

The Waldorf Institute of Southern California Course Catalog

www.waldorfteaching.org

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Class Session Location:
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January 1st 2019 until December 31st 2019

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MISSION STATEMENT

Our mission, purpose, and objectives apply to all aspects of our teacher education program in elementary grades and early childhood education.

Mission: The Waldorf Institute of Southern California (WISC) wishes to create a living threefold model of Waldorf teacher education through its collaborative learning and working approach, strong community relationships and Accessible to All tuition model.

Purpose: WISC strives to realize the threefold social impulse of Rudolf Steiner as a reality-based goal in both organizational and pedagogical aspects. Committed to an Accessible to All approach to tuition, we are dedicated to the goal of making independent Waldorf school education accessible to all children and families.

Objectives: WISC offers current and prospective teachers a preparation for Waldorf teaching that encompasses transformative experiences of artistic and teaching practice, collaborative work, and developing an essential relation to anthroposophy, the spiritual understanding and path that is the source of Waldorf education.

CLASS AND FACILITIES INFORMATION

At the main campus class sessions are held at 17100 Superior Street in Northridge in the high school classrooms that are regularly available to WISC on Saturdays, as well as other classrooms when needed; for our summer course weeks, school is not in session and room availability is plentiful. The main office houses the school's kitchen and the "Unity Room" where morning snack is held and the library books are kept. For Eurythmy and other movement classes WISC has the use of the wood-floored Eurythmy room or the gym and outdoor playing fields. Games and movement classes have use of the school's physical education equipment. Student desks and chairs are available in all classrooms, along with pianos in the Eurythmy and other rooms. Painting classes have painting boards, paint jars, brushes and watercolor paper. All classrooms have blackboards, and colored chalks. Science courses have use of the appropriate science demonstration equipment. Sculpture classes use pottery clay. A projector and screen are available when needed.

At the branch campus class sessions are held at 3547 Altadena Avenue in San Diego where we use available space in the lower school, usually the music room and the auditorium. For the summer courses, we usually use the auditorium. We also have the use of a full kitchen, complete with plates, cutlery and kitchen tools. Our library is growing and is housed in glass cabinets in the music room. We also have a storage cupboard inside the restroom area adjacent to the music room. For eurythmy and movement, there is a wooden floor covering about half of the carpeted area in the auditorium. For outdoor games, there are several large areas of compressed dirt, and gardens that are helpful in botany studies. Painting boards and jars are borrowed from the school. The music room has ample blackboard space and tables available to us, The SD office is situated at the high school campus several miles away, and is used for interviews and business meetings as well as office management. Because we hold classes on the lower school campus, we use the copy machine and computers in the teachers' office adjacent to the music room. The facilities have adequate lighting and are air-conditioned. Facilities and equipment used in LA and SD fully comply with all federal, state and local ordinances and regulations, including requirements for fire safety, building safety, handicapped access and health.

LEARNING RESOURCES

Both San Diego and Los Angeles have resources consisting of foundational and current texts about Waldorf education and anthroposophy as described by Rudolf Steiner and other authors. WISC subscribes to several periodicals like the quarterly magazine for the Waldorf community, [Renewal - A Journal for Waldorf Education](#), that expose students and faculty to the Waldorf developmentally appropriate, experiential, and academically rigorous approach to education. WISC also provide students with online library resources.

The resource centers provide students with a quiet workspace and access to current publications about Waldorf Education based on the insights, teachings and principles of education outlined by Rudolf Steiner.

Student may sign out books, videos or CDs for a period of 6 weeks. Books may be renewed as often as the student wishes. Students are limited to two (2) books to be checked out at one time. Students are held liable for any book checked out on their library check out card and, if unreturned, reimburse the institution for the cost of the book or replace the book with another copy.

NON-DISCRIMINATION POLICY

The Waldorf Institute of Southern California is non-sectarian and does not discriminate with regard to race, creed, color, national origin, age, sex, disability or marital status in any of its academic program activities, employment practices, or admissions policies. This policy applies to hiring of all positions and admission of all students.

PROGRAM OFFERED

The Waldorf Institute of Southern California offers the following program:

WALDORF TEACHER EDUCATION	1020 clock hours
Saturday classes	600 hours
Summer classes	270 hours
Observation time	60 hours
Teaching practice	90 hours

PAYMENT POLICY

The Waldorf Institute of Southern California is not approved to participate in the Federal or State Student Aid programs. The school does not participate in any state or federal financial aid programs. At the school's discretion, installment payments may be arranged. Students assume the responsibility for payment of the tuition costs in full, through direct payment. No interest is charged. All financial arrangements must be made before the beginning of classes. The Waldorf Institute of Southern California accepts payment for tuition, books, equipment and other fees through cash payment, VISA, MasterCard, or personal or third party checks. WISC practices an Accessible to All tuition process based on our conviction that an applicant's financial circumstances should not be the determining factor in a decision to join the Waldorf educational movement in order to become a Waldorf teacher. We strive to model the ideal that Waldorf education should be accessible to all.

DISCLOSURE STATEMENTS

The Waldorf Institute of Southern California is a private postsecondary institute approved to operate by the Bureau for Private Postsecondary Education.

Approval to operate signifies that an institution is in compliance with the minimum standards set forth in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.

