



Education Dept. Student Program Handbook

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.

2023-2024

Waldorf Teacher Education Program
BALANCING LEARNING AND SERVICE



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 diverse 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 Advisory Committee

First	Last	School/Business	Position
Beth	Ades-Hanson	Lake Mills	Reading/Title I
Ken	Baker	Forest City	High School Principal
Roger	Blickenderfer	Central Springs	High School Math
Elizabeth	Carlton	North Iowa	5th Grade Reading & Special Education
Brian	Costello	Northwood-Kensett	Elementary Principal
Kristi	Gast	West Hancock	Middle School Math
Mark	Jenkins	Forest City	High School Industrial Technology
Brad	Jones	Forest City	Elementary Principal
Wayne	Kronemann	West Hancock	Superintendent
Robin	Kudej	West Hancock	K-12 TLC Instructional Coach
Samantha	Lampman	North Iowa	3 rd Grade
Darwin	Lehmann	Forest City	Superintendent
Melanie	Marreel	Clear Lake	4 th Grade – Social Studies & Science
Elizabeth	May	Garner-Hayfield-Ventura	High School English Language Arts
Michael	Meyering	Garner-Hayfield-Ventura	Elementary Principal
Shawn	Miller	Garner-Hayfield-Ventura	High School Principal
Debra	Steenhard	Garner-Hayfield-Ventura	5-8 Principal
Ruth	Verbrugge	West Hancock	Middle School Principal
Ethan	Weiss	West Hancock	Middle School Special Education

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

Waldorf University Education Department

Waldorf University Mission Statement

Waldorf University educates the entire person, equipping students for lives of fulfillment in communities where they live and serve.

Education Department Mission Statement

The mission of the Waldorf University Education Department is to “prepare engaging teachers to serve a diverse community of learners”.

Education Department Diversity Statement

The Teacher Education (TEP) program fosters an actively engaged and inclusive learning community based upon civility, trust, integrity, respect, and diversity in a safe, welcoming physical environment. We have a commitment to create an understanding and appreciation of diverse peoples and perspectives. This commitment to diversity encourages a genuine community of learning dedicated to the education of all. These differences may include, but are not limited to, gender, ethnicity, race, national origin, socio-economic status, religion, sexual orientation, abilities/disabilities, age, physical appearance, marital/partnered status, and veteran status. The TEP follows institutional policies and procedures regarding diversity.

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

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(l) *The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. (Essential Knowledge)*

6(n) *The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback. (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(o) *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.

Waldorf University Education Program Progression



Successful completion of EDU 201/202 and PSY 144; seek community service opportunities and document those hours (12.5 hours for each full-time semester).

Apply to Teacher Education Program

Register for EDU 240 and SPED 220

Acceptance to Teacher Education Program; may take Methods courses

YES

Resolve outstanding requirements OR opt to change major

NO

Continue in the Teacher Education Program

- Earn B- or higher in Methods courses
- Earn C- or higher in content courses
- Maintain at least a 2.5 cumulative GPA in Education courses
- Continue earning and documenting community service hours

Apply to Student Teach (one year prior)

YES

- Apply for Iowa teaching license
- Student teach
- Complete Capstone

NO

Resolve outstanding requirements OR opt to change major

- All candidates - work EDU 230 and EDU 400 into the program progression.
- Elementary Education majors - ALSO work EDU 253 into the program progression.
- Only one Methods course can be taken before full admission to Teacher Education Program (EDU 350 for Elementary majors & EDU 395 for Secondary and K-12 majors).
- Multicultural (EDU 411): Preferred to take one or two semesters before student teaching.

Prepare for Employment

- Successful completion of student teaching and Capstone
- Meet all state requirements
- Meet all program and institutional requirements, including required Community Service hours



Recommendation for Licensure

Education Department Requirements

Advising

When an education student enters Waldorf University as a first-year student or a transfer student, they are assigned an academic advisor with a faculty or staff member 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 them along their path towards graduation from the Teacher Education Program. Each teacher education student is responsible for knowing and understanding their 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 and K-12 Music 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 is encouraged to speak with the Waldorf University Registrar to ensure that transfer credits will be received for that course. The student can also ask for a review of a course syllabus by an Education Department faculty member to ensure the course meets the InTASC Standards. If a lower-level clinical course (e.g., EDU 240 Educational Psychology) is taken at another college or university and no clinical hours are completed, students will need to complete the clinical hours that are assigned to that course during one of their clinical placements.

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 proof of alternate liability coverage to 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 entire person, equipping students for lives of fulfillment in communities where they live and serve". The Waldorf University Education Department's Mission Statement, "Prepare engaging teachers to serve a diverse community of learners," supports the university's mission statement. All students in the education program are required to complete 12.5 hours of community service for each full-time semester at Waldorf University. (This does not mean that students 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 students determine the total number of community service hours that they will need to complete to meet the community service requirement.) All community service

opportunities need to be volunteer, non-paid activities. If students have a question about a community service opportunity, they should speak with 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 kept in the student's education file, and the information will be entered into the Education Information System. You may include all hours completed during 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
- Childcare 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 an education student is participating in clinical experiences or student teaching, they will carry the highest level of integrity and moral values into the classroom.

