

Name \_\_\_\_\_

## Application to Teacher Education Program Checklist

Make sure you have satisfied all of the following requirements.

### Academic Record

- \_\_\_\_\_ Taken or enrolled in Human Growth & Development.
- \_\_\_\_\_ Earned a 2.50 or higher cumulative grade point average in Education and Content core courses taken at Waldorf University.
- \_\_\_\_\_ Completed English 121 or 106 with a minimum grade of C.
- \_\_\_\_\_ Completed a Mathematics course, MTH 101 or higher, with a minimum grade of C-.
- \_\_\_\_\_ Completed EDU 201 with a minimum grade of C- and EDU 202 with a Pass grade.

### Evaluation

- \_\_\_\_\_ Satisfactory completion of 10 hours of clinical experience with satisfactory evaluations.
- \_\_\_\_\_ Satisfactory Progress Evaluations; any “plan of action” for 1 ratings has been completed.
- \_\_\_\_\_ Completed at least 12.5 hours of community service.
- \_\_\_\_\_ Attestation of the State for Anticipated Employment form.
- \_\_\_\_\_ Self-Disclosure form.
- \_\_\_\_\_ Physical & mental health, and character & interpersonal relationship skills recommendations from:
  - \_\_\_\_\_ One Educ. Dept. Faculty member\*
  - \_\_\_\_\_ Student service personnel\*\*
  - \_\_\_\_\_ Another faculty member outside of the Education Department

***\*NOTE: Only 1 recommendation will be accepted from a Waldorf Education Department Faculty Member***

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

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

Name \_\_\_\_\_ ID# \_\_\_\_\_

Campus Box \_\_\_\_\_ Phone \_\_\_\_\_ Date \_\_\_\_\_

Home Address \_\_\_\_\_ City/State/Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ E-Mail Address \_\_\_\_\_

Status: Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Transfer Student \_\_\_\_\_

**CHECK ENDORSEMENTS:**

ELEMENTARY EDUCATION:

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

SECONDARY EDUCATION:

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

K-12 EDUCATION & OTHER:

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

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

Signature \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*\*\*

(FOR DEPARTMENTAL USE ONLY)

Education GPA \_\_\_\_\_ Date \_\_\_\_\_ Recommendations \_\_\_\_\_

Liability Insurance \_\_\_\_\_ Self Evaluation \_\_\_\_\_ Dept. Evaluation \_\_\_\_\_ Action Plan Y N Completed \_\_\_\_\_

Committee Decision: Full Admission Probationary Admission Deny Date of Decision \_\_\_\_\_

Date of Student Notification Letter \_\_\_\_\_

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

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Name of course(s) evaluation is based on \_\_\_\_\_

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

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

COMMENTS:

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

Student Signature \_\_\_\_\_

Attestation of the State for Anticipated Employment - Confirmation for Professional Licensure

Waldorf University  
106 S. 6th Street, Forest City, IA 50436  
Dr. Patti Strukel, Department Chair & Licensure Officer  
641-585-8489; [Patti.Strukel@waldorf.edu](mailto:Patti.Strukel@waldorf.edu)

Teacher Candidate's Name: \_\_\_\_\_

Teacher Candidate's ID #: \_\_\_\_\_

Teacher Candidate's Phone #: \_\_\_\_\_ Circle One: (Home Cell)

Teacher Candidate's Home Address/Permanent Mailing Address:

\_\_\_\_\_  
Street Address City, State, Zip Code

My plan is to seek employment in my home state or territory of \_\_\_\_\_ following the completion of the requirements of the Waldorf University Educator Preparation Program and the degree requirements of my education major in: \_\_\_\_\_.

My plan is to not seek employment in my home state but to seek employment in the state or territory of \_\_\_\_\_ following the completion of the requirements of the Waldorf University Educator Preparation Program and the degree requirements of my education major in: \_\_\_\_\_.

I affirm that the above information is true and correct.

\_\_\_\_\_  
Teacher Candidate's Signature Date of Signature

For Department Use

The Waldorf University Educator Preparation Program meets provisional licensure in the state or territory of \_\_\_\_\_.

The Waldorf University Educator Preparation Program does not meet provisional licensure in the state or territory of \_\_\_\_\_.

\_\_\_\_\_  
Waldorf EPP Representative Name Printed Signature Date

\*You will be notified within 14 days if the requirements for provisional licensure in the state or territory where you plan to seek employment are **not met** by the Waldorf University Educator Preparation Program.

June 1, 2024

## Recommendation to Waldorf University Teacher Education Program

Student Name \_\_\_\_\_

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

Desired traits or descriptors (associated InTASC Standards listed below)	Rating Scale NB – no basis for rating 1 – with reservations 2 – acceptable for program 3 - exceptional	Evidence or comments related to your experiences with this student
<ul style="list-style-type: none"> <li>• Respects others</li> <li>• Recognizes that communities thrive upon diverse strengths</li> <li>• Brings out positive attributes in others</li> <li>• Helps others find success</li> </ul> <p>1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development. (Critical Dispositions)</p> <p>2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p>	NB    1    2    3	
<ul style="list-style-type: none"> <li>• Collaborates with others</li> <li>• Demonstrates positive social interactions</li> <li>• Works within appropriate structures to address issues faced by a group</li> <li>• Values input of various stakeholders</li> </ul> <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (Critical Dispositions)</p>	NB    1    2    3	
<ul style="list-style-type: none"> <li>• Reflects on opportunities for growth</li> <li>• Strives to improve as an individual</li> <li>• Accepts constructive criticism as part of the process of developing as an individual</li> </ul> <p>9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (Performance)</p> <p>9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. (Essential Knowledge)</p>	NB    1    2    3	

Desired traits or descriptors (associated InTASC Standards listed below)	Rating Scale NB – no basis for rating 1 – with reservations 2 – acceptable for program 3 - exceptional	Evidence or comments related to your experiences with this student
<ul style="list-style-type: none"> <li>Follows rules</li> <li>Acts with integrity</li> <li>Is trustworthy</li> <li>Demonstrates sound judgment</li> </ul> <p>9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. (Critical Dispositions)</p>	<p>NB    1    2    3</p>	
<ul style="list-style-type: none"> <li>Is committed to the success of the group or community</li> <li>Works to understand the mission of the group or community</li> <li>Is willing to be held accountable to the standards of the group or community</li> <li>Embraces one’s role as a contributor to group or community success</li> </ul> <p>10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. (Critical Dispositions)</p>	<p>NB    1    2    3</p>	

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

\_\_\_\_\_ Education faculty\*

\_\_\_\_\_ Student service personnel\*\*

\_\_\_\_\_ Other faculty, staff or administrative staff

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

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

\_\_\_\_\_ This form is open for review of committee and faculty.

\_\_\_\_\_ This form is closed and for the confidential use of the Education Faculty only.

Name (Print) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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

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## Self-Disclosure Form

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