The Waldorf Institute of Southern California does not have a pending petition in bankruptcy, and is not operating as a debtor in possession, has not filed a petition within the preceding five years, or has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888-370-7589) or by completing a complaint form, which can be obtained on the Bureau's Internet Web site (www.bppe.ca.gov).

The Waldorf Institute of Southern California does not recognize acquired life experience as a consideration for enrollment or granting credit towards any programs.

The Waldorf Institute of Southern California does not accept hours or credits through challenge examinations, achievement test or experiential learning.

The Waldorf Institute of Southern California does not have an articulation agreement or transfer agreement with any other school or university.

The Waldorf Institute of Southern California students are required to speak English when an instructional setting necessitates the use of English for educational or communication purposes. All classes are taught in English.

The Waldorf Institute of Southern California does not admit students from other countries and does not provide visa services or English language services to prospective students and will not vouch for a student's status.

The Waldorf Institute of Southern California does not offer English as a Second Language.

The Co-directors are responsible for monitoring new policies and procedures and maintaining the school in compliance with the California Private Postsecondary Education Act of 2009.

It is the policy of the institution to always provide a copy of the latest catalog either in writing or electronically on the institution's website to all prospective students.

The catalog is updated at least once a year or whenever changes to policies take place.

The Waldorf Institute of Southern California does not offer distance education courses.

The Waldorf Institute of Southern California students do not qualify for financial aid under any state or federal financial aid program.

The Waldorf Institute of Southern California students do not qualify for any financial assistance that comes from public monies.

If a student obtains a loan to pay for an educational program, the student will have the responsibility of repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

Prior to signing an enrollment agreement, you must be given this catalog and a School Performance Fact Sheet, which you are encouraged to review prior to signing any agreement with the institution. These documents contain important policies and performance data for this institution. This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, and salaries or wages, prior to signing an enrollment agreement.

The Waldorf Institute of Southern California does not have, under its control or ownership, and is not affiliated with, any dormitory or housing facilities. The Waldorf Institute of Southern California has no responsibility to find or assist a student in finding housing.

The Waldorf Institute of Southern California does not provide housing assistance services to the students.

In Los Angeles the average cost for a room or apartment rental varies from between \$950 for a room per month to \$3,250 per month for a 2 bedroom apartment. In San Diego the average cost for a room or apartment rental varies from between \$850 for a room per month to \$2,250 per month for a 2 bedroom apartment.

Students will find rental information on Craig's List at [los angeles apartments / housing rentals - craigslist](#) and [san diego apartments / housing rentals - craigslist](#)

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at WISC is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the certificate you earn in Waldorf Teacher Education Program is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your course work at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending WISC to determine if your certificate will transfer.

ADMISSIONS POLICIES

For admission to the program, a prospective student must complete all of the following.

Arrange for an appointment for an interview with a co-director to explore whether the program is a good fit. Upon our mutual agreement, the applicant will be requested to:

- Complete and submit the registration form;
- Complete and submit a biographical sketch and purpose statement;
- Submit evidence of previous college level courses or a high school diploma or degree;
- Complete, sign, and submit the enrollment agreement;
- Sign documents acknowledging receipt of disclosure forms as required by the California Private Postsecondary Education Act of 2009, Articles 11. School Performance Fact Sheet;
- Pay a registration fee of \$70.00;
- Attend an Open Visiting Morning.

ENGLISH LANGUAGE REQUIREMENT

All instruction is conducted in English only. It is required that all applicants demonstrate English-language proficiency during their interview with the co-directors. Candidates will be judged on their ability to speak English proficiently.

Though it should be obvious whether a student has sufficient comprehension of the English language, in certain circumstances where there may be sufficient doubt, the school will reserve the right to require an applicant to take a TOEFL exam. In such instances the applicant will be required to present documentation of a score no less than that recommended by the test publisher to represent a good command of the English language. A minimum score of no less than 550 will be accepted.

The Co-directors will review the information of the required documents for admission, and inform the applicant of acceptance. If an applicant is not accepted, all monies paid will be refunded.

ABILITY TO BENEFIT

The institution does not accept ability to benefit students. All applicants must have a High School diploma.

ACADEMIC POLICIES

ATTENDANCE POLICIES

Students must maintain a minimum of 80% attendance and complete 100% of the Observation and Practice Teaching requirement of 150 hours (or fifteen weeks.)

SATISFACTORY ACADEMIC PROGRESS STANDARD

Satisfactory progress is defined as maintaining 80% attendance.

GRADING SYSTEM

There is no grading system.

PROBATION

If a student fails to meet the 80% attendance requirement, he/she will be placed on academic probation for next semester. Students must meet the 80% attendance requirement by the end of the probationary period in order to remain in the program. If the student fails to meet the satisfactory attendance standard by the end of the probationary period, the student may be dismissed from the institute.

MAKE-UP CLASS

Students are strongly advised not to miss class unless absolutely necessary, as make-up work cannot fully replace direct instruction and classroom participation.

Make-up hours or assignments are available and encouraged. Make-up time/work must be scheduled with your instructor to assure proper credit. Students must make up time/ work for proper credit towards graduation.

TARDINESS

Students are expected to be on time for each class session. A student is considered tardy for class if he/she arrives later than 15 minutes.

