observe when necessary, but participate whenever possible. Circulate and provide assistance to students during guided practice.
➢ Work with individuals and small groups of students as directed by your teacher.
➢ Communicate with your cooperating teacher with regard to your course requirements.
➢ For methods courses, inquire about upcoming curriculum expectations the teacher may want you to focus your lessons toward and set dates for teaching your lessons.
➢ Prepare well in advance of your lesson by communicating your plans with your teacher and requesting any necessary materials or audio-visual aids to execute the lesson.
➢ Listen carefully to the observations and coaching of the cooperating teacher and university professor in order to grow in a self-reflective manner.
➢ 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 your own behavior.
➢ Observe legal mandates concerning child abuse, students with special needs, and discipline.
➢ Attend school functions whenever possible. Go to that game or play for which students have been preparing.
➢ Keep a record of attendance on a Clinical Experience log that is initialed by the on-site cooperating teacher/personnel each time.
➢ Provide your cooperating teacher with evaluation forms and give them adequate time to reflect and evaluate your performance and dispositions. Communicate that forms may either be collected by the Waldorf University Clinical Experience Coordinator or mailed to Waldorf University.
➢ Maintain a file of all assignments and work completed. (Specific assignments for each Clinical Experience placement are described and key assignments that could be included in your capstone portfolio are noted in each syllabus.)

Application to the Teacher Education Program

Students are required to apply for admittance 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 at least one practicing teacher. The faculty, student services person, and practicing teachers are appointed by the Waldorf Education Faculty.

Scholarship
A minimum grade point average of 2.5 in Education and Content Core courses taken at Waldorf University 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. Students who are fully accepted into the Teacher Education Program must earn a grade of B- or higher in all methods courses in order to be eligible to student teach.

Prior to being admitted, students must obtain a minimum grade of C- in English 101, 121, or 106 and in a 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 Core Academic Skills for Educators Tests (C.A.S.E.): Reading, 156; Writing, 156; Mathematics, 137; OR a composite score of 450. Students who have completed the Praxis I (PPST) subtests are required to attain the minimum scores of: Reading, 171; Writing, 171; Mathematics, 169; OR a composite score of 511. The student is responsible for submitting an official score from the Education Testing Service to the Education Department.
Students should take the Praxis C.A.S.E. (Praxis I) by the first semester of their sophomore year at Waldorf University. Information and registration information for the Praxis C.A.S.E. tests are available from the Education Department.

Waldorf students with Praxis C.A.S.E. (Praxis I) test battery scores below the cut-off may retake the test/tests three times in an attempt to achieve the minimum scores. Students failing to achieve the required minimum scores after three attempts will be counseled to either complete the Foundations of Education major (non-teaching major) or change to another academic major outside of the Education department. (See page 26 for information on the Foundations of Education major.)

Students transferring from other institutions are required to fulfill all requirements for entry into the Teacher Education Program.

A maximum of 84 transfer credits will be accepted towards the Bachelor of Science degree. Students who transfer to Waldorf University from a community college or a four year institution should check with the Waldorf University 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 faculty member of the Education Department and the student will conference if there are areas of concern and develop a plan of action 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 into the Teacher Education Program.

Other Factors
Students will obtain recommendations from an Education Department faculty member, a non-faculty member and other faculty, staff or administrative staff. All recommendations will be turned in to the Education Department’s 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:
  o 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.
  o 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:
  o Satisfactorily complete additional clinical experiences (not necessarily for credit).
  o Submit letters of recommendation from faculty, supervising instructors, student life personnel, etc.
  o Demonstrate or provide evidence of character (ethics) and/or interpersonal relationship skills necessary to be an effective teacher.
Summary of Teacher Education Requirements

Following is a summary of the 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.
➢ Earned a 2.5 or higher grade point average in Education and content courses taken at Waldorf University.
➢ Completed English 101, 121, or 106 with a minimum grade of C-.
➢ Completed Mathematics 101 or higher with a minimum grade of C-.
➢ Attained the official minimum Praxis C.A.S.E. scores of: Reading, 156; Writing, 156; Mathematics, 137; OR a composite score of 450. For students who have completed Praxis I (PPST©), minimum scores of: 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; any plan of action for 1 ratings has been completed.
➢ Completed at least 12.5 hours of community service.
➢ Proof of liability insurance (membership in ISEA/NEA OR PEI has the benefit of liability insurance).
➢ Received satisfactory physical, mental health, character and interpersonal relationship skills recommendations from an Education Department Faculty member, a non-faculty member and other faculty, staff or administrative staff.