A 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).

Self-Disclosure

Education students are invited to sign a Self-Disclosure form after discussing the purpose and nature of the form with their academic advisor during the student's first term on campus. This form will be secured in the student's confidential folder in the Education Department.

Academic Services

Academic Achievement Center

The Academic Achievement Center (AAC) 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. The AAC 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 diverse 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 and 80 hours of satisfactory clinical experience prior to student teaching.

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 completing. The student is **not** expected to be responsible for a class or duty except under the supervision and help of the cooperating teacher.

Clinical Experience Courses

Course Number	Course Name	Clinical Hours	Description of Experience
Education Core			
EDU 202 (Introductory)	Introduction to Teaching Clinical	20	<ul style="list-style-type: none"> ● This clinical experience offers teacher candidates a taste of the professional life of a teacher as they begin their Education coursework. ● Observing interactions in the learning environment is required, and participation by helping the teacher and their learners is encouraged. ● This experience does not have a particular content or age-level need associated with it. ● Teacher candidates are gathering information to help them develop their philosophy of education and to reflect on their skill, disposition, and interest levels. ● Cooperating teacher will complete a final evaluation electronically.
SPED 220 (Introductory)	Exceptional Learners	10	<ul style="list-style-type: none"> ● This is an introductory special education course and is usually taken during the Sophomore year. ● Observing special needs students required; participation with learners encouraged. ● Placement in a special education class, or in a general education classroom with special needs students. Level appropriate to licensure area. ● Assist with teaching/tutoring individuals or small groups of struggling learners. ● Candidates will journal and write 3 clinical observation/participation papers. ● Cooperating teacher will complete a final evaluation electronically.
EDU 240 (Introductory)	Educational Psychology	10	<ul style="list-style-type: none"> ● This clinical experience is usually the second or third one experienced by teacher candidates. ● Observing interactions in the learning environment is required, and participation by helping the teacher and their learners is encouraged. ● This experience does not have a particular content or age-level need associated with it. ● Teacher candidates will be expected to complete two different journal assignments related to evidence of social, cognitive, linguistic, emotional, and physical development as well as motivation and engagement. ● Cooperating teacher will complete a final evaluation electronically.
EDU 440 (Participatory)	Assessment and Goal Setting	10	<ul style="list-style-type: none"> ● This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework.

			<ul style="list-style-type: none"> • Participation in class activities and assistance with learners is required during this placement. • A grade-band placement consistent with the candidate's prospective area of licensure is expected. For candidates in Physical Education, a "performance" environment or elective class is preferred. • This placement is expected to inform candidates as they envision how they intend to use assessment in their future setting and defend five key principles they believe should be present in assessment practices. • An additional task requires candidates to, through observations and questions posed at a time deemed acceptable to the cooperating teacher, describe the "anatomy of assessment practices in their placement". • Cooperating teacher will complete a final evaluation electronically.
EDU 411 (Participatory)	Multicultural Practicum	40	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of education course progression. • One week of full-time teaching experience in a diverse school setting. • Participation in class activities and assistance with learners is required during this placement. • A grade placement consistent with the candidate's prospective area of licensure is expected. • Interview the cooperating teacher to 1) learn about their background and why they became a teacher and past teaching experience, 2) have them describe how their classroom functions (rules, relationships, parents), and 3) learn about the professional guidance they would give to a beginning teacher regarding diversity in the classroom and school and write an essay. • Teacher candidates are required to teach 2 integrated lessons in the clinical setting. • Cooperating teacher will complete a final evaluation electronically.
Elementary Endorsement			
EDU 340 (Participatory)	Methods of Teaching Math and Science in K-8	15	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • Placement in grades 3-6 elementary classroom in math and/or science. • Teach 2 math lessons, additional are encouraged. Co-teach one science lesson with a Waldorf peer. • Cooperating teacher will complete a mid-term and final evaluation electronically.