LEAVE OF ABSENCE

Requests for leave must be submitted in writing to the Co-directors and must include an anticipated return date and be signed by the student. Any refund due will be made within thirty calendar days from the end of an approved leave of absence. The Co-directors may grant leaves of absence and/or waive interim satisfactory standards for circumstances of poor health, family crisis, or other significant occurrences outside the control of the student. No waivers will be provided for graduation requirements. Time for an approved leave of absence will not be included in the calculation of a student's maximum program length.

SUSPENSION AND DISMISSAL

The institute reserves the right to suspend or dismiss any student who:

- Uses or is under the influence of alcoholic beverages or illegal drugs on or adjacent to institute property or at clinical externship sites;
- Manifests violent behavior;
- Fails to maintain satisfactory academic progress;
- Fails to meet satisfactory clinical standards;
- Fails to meet school's attendance policy or standards.

HOURS OF OPERATION

OFFICE

9:00 AM to 4:00 PM Monday through Thursday
8:00 AM to 5:00 PM Saturday

STUDENT SERVICES

PLACEMENT SERVICES

The Waldorf Institute of Southern California does not guarantee employment for its graduates. WISC provides students with informal networking for teacher placement and a list of Waldorf schools and community resources in Southern California. Through the Association of Waldorf Schools of North America (AWSNA), WISC supplies students with a list of Waldorf schools throughout North America and worldwide. The Co-directors assist students in their job searches after they have successfully completed their studies, by offering information on job opportunities and temporary assignments and guidance in resume preparation and interviewing techniques. The institution makes reasonable efforts to satisfy the wishes of a graduate as to location and type of employment. The more flexible a graduate can be regarding initial employment, the easier it is for the school to assist in the placement process.

GENERAL CONDUCT

Students are expected to comply with school policy regarding curriculum, absences, tardiness and makeup work while displaying courtesy and consideration towards instructors, staff and other students. The Waldorf Institute of Southern California defines improper conduct as follows: cursing and/or yelling at fellow students or staff; fighting on campus; destruction, abuse or theft of property; the use or sale of alcohol or illegal drugs on campus or at a clinical or externship site; sexual misconduct; and disregard for school policy. Improper conduct is cause for suspension or expulsion.

The school reserves the right to postpone training in the event of an Act of God, labor disputes, equipment failure, etc. Students will be duly notified. All course schedules are subject to change in terms of start and completion date. Students will be notified and offered the opportunity to consent as provided by law. In cases where such change would cause undue hardship, a refund will be offered. The maximum postponement of a class start date is 90 days.

The institute reserves the right to withdraw a scheduled course if the registration is insufficient to warrant holding the class. All monies paid will be refunded.

LIABILITY

The Waldorf Institute of Southern California assumes no responsibility for loss or damage to personal property, or for personal injury, which may occur while on the school grounds or at a clinical site.

RETENTION OF RECORDS

The Waldorf Institute of Southern California will maintain student records for five years from the students' completion or withdrawal date, as required by state law. Student transcripts will be maintained indefinitely. Students have a right to access their records anytime that the institution is open and during normal business hours. Students desiring to view their records may request to see their records in the school office during normal business hours or may schedule a time to review records that is convenient to both the student and the school administration. If an appointment is

made, the appointment shall be made no later than 48 hours after the student has requested to view their records. Extensions of this time shall be granted only upon decision of the student.

Only the student and the school administration have a right to review student records. No outside personnel will be allowed to view records except for appropriate state regulatory, federal regulatory or accrediting agency officials or upon proper subpoena. A transcript for course work will be issued upon request by the student. All transcripts of training will be kept for a period of at least 5 years upon completion or withdrawal of the student.

Financial payment documents will be kept for a period of at least 5 years after completion or withdrawal of the student. The institution reserves the right to issue transcripts for training for which the student has paid tuition. The institution reserves the right to refuse to issue transcripts for training for which the student has not paid.

Student academic records and transcripts of completed courses for The Waldorf Institute of Southern California's certificate programs are electronically maintained (computer copy). Hard copies maintained in the student's file.

TRANSCRIPTS

A copy of the academic transcript is available upon request by the student. This service is subject to the Family Educational Rights and Privacy Act of 1974, as amended. The Institute reserves the right to withhold an official transcript, if the student's financial obligation to the Institute is in arrears, or if the student is in arrears on any Federal or State student loan obligation. The Institute also reserves the right to limit within its discretion the number of official transcripts provided without a processing fee. The usual processing fee is \$10.00 for the second copy.

Certificates and official transcripts of records are available within fifteen (15) days from the receipt of a written request by the Registrar.

All records and documentation required by the Reform Act of 1989 will be maintained at the main administrative office for a minimum period of five years. Thereafter, all official student transcript records will contain the names of all programs into which students have enrolled, the names of all courses attempted, whether or not completed, the academic grade earned, the year and quarter, and the number of units of credit earned and will be maintained indefinitely. Transcripts will be provided to students upon written request.

STUDENT GRIEVANCE PROCEDURE

This institution is dedicated to the fair treatment of and professional conduct with students. Should any student have a complaint, the student is asked to discuss the matter directly with an instructor or administrator. That instructor or administrator will engage in an informal process to settle the dispute in good faith. That informal process will involve three steps:

- 1) An effort to define the problem;
- 2) An effort to identify acceptable options for resolution; and
- 3) An attempt to resolve the conflict through the application of one or more of those options for resolution.