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 will be admitted. A student who is admitted on probation may continue to take education courses, but EDU 350 is the only methods course that 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.

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 Chairperson 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 (e.g., a letter from a cooperating teacher).
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.
➢ Earning a grade of B- or higher in methods courses.
➢ Maintaining a minimum grade point average of 2.5 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.
➢ Following items uploaded to Blackboard:
  o Resume.
  o Biography.
  o Philosophy of Education Statement.
  o 2-3 Lesson Plans.
  o Other exceptional work.
➢ Making satisfactory progress toward completing the required community service hours.
➢ Physical and mental health, and character and interpersonal relationship skills deemed acceptable for student teaching.
➢ Maintaining a 2.50 cumulative GPA in all education/endorsement courses.
➢ Received a grade of B- or higher in all methods courses and a grade of C- or higher in all other education/endorsement courses.
➢ Completion of methods courses and a majority (3/4) of the 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.
• One Praxis II test must be passed prior to student teaching (suggest students take 3-6 months prior to student teaching).
• Student teachers may not participate in a major extracurricular activity (sports, theater, music, etc.) and are discouraged from holding a job.

Student Teaching

Terminology

Student Teaching - A period of directed teaching experiences under the guidance of a cooperating teacher in a school setting and a university supervisor.
**Student Teacher** - A student teacher is a university student who has been assigned to a cooperating school to acquire practical teaching experience under the direction of a cooperating teacher and a university supervisor.

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

**Cooperating School** - A public or private school that works jointly with the university to provide a site for the student teaching experience.

**University Supervisor** – A qualified member of the Education Department assigned to supervise and evaluate the progress of a student teacher.

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

**Student Teacher Coordinator** – A member of the Education Department assigned to be responsible for student teacher placements and seminars.

**Policies**

**Placements**
All placements are made through the Student Teacher Coordinator.

Only students accepted into student teaching will receive a student teaching placement.

Students may make requests or file a list of preferences for placement, but may not make their own placement. Placements outside of a 40-mile radius are contingent on availability of university supervision. Students requesting a teaching placement outside of a 40-mile radius of Waldorf University will be charged an extra fee for supervision.

Student Teaching placement may be in the same district, but may not be in the same school in which a Waldorf University student teacher may have children, a spouse, or other immediate family members. Placement may not be in the district or schools in which the Waldorf University 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 University 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 University student’s first priority. Other jobs or heavy extracurricular activity is not compatible with full-time teaching responsibilities.

**Attendance**
If a Waldorf University student teacher has any absences during their student teaching placement, the days must be made up. After three absences, the student teacher will need 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 University Education Department shirt or blouse 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, flip-flops, high spikes or platform shoes, 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 and 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 University, 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 Chairperson.

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 Chairperson.

**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 the cooperating teachers 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 University’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 university 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 information.
- Guide the student teacher in planning, teaching, and evaluation of lessons and/or units.
- Model various teaching strategies throughout the experience.
- 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 university supervisor about the student teacher’s progress.
➢ After completing a written mid-placement evaluation and a final evaluation, meet with the university supervisor and student teacher to discuss the evaluation.
➢ Study, evaluate, and make recommendations for improving the student teaching experience.
➢ Conduct a mock evaluation on Iowa Teaching Standards and complete the form after Session II.

Role of University Supervisors from Waldorf University
University supervisors serve as resource persons for the principal of the cooperating school, the cooperating teacher, and the student teacher. University supervisors work with the cooperating teacher and the student teacher in evaluating the student teacher's performance. Specifically, university 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:
  o Describe the evaluation procedures.
  o Determine how the student teacher's time will be allocated and tentatively determine the timeline for assignments.
  o 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.
➢ Observe the student teacher every two weeks during each seven week placement to:
  o Provide guidance to the student teacher.
  o 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 for each seven week placement of the student teacher.
    ▪ A final written evaluation of the student teacher for each seven week placement.
➢ Observations of student teachers will be documented on every student teaching supervisor's evaluation forms. Each form will have the date and time that the observation took place.
➢ Submit the mid-placement evaluations and final evaluations to the Student Teacher Coordinator within 24 hours after the evaluation meeting.
➢ 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/constructive recommendations.
➢ Maintain copies of the student teaching records.
➢ Provide all documentation and final evaluation grades to the Student Teacher Coordinator.
➢ 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 Waldorf University Student Teacher Coordinator 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 university supervisor.
- If needed, conduct a mock evaluation on Iowa Teaching Standards and complete the form after Session II.