EDU 350 (Participatory)	Methods of Teaching Movement/Music/ Art/Drama in K-8	15	<ul style="list-style-type: none"> ● This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. ● Participation in class activities and assistance with learners is required during this placement. ● Placement in grades K-3 elementary classroom with opportunities in music, physical education, and/or art. ● Teach at least 2 lessons (#1-Movement or Music [sometime in October] and #2-Art or Drama [sometime in November]). Candidates should video record the presentation of the lesson(s). ● Cooperating teacher will complete a mid-term and final evaluation electronically.
EDU 360 (Participatory)	Methods of Teaching Reading, Language Arts, and Social Studies in K-8	15	<ul style="list-style-type: none"> ● This clinical experience usually occurs in the third or fourth year of education course progression. ● Participation in class activities and social studies instruction is required during this placement. ● A grade placement consistent with the candidate's prospective area of licensure is expected. An elementary major would need a placement in grades K-5 classroom; a candidate completing the K-8 Social Studies endorsement should be placed in a 6-8 social studies classroom. ● Teacher candidates are required to teach 2 social studies lessons in the clinical setting, as part of a social studies unit they develop in the course that will integrate grade level social studies, reading, and language arts standards. ● Cooperating teacher will complete a mid-term and final evaluation electronically.
EDU 460 (Participatory)	Developing Classroom Community - Elementary	10	<ul style="list-style-type: none"> ● This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. ● Participation in class activities and assistance with learners is required during this placement. ● A grade-band placement consistent with the candidate's prospective area of licensure is expected. For candidates in Physical Education and Music, a "performance" environment or elective class is preferred. An elementary major would need a placement in a general education classroom, grades K-5. ● This placement is expected to inform candidates as they envision how they intend to create a positive classroom culture and learning environment in their future setting. Candidates are required to conduct a time audit focused on one student with diverse learning needs in the clinical setting. This student is the focus of a candidate's effort to

			<p>design a behavior contract intended to meet the student's behavioral and learning needs.</p> <ul style="list-style-type: none"> Cooperating teacher will complete a final evaluation electronically.
SPED 335 (Participatory)	Inclusive Reading Pre-Student Teaching	50	<ul style="list-style-type: none"> This clinical experience is usually the last clinical before student teaching, so teacher candidates need extensive practice with the teaching of reading with small groups. Participation with a small group of 3-6 students and 1:1 teaching is required. The content is specific to the reading block or the reading intervention block in the schools for grades K-8. A grade placement consistent with the candidate's prospective area of licensure is expected. Elementary majors will need a placement for grades K-5. Teacher candidates are required to teach a minimum of 4 small group guided reading lessons under the guidance of the reading placement teacher, using the guided reading materials currently in use in the classroom. Ideally, teacher candidates would practice teaching a reading group each day they are in the classroom, actively participating in reading instruction. They are required to complete 1 case study: to administer a set of reading diagnostic assessments reviewed in the course to one at-risk reading student, to identify the student's reading interferences, and write/teach 3 intervention reading lessons for that student. Teacher candidates are asked to share the collected reading data with the placement teacher. Other requirements include interviewing a special education teacher and writing a summary of reflection of the completed clinical experience. Cooperating teacher will complete a mid-term and final evaluation electronically.
SPED 392 (Participatory)	Math Strategies	10	<ul style="list-style-type: none"> This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with a struggling math student is required during this placement. Placement in an elementary math classroom. Case study on a struggling math student. Interview a student about interests, strengths, and challenges. Obtain math assessment data from the cooperating teacher. If possible, teach remedial math lesson(s) to individual students or a small group. Cooperating teacher will complete a final evaluation electronically.

Reading	K-8 or 5-12		
EDU 355 (Participatory)	Methods of Teaching Reading in Grades 5-12	10	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • Placement in a 5-12 Language Arts classroom. • Pay particular attention to teaching strategies used to support comprehension and increase engagement with regard to reading, writing, listening, and speaking. • Interview the cooperating teacher and learn about some of their favorite teaching materials or strategies that help students succeed. • The candidate is required to teach two lessons in the clinical setting to either the full class or small group which incorporates before, during, and after reading strategies to support comprehension. • Keep a reflective journal with one page of notes, comments, and questions about what has been seen and done for every hour in the classroom. • Cooperating teacher will complete a final evaluation electronically.
Instructional Strategist I:	K-8 or 5-12		
SPED 321 (Participatory)	Special Education Clinical Experience	20	<ul style="list-style-type: none"> • This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with special education students is required during this placement. • Placement in a special education classroom. Level appropriate to licensure area. • Actively participate with Level 1 and 2 students. Interview SPED teacher about the IEP process, and about student characteristics. • Cooperating teacher will complete a mid-term and final evaluation electronically.
SPED 335 (Participatory)	Inclusive Reading Pre-Student Teaching	50	<ul style="list-style-type: none"> • This clinical experience is usually the last clinical before student teaching, so teacher candidates need extensive practice with the teaching of reading with small groups. • Participation with a small group of 3-6 students and 1:1 teaching is required. • The content is specific to the reading block or the reading intervention block in the schools for grades K-8. A grade placement consistent with the candidate's prospective area of licensure is expected. Elementary majors will need a placement for grades K-5. • Teacher candidates are required to teach a minimum of 4 small group guided reading

