

Name _____

Application to Teacher Education Program Checklist

Make sure you have satisfied all of the following requirements.

Academic Record

- Taken or enrolled in Human Growth & Development.
- Earned a 2.5 or higher grade point average in Education and Content core courses taken at Waldorf University.
- Completed English 121 or 106 with a minimum grade of C.
- Completed Mathematics 101 or higher with a minimum grade of C-.
- Completed EDU 201 with a minimum grade of C- and EDU 202 with a Pass grade.

Evaluation

- 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).
- Self-Disclosure form.
- Physical & mental health, and character & interpersonal relationship skills recommendations from:
 - One Educ. Dept. Faculty member
 - Student service personnel*
 - Another faculty member

** For non-traditional or transfer students these sources are recommended: Employer, Supervisor, Co-worker, Pastor, High School Principal, or High School Teacher.*

**WALDORF UNIVERSITY EDUCATION DEPARTMENT
APPLICATION TO THE TEACHER EDUCATION PROGRAM**

Name _____ Date _____

Campus Box _____ Phone _____

Home Address _____ City/State/Zip _____

Home Phone _____ E-Mail _____

Status: Freshman Sophomore Junior Transfer Student

CHECK ENDORSEMENTS:

ELEMENTARY EDUCATION:

- | | | |
|--|---|---|
| <input type="checkbox"/> #102 Elementary Education K-6 | <input type="checkbox"/> #148 Reading K-8 | <input type="checkbox"/> #260 Special Education K-8 |
| <input type="checkbox"/> #142 Elementary Math K-8 | <input type="checkbox"/> #144 K-8 th Grade Music | <input type="checkbox"/> #119 English/Language Arts K-8 |
| <input type="checkbox"/> #164 Social Studies K-8 | <input type="checkbox"/> Art Concentration | <input type="checkbox"/> Mathematics Concentration |
| <input type="checkbox"/> Music Concentration | <input type="checkbox"/> Science Concentration | <input type="checkbox"/> Spanish Concentration |
| <input type="checkbox"/> Special Education Concentration | <input type="checkbox"/> Theater Concentration | |

SECONDARY EDUCATION:

- | | | |
|--|---|--|
| <input type="checkbox"/> #120 English 5-12 | <input type="checkbox"/> #168 Speech/Theatre 5-12 | <input type="checkbox"/> #186 All Social Sciences 5-12 |
| <input type="checkbox"/> #166 World History 5-12 | <input type="checkbox"/> #157 American Govt. 5-12 | <input type="checkbox"/> #158 American History 5-12 |
| <input type="checkbox"/> #143 Mathematics 5-12 | <input type="checkbox"/> #149 Reading 5-12 | <input type="checkbox"/> #261 Special Education 5-12 |
| <input type="checkbox"/> #151 Biology 5-12 | <input type="checkbox"/> #1171 Business-All 5-12 | <input type="checkbox"/> #138 Health 5-12 |
| <input type="checkbox"/> #151 & 152 Biology/Chemistry 5-12 | | |

OTHER:

- | | |
|--|--|
| <input type="checkbox"/> #144, 145 K-12 Music Education | <input type="checkbox"/> #101 Coaching Endorsement |
| <input type="checkbox"/> #146, 147 K-12 Physical Education | <input type="checkbox"/> Health Concentration <input type="checkbox"/> Special Education Concentration |

I have read and understand the requirements for admission to the Teacher Education Program at Waldorf University as described in the Teacher Education Handbook.

Signature _____ Date _____

PROGRESS EVALUATION – Self Evaluation
Waldorf University Teacher Education Candidate

NAME _____ DATE _____

Name of course(s) evaluation is based on _____

INTASC		RANKING					COMMENTS
		NO	1	2	3	4	
1, 3	Instructional Planning						
	Knowledge of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3, 4, 8	Instruction						
	Keeps pupil on-task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Appropriate feedback to pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2, 5	Teacher-Pupil Relations						
	Rapport with pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Responsive to pupil behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6, 7	Classroom Organization						
	Efficient use of supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Assists in technology use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
9	Personal & Professional Responsibility						
	Punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Reliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5, 10	Social & Emotional Well-being						
	Enthusiastic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Cordial; acceptable manners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6	Interpersonal Relationships						
	Speaking: appropriate grammar, clarity, volume, articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Writing: Legible, adequate mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
10	Professionalism						
	Professional relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Appropriate grooming/attire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