The student may thereafter choose to file a written complaint directly with the institution's chief academic officer who will work to resolve the matter. The Co-directors will investigate all formal

(written) complaints, attempt to resolve all such complaints, and record an entry into the institution's official log. The formal process will require the student's submission of a written description of the specific allegations and the desired remedy, accompanied by any available documentation. The Chief Academic Officer will notify the student of the decision reached.

If a complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Bureau of Private Postsecondary Education. The student may contact the Bureau for further details. Unresolved complaints may be directed to:

Bureau of Private Postsecondary Education,

2535 Capitol Oaks Drive, Suite 400

Sacramento, CA 95833 www.bppe.ca.gov

Mailing address is:

P. O. Box 980818 W. Sacramento, CA 95798-0818

Toll Free Number: (888) 370-7589

Telephone Number: (916) 431-6959 Fax: (916) 263-1897

By E-mail to: bppe@dca.ca.gov

SCHEDULE OF CHARGES

WALDORF TEACHER EDUCATION PROGRAM

Total Tuition Fee for three years at \$8,800.00 a year	\$26,400.00
One-time, non-refundable, non-transferable Application Fee	\$70.00
Student Tuition Recovery Fund*	\$0.00
First Year Materials Fee	\$250.00
Second Year Materials fee	\$225.00
Third Year Materials Fee	\$175.00
ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM:	\$27,120.00**

For all start times (Jan/June/Sept) the full suggested tuition for one calendar year is	\$8,800.00***
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WALDORF PRACTICAL ARTS TRAINING

Total Tuition Fee for three years at \$1,950.00 a year	\$5,850.00
One-time, non-refundable, non-transferable Application Fee	\$70.00
Student Tuition Recovery Fund*	\$0.00
ESTIMATED TOTAL CHARGES FOR THE ENTIRE EDUCATIONAL PROGRAM:	\$5,920.00**

For all start times (Jan/June/Sept) the full suggested tuition for one calendar year is	\$1,950.00***
Cost per module	\$650.00***

*Since January 1st 2015 the STRF fee has temporarily been reduced to \$0.00

**These are the total charge the entire program.

**These are the total charges for the period of attendance

*STUDENT TUITION RECOVERY FUND

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in residency programs, attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or taxpayer identification number.

PAYMENT PLAN

WISC practices an Accessible to All (ATA) tuition process based on our conviction that an applicant's financial circumstances should not be the determining factor in a decision to join the Waldorf educational movement in order to become a Waldorf teacher. We strive to model the ideal that Waldorf education should be accessible to all.

The yearly tuition for the WISC teacher education program is \$8,800. All applicants, as well as continuing students, participate with co-directors in an ATA conversation that awakens mutual awareness of the meeting participants' life paths and goals, as well as the financial circumstances and goals of WISC. If the applicant can pay the full suggested tuition of \$8,800, then an agreement is reached and a tuition agreement form is completed and signed. If the applicant feels unable to pay this amount, she/he describes her/his financial circumstances on a tuition adjustment form submitted prior to the ATA conversation and accompanied by relevant financial documents. With a mutual awareness of one another's financial circumstances and shared goals, the applicant and WISC representatives can reach a mutually beneficial consensus regarding the applicant's yearly tuition.

As we adapt our teacher education program to the changing circumstances and students we encounter, we also are deepening our dedication to our ATA program and our determination to find new ways to support it. WISC gratefully acknowledges the Accessible to All program first developed at the Waldorf School of the Peninsula some 25 years ago.

The annual tuition for fully enrolled students of WISC is \$8,800. Some students can pay this amount, usually in monthly installments. However, following an Accessible to All policy, WISC is prepared to adjust this tuition amount to fit the needs of individual students who are not able to pay the full amount. The process of determining the right tuition for a student who cannot pay the full amount is accomplished in a conversation with co-directors, and supported with the student's tax return, pay stub and a completed form that details the student's income, expenses, assets and liabilities. The Institute also shares its financial picture and projected budget with the student.

The individual payment plans offered by WISC almost always involve monthly payments for which the students receive invoices reflecting their agreed upon monthly tuition from the bookkeeping service at the beginning of the month and are expected to make the payment by the 15th of the month. The tuition agreement is considered non-binding so that if financial circumstances either improve or decline for a student during the year, the student will let us know and we will make a new payment agreement.

CANCELLATION AND REFUND POLICY

STUDENTS RIGHT TO CANCEL

You have the right to cancel the enrollment agreement you sign for a course of instruction including any equipment, such as books, materials, and supplies, or any other goods and services included in the agreement, and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. Cancellation shall occur when you give written notice of cancellation at the address of the School shown on the top of the front page of the enrollment agreement. You can do this by mail, hand delivery, or email. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid. The written notice of cancellation need not take any particular form, and, however expressed, it is effective if it shows that you no longer wish to be bound by your enrollment agreement. You will be given notice of cancellation form with this enrollment agreement and on the first day of class, but if you choose to cancel, you can use any written notice that you wish. If the school has given you any equipment, including books or other materials, you shall return it to the school within 30 days following the date of your notice of cancellation. If you fail to return this equipment, including books, or other materials, in good condition within the 30 day period, the school may deduct its documented cost for the equipment from any refund that may be due you. Once you pay for the equipment, it is yours to keep without further obligation. If you cancel the agreement, the school will refund any money that you paid, less any deduction for equipment not timely returned in good condition, within 30 days after your notice of cancellation is received.