			<p>lessons under the guidance of the reading placement teacher, using the guided reading materials currently in use in the classroom. Ideally, teacher candidates would practice teaching a reading group each day they are in the classroom, actively participating in reading instruction. They are required to complete 1 case study: to administer a set of reading diagnostic assessments reviewed in the course to one at-risk reading student, to identify the student's reading interferences, and write/teach 3 intervention reading lessons for that student. Teacher candidates are asked to share the collected reading data with the placement teacher. Other requirements include interviewing a special education teacher and writing a summary of reflection of the completed clinical experience.</p> <ul style="list-style-type: none"> Cooperating teacher will complete a mid-term and final evaluation electronically.
SPED 365 (Participatory)	Methods and Materials in Special Education	No hours specified. May incorporate with another placement.	<ul style="list-style-type: none"> This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with special education students is required during this placement. Placement in a special education classroom. Level appropriate to licensure area. Observe and interview one SPED student about likes, dislikes, vision, strengths, and challenges, and write a paper. Implement one lesson/teaching strategy with a SPED student(s). Cooperating teacher will complete a final evaluation electronically.
SPED 392 (Participatory)	Math Strategies	10	<ul style="list-style-type: none"> This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with a struggling math student is required during this placement. Placement in an elementary math classroom. Case study on a struggling math student. Interview a student about interests, strengths, and challenges. Obtain math assessment data from the cooperating teacher. If possible, teach remedial math lesson(s) to individual students or a small group. Cooperating teacher will complete a final evaluation electronically.
SPED 410 (Participatory)	Special Education Clinical II	60	<ul style="list-style-type: none"> This clinical experience is only for endorsement seeking students or in-service teachers. Placement in a Strat I special education classroom in a public school.

			<ul style="list-style-type: none"> ● Serve in the role of special education teacher. Required to teach 120 clock hours. ● Interview the Special Education Coordinator. ● Keep a journal. ● Cooperating teacher will complete a mid-term and final evaluation electronically.
SPED 461 (Participatory)	Behavior Management & Social Interaction in the Special Education Student	No hours specified. May incorporate with another placement.	<ul style="list-style-type: none"> ● This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. ● Participation in class activities and assistance with special education students is required during this placement. ● Placement in a special education classroom. Level appropriate to licensure area. ● Develop and implement a behavior management project with one student in consultation with the cooperating teacher. Target an appropriate behavior to increase, counting and graphing occurrences and implementing an intervention procedure. The target behavior can be academic or behavioral. ● Cooperating teacher will complete a final evaluation electronically.
Secondary Endorsements			
EDU 346 (Participatory)	Clinical Experience in Teaching Business in the Secondary School	20	<ul style="list-style-type: none"> ● This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. ● Participation in class activities and assistance with learners is required during this placement. ● This experience should be in a content area and age level associated with the candidate's prospective licensure area. ● Candidates are to conduct a case study on three individuals in the clinical setting. ● The candidate is required to teach two lessons in the clinical setting. ● Cooperating teacher will complete a mid-term and final evaluation electronically.
EDU 395 (Participatory)	Content Area Reading Methods	10	<ul style="list-style-type: none"> ● This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. ● Participation in class activities and assistance with learners is required during this placement. ● This experience should be in a content area and age level associated with the candidate's prospective licensure area. ● Candidates are to identify a student in the clinical setting who is struggling to "read to learn" (a tenet of this course) and conduct a study related to meeting that learner's needs. The candidate is required to teach a content area literacy lesson in the clinical setting which incorporates a writing or collaborative

			<p>component and is connected to a summative assessment.</p> <ul style="list-style-type: none"> Cooperating teacher will complete a final evaluation electronically.
EDU 465 (Participatory)	Developing Classroom Community - Secondary	10	<ul style="list-style-type: none"> This clinical experience usually occurs in the second or third year of the teacher candidate's progression through Education coursework. Participation in class activities and assistance with learners is required during this placement. A grade-band placement consistent with the candidate's prospective area of licensure is expected. For candidates in Physical Education and Music, a "performance" environment or elective class is preferred. This placement is expected to inform candidates as they envision how they intend to create a positive classroom culture and learning environment in their future setting. Candidates are to identify one student with diverse learning needs in the clinical setting. This student is the focus of a candidate's effort to design a support plan intended to meet the student's behavioral and learning needs. Cooperating teacher will complete a final evaluation electronically.
EDU 371 (Participatory)	Pre-student Teaching Clinical Experience for Secondary	20	<ul style="list-style-type: none"> This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. Participation in class activities and assistance with learners is required during this placement. This experience should be in a content area and age level associated with the candidate's prospective licensure area. Two assignments call on the candidate to analyze various aspects of the clinical setting including an overview of the learners, assessment practices used in the environment, and instructional methods that seem to be effective. The candidate is required to teach two lessons in the clinical setting, one of which should feature a cross-disciplinary skill (communication, collaboration, critical thinking, or creativity). Cooperating teacher will complete a mid-term and final evaluation electronically.
EDU 376 (Participatory)	Clinical Experience in Teaching Speech/Theater in the Secondary School	20	<ul style="list-style-type: none"> This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. Participation in class activities and assistance with learners is required during this placement. This experience should be in a content area and age level associated with the candidate's prospective licensure area.