COMMENTS:

Student Signature _____

Recommendation to Waldorf University Teacher Education Program

Student Name _____

The *InTASC* [Interstate New Teacher Assessment and Support Consortium] Standards form the basis for evaluating Waldorf University teacher candidates throughout their journey in the program. Although these standards may not directly apply to your setting, we believe you can provide insight on the traits evident in the student who has asked you to complete this recommendation. Please offer a rating (or “no basis for rating”) of the teacher candidate for each of the areas you have observed:

Desired traits or descriptors (associated InTASC Standards listed below)	Rating Scale NB – no basis for rating 1 – with reservations 2 – acceptable for program 3 - exceptional	Evidence or comments related to your experiences with this student
<ul style="list-style-type: none"> • Respects others • Recognizes that communities thrive upon diverse strengths • Brings out positive attributes in others • Helps others find success <p>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)</p> <p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p>	NB 1 2 3	
<ul style="list-style-type: none"> • Collaborates with others • Demonstrates positive social interactions • Works within appropriate structures to address issues faced by a group • Values input of various stakeholders <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (Critical Dispositions)</p>	NB 1 2 3	
<ul style="list-style-type: none"> • Reflects on opportunities for growth • Strives to improve as an individual • Accepts constructive criticism as part of the process of developing as an individual <p>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. (Performance)</p> <p>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)</p>	NB 1 2 3	

Desired traits or descriptors (associated InTASC Standards listed below)	Rating Scale NB – no basis for rating 1 – with reservations 2 – acceptable for program 3 - exceptional	Evidence or comments related to your experiences with this student
<ul style="list-style-type: none"> • Follows rules • Acts with integrity • Is trustworthy • Demonstrates sound judgment <p>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)</p>	NB 1 2 3	
<ul style="list-style-type: none"> • Is committed to the success of the group or community • Works to understand the mission of the group or community • Is willing to be held accountable to the standards of the group or community • Embraces one’s role as a contributor to group or community success <p>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)</p>	NB 1 2 3	

Please check the best description of your relationship to the student:

- Education faculty*
 Student service personnel**
 Other faculty, staff or administrative staff

**Only have one Waldorf Education faculty complete this, please.*

***For non-traditional and transfer students, these sources are recommended: Employer, Supervisor, Co-worker, Pastor, High School Principal, or High School Teacher.*

- This form is open for review of committee and faculty.
 This form is closed and for the confidential use of the Education Faculty only.

Name (Print) _____
 Signature _____
 Date _____

Send this completed form to: Waldorf University, Attn: Education Administrative Assistant, 106 S. 6th Street, Forest City, IA 50436 in a sealed envelope.

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WALDORF UNIVERSITY

Self-Disclosure Form

Last Name:		First Name: (full legal name)		Middle Name:	
Maiden Name:		Gender:	Date of Birth: (MM/DD/YYYY)		Student Number:
Race: (circle one)					
African American		Alaskan Native	American Indian	Asian	Caucasian
Native Hawaiian		Pacific Islander	Two or More Races	Hispanic	
			Unknown		
Current Address:		City:		State:	Zip Code:
Background Information:					
Please provide details for any “Yes” responses.					
Have you ever been convicted of a felony? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Have you ever been convicted of a crime other than parking or speeding violations? (Include all deferred judgements) <input type="checkbox"/> Yes <input type="checkbox"/> No					
Do you currently have any criminal charges pending against you? <input type="checkbox"/> Yes <input type="checkbox"/> No					
Have you ever been charged with abuse or neglect? <input type="checkbox"/> Yes <input type="checkbox"/> No					
I certify that the information that I have provided is true and correct.					
Signature:				Date:	

Waldorf University Community Service Summary

All Waldorf University students in the Education Program are required to give 12.5 hours per semester at Waldorf, participating in activities sponsored by community groups related to their profession, or to volunteer activities. All Community Service activities need approval by the Education Department. The activity should be people oriented, independent of course requirements, and volunteer work, not part of a paid job.

Student Name: _____ Date: _____

Number of Hours: _____

Location: _____
(Place, City, Organization)

Describe what you plan to do or did. (What is your justification and how will/did it benefit the community, university and you?)

As this student's community contact person, I have reviewed his/her project, and I agree with the stated description and obligations.

Contact Person's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

-When completed, turn in to Education Department.