**Role of the Waldorf University Student Teacher Coordinator**

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

- Notify student teachers, university supervisors, and the department administrative assistant of placement locations and dates.
- Conduct, with other university supervisors, Cooperating Teachers’ In-Service Workshop.
- Conduct, with other university supervisors, Student Teaching Seminars.
- Verify documentation of written observation summaries submitted by university supervisors.
- Solicit, receive and collate feedback suggestions from cooperating teachers, principals, university supervisors, and student teachers regarding ways to strengthen the teacher preparation program.
- Coordinate payment of honoraria to cooperating teachers.
- Coordinate fingerprinting and background check process as required by the Iowa Department of Education.
- Assist graduates, along with the Licensure Officer, in making application for teacher licensure.
- Conduct Capstone Seminar and collect and grade student portfolios and documentation.
- Provide final grades of student teachers to the Registrar’s Office.
- Collect and organize all mid-term and final evaluation forms and other documentation by individual student and transmit to the Education Department Administrative Assistant for permanent student files.

**Role of Student Teacher**

As exemplified by the title, the student teacher’s role is twofold: he/she 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, he/she should have an understanding of the skills needed to apply all of the InTASC Standards beginning on page 3.

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 scheduled Capstone sessions.
- Establish positive relationships with the cooperating teacher and university 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 university 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, students with special needs, 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 university 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 an Iowa Teaching 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.
➢ Meet Praxis II requirements for the state of Iowa (http://www.ets.org/praxis).
➢ For the coaching endorsement, submit certificate verifying completion of concussion training and a copy of current CPR certification.
➢ Be recommended by the University Licensure Officer.
➢ Be at least 21 years of age.

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:
➢ Students will apply for their Iowa teaching license during the semester prior to their student teaching experience by going online to:
The application will ask for personal and contact information, social security number, permission to complete a background check, a self-report of all past criminal convictions if applicable and electronic payment for the licensure fee and background check.
➢ Students will need to obtain a fingerprint card from either their Education academic advisor or from the Student Teacher Coordinator and will need to return it to one of them once the fingerprinting process has been completed. The University Licensure Officer will mail the fingerprint cards to the Iowa Board of Educational Examiners office.
Students will need to submit Praxis II qualifying test scores to the University Licensure Officer.

A copy of the student’s transcript will be obtained from the Registrar’s Office by the Education Department’s administrative assistant. The Licensure Officer will then complete a degree audit. If the student has taken courses at other colleges or universities, he/she 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, the Licensure Officer will recommend the student 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, write or email the state’s Department of Education to request an application for licensure. The application fee is set by each state. It is highly recommended that a student apply for the State of Iowa license whether or not he/she 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 of the requirements set by the Teacher Education Program and is not recommended by the Waldorf University Licensure Officer, he/she will not be recommended for licensure. An appeal may be taken to the Teacher Education Committee. Students may also choose to complete the Foundations of Education major which is a non-licensure program. Students choosing to pursue this major will need to meet with their Education academic advisor and will be required to complete a Request for Foundations of Education Degree.

**Foundations of Education Major**

The Foundations of Education Bachelor of Arts degree at Waldorf University is a non-licensure program which offers students the opportunity to gain entry into fields requiring a degree. Students not attaining the minimum Praxis C.A.S.E. (Praxis I) test scores may choose to complete the Foundations of Education major. Students choosing to pursue this major will need to meet with their Education academic advisor and will be required to complete a Request for Foundations of Education Degree. Practitioner candidates who elect not to student teach, who are not making satisfactory progress, or who are not recommended for licensure after completing student teaching may also choose to complete the Foundations of Education major.

**Degree Requirements**

Students completing the Foundations of Education major need to complete a 40-hour Education core component which includes an internship. All Education courses including Music Education, Physical Education, and Special Education are included.

- Complete a 40-hour Education core component which includes an internship. All Education courses including Music Education, Physical Education, and Special Education are included.
- 40% of all coursework must be at the 300-400 level.
- A grade of C- or above must be achieved in all courses in the major.
- The B.A. in Foundations of Education requires a minimum GPA of 2.0.
- An internship (typically 2-9 credits) must be completed and designed to give the Foundations of Education student practical experience in a field of their choice in a professional setting. The internship needs to be tailored to the student’s individual career interests.

**Application Process**

A student selecting a Foundations of Education major must complete a Request for Foundations of Education degree. The student needs to work with an Education advisor to design a program of study. The program of study must be approved by two Education professors. A graduation audit by the Registrar will determine the date of graduation with a Foundations of Education B.A.