			<ul style="list-style-type: none"> • Candidates are to conduct a case study on three individuals in the clinical setting. • The candidate is required to teach two lessons in the clinical setting. • Cooperating teacher will complete a mid-term and final evaluation electronically.
EDU381 (Participatory)	Clinical Experience in Teaching Social Studies in the Secondary School	20	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • Candidates are to conduct a case study on three individuals in the clinical setting. • The candidate is required to teach two lessons in the clinical setting. • Cooperating teacher will complete a mid-term and final evaluation electronically.
EDU 383 (Participatory)	Clinical Experience in Teaching Science in the Secondary School	20	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • Candidates are to conduct a case study on three individuals in the clinical setting. • The candidate is required to teach two lessons in the clinical setting. • Cooperating teacher will complete a mid-term and final evaluation electronically.
EDU 386 (Participatory)	Clinical Experience in Teaching English in the Secondary School	20	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • Candidates are to conduct a case study on three individuals in the clinical setting. • The candidate is required to teach two lessons in the clinical setting. • Cooperating teacher will complete a mid-term and final evaluation electronically.
EDU 399 (Participatory)	Clinical Experience in Teaching Mathematics in the Secondary School	20	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement.

			<ul style="list-style-type: none"> • Placement in a middle school or high school math class. • Candidates are to observe and assist students and are required to teach two math lessons in the clinical setting. • Cooperating teacher will complete a mid-term and final evaluation electronically.
K-12 Endorsements			
EDU 395 (Participatory)	Content Area Reading Methods (Music Education Students & Physical Education Students)	10	<ul style="list-style-type: none"> • This clinical experience occurs in conjunction with a course that a teacher candidate takes within one year of student teaching. • Participation in class activities and assistance with learners is required during this placement. • This experience should be in a content area and age level associated with the candidate's prospective licensure area. • Candidates are to identify a student in the clinical setting who is struggling to "read to learn" (a tenet of this course) and conduct a study related to meeting that learner's needs. The candidate is required to teach a content area literacy lesson in the clinical setting which incorporates a writing or collaborative component and is connected to a summative assessment. • Cooperating teacher will complete a final evaluation electronically.
MUE 341 (Participatory)	Methods of General Music in Public K-12 Schools (Music Education Students)	20	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • Placement in a K-8 instrumental and/or vocal music classroom. • The candidate should interact and be involved with students in the classroom at the discretion of the clinical teacher. Candidates should seek permission from the cooperating teacher to post 2-3 pictures with narrative per visit on their personal blog. • Cooperating teacher will complete a mid-term and final evaluation electronically.
MUE 441 (Participatory)	Methods of Performance Ensembles in the Schools (Music Education Students)	20	<ul style="list-style-type: none"> • This clinical experience usually occurs in the third or fourth year of the teacher candidate's progression through Education coursework. • Participation in class activities and assistance with learners is required during this placement. • Placement in a high school instrumental and/or vocal music classroom. • The candidate should interact and be involved with students in the classroom. Interaction could include assisting with

			<p>sectionals and lessons or serving as an “in-class” tutor during active rehearsals.</p> <ul style="list-style-type: none"> Cooperating teacher will complete a mid-term and final evaluation electronically.
PED/SPED 310 (Participatory)	Adaptive Physical Education (Physical Education Students)	10	<ul style="list-style-type: none"> This clinical experience usually occurs in the second to fourth year of the teacher candidate’s progression through Education coursework. Participation in class activities and assistance with learners with disabilities is required during this placement. Placement in a Physical Education classroom that includes students with disabilities. Students will participate and assist with students with disabilities and write an observation/reflection paper. Cooperating teacher will complete a final evaluation electronically.
PED 344 (Participatory)	Clinical Experience in Teaching Physical Education in the Elementary School (Physical Education Students)	20	<ul style="list-style-type: none"> This clinical experience usually occurs in the third or fourth year of the teacher candidate’s progression through Education coursework. Participation in class activities and assistance with learners is required during this placement. Placement in a K-6 Physical Education classroom. Teach a whole group physical education lesson, teach a small group physical education lesson, create and conduct physical education centers. Cooperating teacher will complete a mid-term and final evaluation electronically.
PED 346 (Participatory)	Clinical Experience in Teaching Physical Education and Health in the Secondary School (Physical Education Students)	20	<ul style="list-style-type: none"> This clinical experience usually occurs in the third or fourth year of the teacher candidate’s progression through Education coursework. Participation in class activities and assistance with learners is required during this placement. Placement in a 7-12 Physical Education classroom. Teach two or more whole group physical education lessons. Cooperating teacher will complete a mid-term and final evaluation electronically.

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 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 state-accredited public or private school who directs the experience of and assists with the supervision and evaluation of a clinical experience student.

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

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

Teacher Education Program – A formal teacher preparation program which has been approved by the Iowa Department of Education. Students need to apply for admission to the Teacher Education Program. Full admission is required for progression through the program.

Policies

Placements - 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 Placement Coordinator.