REFUND POLICY

The institutional refund policy for students who have completed 60 percent or less of the course of instruction shall be a pro rata refund. After the end of the cancellation period, you have a right to terminate your studies at this school at any time, and you have the right to receive a refund for the part of the course or program you have paid for and did not receive. You have the right to withdraw from the course of instruction at any time. If you withdraw from the course of instruction after the period allowed for cancellation, the school will remit a refund, less a registration fee and the STRF fee, within 45 days following your withdrawal. You are obligated to pay only for educational services rendered and for unreturned books or equipment.

Refund Calculation Guide:

- (A) Deduct a registration fee and STRF fee from the total tuition charge.
- (B) Divide this figure by the number of days in the course.
- (C) The quotient is the daily charge for the course.
- (D) The amount owed by you for purposes of calculating a refund is derived by multiplying the total days attended by the daily charge for instruction.
- (E) The refund would be any amount in excess of the figure derived in (D) that was paid by you.
- (F) The refund amount shall be adjusted for equipment, if applicable.

If you receive federal student financial aid funds, you are entitled to a refund of monies not paid from federal student financial aid program funds. If you obtain a loan to pay for your educational program, you will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If you are eligible for a loan guaranteed by the federal or state government and you default on the loan, both of the following may occur:

- (1) The federal or state government or a loan guarantee agency may take action against you, including applying any income tax refund to which you are entitled, to reduce the balance owed on the loan.
- (2) You may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

If any portion of your tuition was paid from loan proceeds, the refund will be sent to the lender or agency that guaranteed the loan. Any remaining refund amount will first be used to repay any student financial aid programs from which you received benefits, to the extent of benefits received. Any remaining amount will be paid to you the student. If you obtain books or equipment, as specified in the enrollment agreement and return them in good condition within 30 days following the date of their withdrawal, the school shall refund the charge for the books or equipment paid by you. If you fail to return books or equipment in good condition within the 30-day period, the school may offset against the refund the documented cost for books or equipment exceeding the prorated refund amount. The institute reserves (and will publish a schedule of changes that will itemize all charges), the right to change tuition and fees, make curricular changes when necessary, and make substitutions in books and supplies as required without prior notice. Any changes in tuition or fees will not affect students who are already in attendance or enrolled.

WALDORF TEACHER EDUCATION

A Certificate Program (college level) 1020 Clock Hours

The WISC Waldorf Teacher Education program engages the student in a three-year rolling curriculum that reflects the significant developmental phases of childhood. Each year of the program focuses on specific grades: early elementary (grades 1-3), middle elementary (grades 4-5), and upper elementary (grades 6-8). Early childhood classes and workshops are woven throughout the three-year program.

The program sequences several foundational texts of anthroposophy written by Rudolf Steiner and offers the opportunity to learn and practice the art and science of Waldorf pedagogy. The curriculum encompasses three main areas of endeavor that are integrated throughout the program:

Foundation studies in Anthroposophical and Pedagogical Foundations of Waldorf Education;

Practical curriculum applications – early childhood and elementary grades 1- 8;

Artistic activities: painting, clay, wood, music, movement, speech and handcrafts.

As part of the in-class experience, WISC requires and assists with the important component of observation and practice teaching in Waldorf classrooms. Thanks to the rolling nature of the curriculum, students may start the program any year in the cycle and gain the knowledge and self-awareness necessary to be a Waldorf teacher.

Program Design

WISC engages in a three-year rolling curriculum that reflects the significant developmental phases of childhood. Each year of the program focuses on specific grades: early elementary (grades 1-3), middle elementary (grades 4-5), and upper elementary (grades 6-8). Our rolling curriculum also sequences several foundational texts of anthroposophy written by Rudolf Steiner (please see Foundation Studies on page 9). Due to the rolling nature of our curriculum, students may start the program at any year in the cycle. They may step into the stream of Waldorf education when they feel ready.

Early childhood classes and workshops are woven throughout the three-year curriculum. The Los Angeles and San Diego locations spend the equivalent of three weeks on their early childhood programs. In Los Angeles students have the option of enrolling in an early childhood curriculum track for several weeks in the winter-spring semester, while in San Diego students take three all-day workshop classes that are integrated throughout each year. Additionally, the Los Angeles and San Diego students have the option of enrolling in two week-long early childhood intensives during summer, one offered in each location.

Although we do not specifically prepare students for high school work, students interested in teaching high school may substitute high school teaching courses at other institutions for some of the WISC summer coursework. Our aim for this three-year rolling curriculum in Waldorf education is to give students a complete and holistic picture of childhood development

There are significant benefits to this method of curriculum design. In contrast to times past when students seemed more interested in personal self-development, we have generally found that the students today first and foremost wish to become practicing Waldorf teachers. An increasing number already are teachers. They long to engage in experiences of teaching from the beginning of the program, and we wish to accommodate this reality. Therefore, we have designed our program to

include aspects and experiences of teaching in each year of the cycle, balancing pedagogy, artistic practice, and foundational work.

Foundation Studies

Foundation studies are also woven throughout the three-year program cycle. As a pedagogical basis, we have designed our work with *The Study of Man* to occur within the three-year timeframe, each year covering approximately a third of the text. The *Balance in Teaching* lecture course is also woven into the pedagogical work.

