

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 outside of the Education Department

* 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 _____ ID# _____

Campus Box _____ Phone _____ Date _____

Home Address _____ City/State/Zip _____

Home Phone _____ E-Mail Address _____

Status: Freshman _____ Sophomore _____ Junior _____ Transfer Student _____

CHECK ENDORSEMENTS:

ELEMENTARY EDUCATION:

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

SECONDARY EDUCATION:

- | | | |
|-----------------------------|---------------------------------------|-----------------------------------|
| ___ #120 English 5-12 | ___ #168 Speech Comm./Theatre 5-12 | ___ #186 All Social Sciences 5-12 |
| ___ #166 World History 5-12 | ___ #157 American Government 5-12 | ___ #158 American History 5-12 |
| ___ #143 Mathematics 5-12 | ___ #149 Reading 5-12 | ___ #261 Special Education 5-12 |
| ___ #151 Biology 5-12 | ___ #151 & 152 Biology/Chemistry 5-12 | ___ #138 Health 5-12 |
| ___ #1171 Business-All 5-12 | | |

OTHER:

- | | | |
|---------------------------------------|--------------------------|-------------------------------------|
| ___ #144, 145 K-12 Music Education | | |
| ___ #146, 147 K-12 Physical Education | ___ Health Concentration | ___ Special Education Concentration |
| ___ #101 Coaching Endorsement | | |

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 _____

(FOR DEPARTMENTAL USE ONLY)

Education GPA _____ Date _____ Recommendations _____

Liability Insurance _____ Self Evaluation _____ Dept. Evaluation _____ Action Plan Y N Completed _____

Committee Decision: Full Admission Probationary Admission Deny Date of Decision _____

Date of Student Notification Letter _____

**PROGRESS EVALUATION – Self Evaluation
Waldorf University Teacher Education Candidate**

NAME _____ DATE _____

Name of course(s) evaluation is based on _____

NO = Not Observed 1 = Unacceptable 2 = Needs Improvement 3 = Satisfactory 4 = Excellent; Comments optional

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:

Students will use this form for self-evaluation when applying for admission to the Teacher Education Program. This will be filed in the student's file and then in the student's permanent file in the Education Department upon graduation.

Student Signature _____

Waldorf University Community Service Summary

All students in the Education Program are required to complete 12.5 hours of community service for every full-time semester at Waldorf University by participating in activities sponsored by community groups or organizations or by participating in unpaid volunteer activities. This does not mean that you are expected to find time during each semester to complete 12.5 hours of community service. The intention of this statement is to serve as a guideline to help you determine the total number of community service hours that you will need to complete. The activity should be volunteer work that is people oriented and is not part of a paid job or part of any course requirements.

Student Name: _____ Date: _____

Number of Hours: _____

Location: _____
(Name of Event or Organization, if applicable; City; State)

Describe what you did as part of the community service activity. (How did your participation in this activity benefit the person/community/organization/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:** _____

- Turn in the completed form to the Education Department.

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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<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	
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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 Hispanic Native Hawaiian Pacific Islander Two or More Races 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. I acknowledge that I must immediately report any criminal misconduct charge other than a parking or speeding violation that I receive after having signed this form to my academic advisor in the Waldorf University Education Department.					
Signature:			Date:		