Transportation - Clinical experience students are responsible for their own transportation to and from clinical experience school sites. When you register for a course which requires clinical hours, it is expected that **YOU**, as the learner, take responsibility for your education. **As a result, you must arrange for your own transportation to and from clinical placements and must have transportation available for out of town placements.**

Dress Code - Clinical experience students are expected to wear suitable business casual clothing for all clinical experiences. Students are also expected to maintain a reasonable level of cleanliness and modesty. A student's inappropriate appearance may significantly hinder the school's learning environment.

Professional Behavior - Professional behavior is required. Clinical experience students must observe a code of professional ethics. Any behavior that reflects negatively on the clinical experience student and in turn, Waldorf University, (e.g., failure to contact placement teacher or start hours in a timely manner, not contacting cooperating teacher and professor in advance about absences, lateness, etc.) may result in failure of the course and may have an adverse impact in their progress in the Teacher Education Program. The student's academic advisor from the Education Department will work with the student to help guide their actions by using a Progress Evaluation.

Attendance - Clinical experience students are required to follow the expectations for check-in that the cooperating school requires. Students will coordinate their schedule with their host classroom teacher and will **ALWAYS** be on time for the clinical experience. On the **RARE** occasion of being 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 a 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 clinical experience student's development. 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

- Review the clinical course expectations.
- Welcome and introduce the Waldorf clinical experience student to your class.
- Familiarize the clinical student with the classroom rules and the discipline policy.
- Encourage active learning experiences; have the clinical student spend a minimal amount of time sitting in the back of a room observing what others are doing.
- Inform the clinical student about how to function successfully within your school setting.

- Initial the clinical student's attendance log each day they are present; the clinical student should present it to you.
- Contact the university course professor or Clinical Placement Coordinator if there are concerns.
- Evaluate the clinical student using the electronic evaluation form provided by the Waldorf University Education Department.
- Recognize that the clinical student will follow the university calendar. However, the clinical student may request to continue their experience during university breaks if you agree.

Participatory Clinical Experience

- Review the clinical course expectations.
- Create an atmosphere of acceptance of the Waldorf clinical experience student by introducing them as a part-time associate.
- Challenge and invite the clinical student to think for themselves and assist in a manner consistent with your expectations and their level of preparedness.
- Invite the clinical student to help you meet instructional goals and support classroom learning.
- If appropriate, provide the clinical student with their own working space.
- Provide information concerning school policies and regulations.
- Inform the clinical 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 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 clinical student based on their level of participation.
- Confer with the university course professor about the clinical student's progress.
- Contact the university course professor or Clinical Placement Coordinator regarding any concerns.
- Initial the clinical student's attendance log each day they are present; the clinical student should present it to you.
- Provide the clinical student (and professors) with insight into their teaching abilities and dispositions through evaluative feedback. A mid-term and final evaluation are required for the clinical student enrolled in a course which requires the completion of 15 or more clinical hours. The clinical student will give their cooperating teacher a paper copy of the mid-term evaluation, and the completed evaluation should be returned directly to the university course professor or to the Waldorf University Education Department. Completion of the final evaluation will be done using the electronic evaluation form provided by the Waldorf University Education Department. Only a final evaluation is required for the clinical student enrolled in a course which requires the completion of 10 clinical hours.

Role of Waldorf University Clinical Placement Coordinator

- Share the clinical course expectations with the 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.

- 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

- Review clinical course expectations periodically.
- 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 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 Placement Coordinator to ensure an effective experience for clinical experience students.
- Clarify building "check in" procedures and expectations for the Clinical Placement 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 their 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

- Review the clinical course expectations and discuss them with your cooperating teacher.
- Set a clinical time with your cooperating 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 your placement.
- Learn the role and responsibilities of your cooperating 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.
- 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.

- Follow the university calendar, although with special arrangements with your cooperating 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 your cooperating teacher if you cannot be present as scheduled (also contact the university course professor).
- Keep a record of attendance on a Clinical Experience Log; have it initialed by your cooperating teacher each time.
- Turn in your completed Clinical Experience log to the university course professor.
- Ask your cooperating teacher to fill out the electronic evaluation form that has been sent by the Waldorf University Education Department.
- 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 cooperating teacher one of the questions when the time is appropriate.
- Provide background information about your skills and abilities to your 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 cooperating teacher’s support of you doing this, mention what you saw and how you considered addressing it and inquire about how they 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 cooperating teacher.
- For methods courses, inquire about upcoming curriculum expectations your cooperating 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 cooperating teacher and requesting any necessary materials or technology aids to execute the lesson.
- Listen carefully to the observations and coaching of your cooperating teacher and university course professor in order to grow in a self-reflective manner.
- Maintain a professional manner with students while showing concern and caring for his/her 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 your cooperating teacher each time.
- Turn in your completed Clinical Experience log to the university course professor.
- Give your cooperating teacher a paper copy of the participatory clinical evaluation if enrolled in a clinical course which requires the completion of 15 or more clinical hours. Ask your cooperating teacher to complete a mid-term evaluation on your performance and

disposition and to return the completed evaluation directly to the university course professor or to the Waldorf University Education Department. (Only a final evaluation is required for the clinical student enrolled in a course which requires the completion of 10 clinical hours.)