WISC students study three of Rudolf Steiner's basic anthroposophical books: *Intuitive Thinking as a Spiritual Path* during the grades 1-3 focus year; *Theosophy* during the grades 4-5 focus year; *An Outline of Esoteric Science* during the grades 6-8 year. Both more experienced and newer students benefit from their shared engagement with the foundational materials, which are actively approached throughout all three years of the program.

In this way, our program demonstrates the reality that anthroposophical studies are not a finite achievement that ends after some period of time, but rather, constitute an ongoing process in the life of a teacher.

Combined Years Study Together

Our first, second, and third year student cohorts are together in the curriculum and foundation classes throughout their three-year program. Art classes, including music and eurythmy, are sometimes divided on the basis of experience. This approach is in line with our collaborative and self-initiated learning principles.

There are intrinsic benefits to this method of study. More experienced students are in a natural position to answer the questions of new students and help them on their journey towards Waldorf education. This practical sharing of knowledge or expertise allows senior students to engage in the fundamental task of teaching, while providing an inspirational model for newer students. Cultivating an ability to distill the essential nature of Waldorf education for a less experienced audience is a skill that should enhance their ability to communicate with parents in the future. New students are also in a natural position to bring fresh ideas into the fold and contribute their own unique background of life experience.

This model also mirrors the reality of the Waldorf classroom, where children will arrive with many diverse backgrounds, knowledge, and abilities, all of which must be skillfully woven together by a capable teacher. In these respects, a mixed-year group allows for a dynamic classroom environment that actively fosters essential practice in the art of teaching, mutual student collaboration, and a realistically diverse social context.

Early Childhood Students and Grades Students Study Together

We teach a holistic general education program that spans early childhood through eighth grade and allows our students to concentrate on either grades education or early childhood education while benefiting from familiarity with the whole. Our early childhood students obtain a comprehensive picture of the young child's future development, giving them the ability to communicate effectively and authentically with parents concerning the future of their child's education. Likewise, grades teaching students will have experienced and learned about early childhood development and practices. This method helps foster a "whole school" attitude in early childhood and grades teachers, which strengthens communal efforts among colleagues in a school. We also recognize the reality

that many teachers in Waldorf schools change roles during their careers often enough that we feel called to strengthen all teachers in both areas through an integrated program.

Summer Program

In both San Diego and Los Angeles we offer three to five weeks of summer courses each year as a fundamental component of our education program. These courses are open to the wider Waldorf community, including practicing teachers. Students are asked to complete at least three weeks of summer classes, and they are encouraged to take additional courses if possible. Costs for all summer courses for enrolled students are covered by their tuition.

Considered together (our students are welcome to attend courses in Los Angeles or San Diego), our two locations offer the following kinds of summer courses: pedagogical classes on particular grades that reflect the upcoming curriculum for the fall semester; hands-on upper grades science courses; early childhood courses; several artistic intensives; a philosophical exploration of Rudolf Steiner's threefold social ideals; and a music conference co-sponsored with AWME. Many of these summer courses benefit from the wisdom and expertise of guest teachers coming to WISC from around the country and beyond. The fact that our summer courses are open to the wider Waldorf community allows our students to foster valuable connections and meet new educators and others who are interested in the Waldorf educational movement. Furthermore, past participants in our summer workshop series have realized their interest in pursuing Waldorf education and subsequently enrolled in our program.

Program Outline

Courses	<i>Codes</i>	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>	<i>Hours</i>
Pedagogical Curriculum Studies	PC	75	75	75	225
Art and Handwork	AH	45	45	45	135
Music and Movement	MM	45	45	45	135
Community, Presentations and Independent Projects	CI	33	33	34	100
Drama, Speech and Class Play	DS	20	20	30	70
Foundation Studies Of Waldorf Education	FS	68	68	69	205
Observation and Teaching Practice	OP	50	10		150
Practicum			30	60	
					1020

Course Descriptions

Pedagogical Curriculum Studies

Students learn to understand and observe the child's developmental phases in seven-year periods, along with particular changes within those periods, and to appreciate and practice elements of the unfolding curriculum which meet the child's developmental needs in each phase and grade. Classes may include the study of child development, assigned reading, class discussions, and individual or group student projects or presentations, and teachers' resource lists. The course covers from first, second and third grades to fourth and fifth grades and then continues to the sixth, seventh and eighth grades as well as how science can be taught the upper grades.

PC First, Second, and Third Grades

Students will explore various approaches for bringing alive the world of numbers and the alphabet leading to writing and reading. They practice movement, songs, speech and drama, and imaginative stories. Students practice the art of teaching through the introduction of fairy tales, animal fables and stories of saints and holy people, stories from the Old Testament, and active math. This part of the course is made up of the following classes.

PC Exploring the Grade 3 Curriculum

Five consecutive days working immersed in the grade 3 curriculum enabling students and practicing teachers to experience, discuss and appreciate the inter-relationships and relevance of the various third grade elements.

PC Child Development 0-14

Instructors will bring through characterization and anecdote a picture of the developmental stages of childhood, and the significant changes that take place as the child enters each new stage (i.e. birth -7, 7-14, 14-21). Approaches for giving the child the appropriate kinds of support and encouragement for each stage of development.

PC Curriculum Overview Grades 1-3

During the fall semester all students gain an understanding of the curriculum offered to the children in these grades, from Fairy Tales and Nature Stories, introducing Writing and Reading, and Number Processes in grade 1, to the Stories of Holy People, Fables, continuation of Writing, Reading and Arithmetic of grade 2, to the expanding subjects of third grade including Stories from the Old Testament, Farming, House Building, Measurements and Money, Grammar.