- Ask your cooperating teacher to fill out the final electronic evaluation form that has been sent by the Waldorf University Education Department.
- 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.)

Teacher Education Program

Application to the Teacher Education Program

Students are required to apply for admittance to the Teacher Education Program. To apply, students must be enrolled in or have completed Human Growth and Development and Development and have no more than two unmet requirements. 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 members, other Waldorf 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 cumulative grade point average of 2.50 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 to 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 121 or 106, a minimum grade of C- in a mathematics (MTH101 or higher) course, a minimum grade of C- in EDU 201 Introduction to Teaching and a Pass grade in EDU 202 Introduction to Teaching Clinical. If the minimum grade/Pass grade is not attained, the course must be repeated.

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

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

Clinical Experience evaluations completed by cooperating teachers in a state-accredited public or private school will be reviewed for satisfactory progress. 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.

At the time of application, a Progress Evaluation will be completed by the applicant and by the Education faculty members.

Community Service

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

Other Factors

Students will obtain three (3) recommendations that provide insight on desired traits or descriptors associated with the InTASC Standards. One recommendation must be from an Education Department Faculty member. The other two recommendations can come from a faculty member outside of the Education Department, Waldorf University staff/administrative staff, or Waldorf University coaches. Non-traditional students or transfer students can receive recommendations from a work supervisor, co-worker, pastor, high school principal, teacher, or coach. All recommendations will be turned in to the Education Department's Administrative Assistant, not back to the applicant.

Summary of Teacher Education Requirements

The following is a summary of the requirements for admission to the Teacher Education Program, usually submitted the first semester of the sophomore year:

- Taken or enrolled in Human Growth and Development.
- Earned a cumulative 2.50 grade point average or higher in Education and content 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.
- Completed 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 three (3) satisfactory recommendations that provide insight on desired traits or descriptors associated with the InTASC Standards. One recommendation must be from an Education Department Faculty member. The other two recommendations can come from a faculty member outside of the Education Department, Waldorf University staff/administrative staff, or Waldorf University coaches. Non-traditional students or transfer students can receive recommendations from a work supervisor, co-worker, pastor, high school principal, teacher, or coach.

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 automatically receive full admittance to the program. A student who is admitted on probation may continue to take education courses, but EDU 350 (elementary) or EDU 395 (secondary and K-12) are the only methods courses 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 their 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 to 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 their ability to meet specified criteria which includes:

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

Failure to maintain the Teacher Education Program's requirement of a minimum cumulative 2.50 grade point average in education and content courses will cause the student to be placed on probation in the program. They will be allowed to enroll in the next sequence of methods courses for one semester only. If the deficiency has been corrected after that semester, the student will once again be given full admission in the program. However, after two semesters of not meeting the requirement, the student will not be allowed to enroll in any new methods courses. A review will also be conducted by the Waldorf University Teacher Education Committee, and the student may be dismissed from the program.

Student Teaching

Application to Student Teaching Requirements

Students should apply a year in advance of their 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 are complete.
- Satisfactory progress on clinical experience evaluations.
- Satisfactory progress evaluation by the Waldorf Education Department.
- Certificates of completion of the state approved **Mandatory Reporting Trainings**.
- Following items uploaded to Blackboard:
 - Resume.
 - Autobiography.

- Philosophy of Education Statement.
- 2-3 Lesson Plans.
- Other exceptional work.
- Making satisfactory progress towards 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 and endorsement courses.
- Received a grade of B- or higher in all methods courses and a grade of C- or higher in all other education and 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.
- Student teachers may not participate in a major extracurricular activity (sports, theater, music, etc.) and are discouraged from holding a job. Refer to the policy on Extracurricular Activities While Student Teaching which is found on page 34 of this handbook.

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 state-accredited public or private school who directs the experience, assists with the supervision and evaluation of a student teacher.

Cooperating School - A state-accredited 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 Teaching Coordinator - A member of the Education Department assigned to be responsible for student teacher placements and seminars.

Policies

Placements

The student teaching experience is split into two sessions which are a minimum of seven weeks each, and all placements are made through the Student Teaching Coordinator.

Only students accepted into student teaching will receive student teaching placements.

Students will be charged a \$400 student teaching fee. This charge covers the stipends paid to the cooperating teachers and the mileage costs incurred by the University Supervisors for their bi-weekly classroom visits.

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 of Waldorf University 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 of \$350. This additional charge covers the extra mileage costs incurred by the University Supervisor for their bi-weekly classroom visits.

A 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.

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

Attendance

Student teachers must notify their cooperating teacher and university supervisor of any unavoidable absences. Absences for athletic or other curricular/extra-curricular activities are not allowed. Student teachers shall not leave school early for coaching or other after-school activities.