PC Early Grades Arithmetic

Introduction and practice of activities and games to help children develop joy and confidence in their ability to work with numbers.

PC Curriculum Details Grades 1- 3

These classes for the grades-bound students develop participatory insights and more intense exploration into the curriculum through practice.

PC Grade 2 Stories

Practicing elements of the story curriculum - telling a story, making a blackboard illustration, writing and illustrating "main lesson" notebook.

PC Arithmetic Workshop

Students will explore various approaches for bringing alive the world of numbers. Active arithmetic can involve number stories, manipulatives, counting, rhythmical recitation and patterns within the multiplication tables up to 12, pictorial and narrative introduction of the four processes and signs.

PC Meeting Children with Challenges

Descriptions and prescriptions for the various kinds of learning challenges so often appearing in today's children. Emphasizes movement activities that co-ordinate, strengthen and harmonize the child's mental and physical capacities.

PC Fourth and Fifth Grades

These grades see the introduction of Norse Myths, Man and Animal, Local Geography, Ancient Civilizations, North American Geography, Botany, Fractions, Decimals, English, and Freehand Geometric Drawing. This part of the course is made up of the following classes.

PC Teaching Grade 5

Five consecutive days working immersed in the grade 5 curriculum enabling students and practicing teachers to experience, discuss and appreciate the inter-relationships and relevance of the various fifth grade elements.

PC Child Development: ages 0-7, 7-14, 14-21)

Three classes taught by an early childhood, a grades or a high school teacher. Instructors bring through characterization and anecdote a picture of the developmental stages of childhood, and the significant changes that take place as the child enters each new stage. Approaches are offered for giving the child support and encouragement that is appropriate for each stage of development.

PC Organization and Planning

Successful teaching depends very much on the teacher's ability to plan - a lesson, a block of lessons (series of several weeks on a particular topic), a year. It also requires knowledge of the individual children in a class, and implies both presence of mind and in-the-moment willingness to change course.

PC Man and Animal

Students learn to present representative examples in the animal world in relation to the human being, looking at animals as specialists and the human being as generalists encompassing the capacities of the animals, but less perfectly while surpassing all the animals in self-awareness, flexibility and the capacity to think.

PC Geography

Local geography up to the state in grade 4, encompassing the whole of North America in grade 5. Map making and reading, navigation, Native American culture, contrasting landforms and resources in different regions, bodies of water, cultural considerations are aspects brought to the student teachers.

PC Story Curriculum

Norse myths as well as the Finnish Kalevala form the backbone of the story/literature focus in grade 4. The broad reach of grade 5 story/literature encompasses Myths and Tales from ancient India, Persia, Egypt/Chaldea and culminates with the Greek myths. Students practice telling the stories with a drama and speech/class teacher coach, and make blackboard and main lesson notebook illustrations and writing with an art and class teacher coach.

PC Math Workshop

Students discover and practice age-appropriate and intriguing ways to introduce Fractions (gr. 4) and Decimals (gr. 5); and gain a deeper understanding of arithmetic processes.

PC Sixth, Seventh, and Eighth Grades

Students will learn methodology and developmental inspiration of teaching Business Math, Roman history, Crusades, Middle Ages, South American Geography, Renaissance, Age of Exploration, Health, English, European and African geography, Industrial Revolution, Anatomy and Physiology, and History up to the present day. This part of the course is made up of the following classes.

PC Teaching 7th Grade

Five consecutive mornings working intensively in the whole grade 7 curriculum that includes Perspective Drawing, the Renaissance, Age of Exploration, Human Physiology, Revolutions (Industrial, French, American), geography of South America, Poetry, Creative Writing. (Science afternoons described below.)

PC Child Development and Curriculum

The curriculum reflects the child's turmoil in changing from childhood to puberty and adulthood. Topics such as Business Math (gr. 6), Revolutions (gr. 7), and modern History up to the present time (gr. 8) meet the child with relevant substance.

PC Grammar

Students encounter interesting ways to approach parts of speech, diagramming sentences, using correct forms of expression independent of writing or content, including punctuation.

PC Child Study

Introduces the practice of Child Study, a process where teachers meet together to recall and share their observations about a particular child in order to form the basis of fruitful discussion and helpful suggestions to serve that child's needs.

PC Science in the Upper Grades

Students learn by observing demonstrations and experiments and by seeing in a new way things that have been taken for granted and haven't been thought about consciously. Subjects matter covered are Mineralogy, astronomy, physics (optics, mechanics, electricity and magnetism), chemistry (archetypal plant photosynthesis and solubility.) This part of the course is made up of the following classes.

PC Art of Science Teaching in 7th Grade

Using a phenomenological approach to science, we demonstrate and practice with our student teachers ways to engage the 7th graders directly in working with levers and pulleys and other types of simple mechanics. We explore the nature of fire and its effect on natural material and examine the byproducts of burning carbon, sulphur and phosphorus. As a contrast, the lime cycle is also studied.

PC Electricity and Light

Physics in grade 6 includes doing experiments with light and color. The camera obscura is demonstrated in a darkened room. Complementary colors are individually evoked by concentrating on single colors. We explore generation of static electricity by friction, attraction and repulsion of positive and negative charges, and the effect with various materials.