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 five additional days. School cancellations due to weather do not need to be made up.

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 are expected to wear suitable business casual clothing during student teaching. Students are also expected to maintain a reasonable level of cleanliness and modesty. A student's inappropriate appearance may significantly hinder the school's learning environment.

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.

Participation in Extracurricular Activities

Student teaching is a full-time job and a Waldorf University education student's priority. It is an opportunity for you to develop the craft of teaching and reflect upon instructional practices. Completing your student teaching placement successfully will require an enormous amount of time and energy on your part. Student teachers will at times have expectations beyond the normal school day for Capstone seminar and school events such as parent-teacher conferences. Student teachers should minimize any additional commitments to give their full attention to their student teaching placement.

Extracurricular Activities While Student Teaching Policy

Participating in an extracurricular activity is not compatible with full-time student teaching responsibilities. Therefore, **Waldorf University student teachers may not be engaged in an extracurricular activity (sports, theater, music, etc.)**. Education program students are encouraged to manage their schedules so that they will be student teaching in the semester opposite the season of their extracurricular activity when applicable. In the rare instances where extenuating circumstances have occurred, the student teaching candidate may request an exemption from this extracurricular policy. The waiver process is outlined below.

Appeal Process

Education program students may appeal to the Waldorf Teacher Education Committee for an exemption from the extracurricular policy. Waivers will be considered on a case-by-case basis and must meet these minimal criteria to be considered:

- Meet the appeal deadline of April 1st for those student teaching in a Fall semester or meet the appeal deadline of October 15th for those student teaching in a Spring semester.

- Provide documentation from a coach, instructor, advisor, or leader of the extracurricular activity in question. The coach, instructor, advisor, or leader must state that they understand student teaching is your top priority and that **the student teacher will not miss any student teaching time for the extracurricular activity in question.**
- Hold a cumulative Waldorf education grade point average of 3.0 at the time of the request without any incomplete grades.
- Education program students must work with their advisor when requesting this exemption. This will ensure that all prerequisite criteria are met prior to the actual waiver request being sent. Requests must be in writing and include proof of the above criteria and rationale for how the student teacher candidate will work to manage their time during their student teaching placement. The request must be sent to the Education Department Chair.

Decision Appeal

A written request to appeal a decision of the Teacher Education Committee may be submitted to the Vice President of Academic Affairs.

Confidentiality

Student teachers are expected to observe confidentiality concerning all aspects of their student teaching 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.

Extended Student Teaching

A student teaching request for extended student teaching must be made at least one semester before 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 student teacher's development. Those serving in this role are responsible for guiding the student teachers through their professional experience. When 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 their 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:
 - Describe the evaluation procedures.
 - Determine how the student teacher's time will be allocated and tentatively determine the timeline for assignments.
 - Discuss concerns and/or answer questions.
- Check with the building administrator periodically in order to maintain communication concerning progress and/or problems of the student teacher and/or cooperating teacher.
- Observe the student teacher every two weeks during each seven-week placement to:
 - Provide guidance to the student teacher.
 - 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 Teaching 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 will work with the cooperating teacher and the Waldorf University Student Teaching Coordinator to ensure 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 Teaching Coordinator

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

- Notify student teachers, university supervisors, and the Education 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 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 for each student teacher and transmit to the Education Department Administrative Assistant for their permanent student file.

Role of Student Teacher

As exemplified by the title, the student teacher's role is twofold: they are 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, they should have an understanding of the skills needed to apply all of the InTASC Standards beginning on page 5.

Although student teaching is designed to be a learning experience, it is also a responsibility. The student teacher owes the classroom students their 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.
- Notify the cooperating teacher and university supervisor of any unavoidable absences.

Steps for Acquiring a Teaching License

Iowa Licensure

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

- Meet institutional graduation requirements.
- Meet requirements set by the Teacher Education Program.
- For the coaching endorsement, submit a copy of the certificate received after completing the concussion training course approved by the Iowa High School Athletic Association/Iowa Girls High School Athletic Union 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 an initial Iowa teaching license include:

- Students will apply for their initial Iowa teaching license during the semester prior to their student teaching experience by going online to: [<https://boee.iowa.gov/you-begin>].
- 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 be given instructions and a unique BoEE code to schedule their own electronic fingerprinting through a Fieldprint center when completing the online application process. Students will choose a time and location that works best for them. Fieldprint centers are conveniently located throughout the state (and nationwide).
- 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, as well as confirm that all of the Education program requirements have been completed. If the student has taken courses at other colleges or universities, they must also submit official transcripts from those institutions. Upon completion of the Licensure Officer's audit and a degree audit done by the Registrar, the Licensure Officer will recommend the student for an initial teaching 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 applies for the initial State of Iowa teaching license whether or not they intend to teach in Iowa, as it may help facilitate licensure in other states. 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, they will not be recommended for licensure.