Art and Handwork

Artistic experiences are hands-on and as abundant in the program as they are in the Waldorf classroom, an essential ingredient for our students' personal and curriculum-related development. Students work directly with materials, complete projects, and develop concrete skills with their hands. This course includes, but is not limited to, the following classes:

AH Beeswax Modeling

Students learn to tell a story, bring the animals and the characters in the story to life, and guide a class of children in warming the beeswax in their hands and then shaping it.

AH Clay Modeling

Students experience the malleable, metamorphic quality of clay as they undertake exercises and projects geared to specific ages and grades of students, including organic and geometric forms, animals, plants, and the human form.

AH Drawing and Blackboard Drawing

Students practice drawing for main lesson blocks. They practice placing light against dark, drawing landscape scenes, plants, animals and people, and making preliminary thumbnail sketches. The curriculum for 7th and 8th grades includes black and white drawing, slant-line drawing, and perspective drawing.

AH Form Drawing

This course of study and practice in the classroom is unique to Waldorf education. Student practice includes learning to bring a form to children through imagination via story, song, or

verse, moving it kinesthetically, and finally drawing it on paper. Specifics take the student from the straight and the curved line in first grade through increasingly complex forms to geometric drawing in sixth grade.

AH Painting

Students work with watercolor paints on wet paper. They experience painting out of color stories for the early grades, moving into increasing form in the higher grades. Students practice all aspects of working with the watercolor materials.

AH Art and Handwork

Student teachers experience aspects of the handwork curriculum through the grades, learning to make things by hand with attention to utility, beauty, and form. Class activities may include knitting, crocheting, hand sewing, and cross-stitch.

AH Woodworking

Students encounter an overview of the woodworking curriculum that begins in grade four or five. Depending on the project students use hand tools, practice whittling, work with mallet and chisels, and use saws and hand drills.

AH Graduation Practice

The graduation celebration involves presentations and performances (or a play) by all the students and by the graduating students. Time is set aside at the semester's end for rehearsals of eurythmy, recorder, singing, speech, and the individual and/or group presentations by the graduates.

AH Coppersmithing, Stone Carving

Students learn how to make a copper bowls, and a bracelet. In stone carving they learn how to shape in one of several types of stone, an interesting form called an oloid, which has beauty, balance and is even used commercially to purify water.

Music and Movement

All students participate regardless of previous musical experience. WISC students learn to play and read music from the teacher and from each other. They also practice rhythmic singing games and experience the satisfaction and joy that can come from singing and making music together as a community. This course includes, but is not limited to, the following classes:

MM Singing

The voice is the primary instrument. Students become versed in music of the Waldorf curriculum from singing in early childhood, to singing with early graders through daily transitions, songs for festivals and seasons, blessings, class plays, and daily rhythms. Rounds begin in third grade and singing in parts in upper grades.

MM Lyre

In the kindergarten, the teacher may play the lyre as this instrument supports the early childhood mood.

MM Pentatonic Flute

WISC students learn early childhood and early grades pentatonic songs and “mood of the fifth” music. The first and second grade class teacher will sing these songs with the children and guide them in learning to play the pentatonic flute.

MM Recorder

Students are introduced to playing the soprano recorder for the musical curriculum of grades three through eight. Students play together chorally and learn to read music.

MM Movement

Conscious movement is one way of strengthening the physical, mental, and emotional capacities of the child. Movement regulates breathing, helps with hand, eye, foot coordination, and builds core strength and endurance. Moving together with guidance from the teacher also strengthens the social fabric of the class.

MM Eurythmy

Eurythmy is a new artistic modality brought by Rudolf Steiner that makes speech and music visible in movement. Conducted in group movement as is done with children, eurythmy heightens students’ spacial and social awareness. Additional exercises done for adults profoundly affect the adult students’ self-development.

MM Games/Gymnastics/Circus Arts

Specialists bring these activities over the span of the three year program.

MM Spacial Dynamics

Spacial Dynamics practices a fluid relationship between human beings and the space around them. It teaches how to optimize that relationship and break the patterns of old behaviors of movement and be able to move with enhanced ease, grace, esthetics and awareness.

MM Healing Movement

Healing movement is designed to assist bi-laterality, proprioception and general remediation of primary reflexes using activities which are effective and fun and engaging for a class to do.

Drama, Speech and Class Play

Much of the interaction between teacher and class happens through the spoken word. This central tool of the teacher’s craft can be developed into a source of empowerment and self-transformation of the teacher and children. This course includes, but is not limited to, the following classes:

DS Creative Speech

Students will practice methods developed by anthroposophy to strengthen, mobilize and inspire their speaking. Specifics include vocal exercises, tongue twisters, verses, poetry, class play, and conscious speaking for the teacher.

DS Class Plays

Play-acting reviews of main lesson story content, both spontaneous and prepared, create an opportunity to experience all the accompanying pedagogical, social, linguistic, and artistic benefits. Experiences covered at WISC may include discussion of choosing or writing a play for one's class and performing a play or scenes.

S Storytelling

Students learn to match stories to developmental age groups of children; they practice memorizing and telling stories.

DS Story-Writing

Students practice writing their own stories to serve the needs of children, for example: pedagogical stories to help the group or individual children or to celebrate special occasions, such as children's birthdays.

Community, Presentations and Independent Projects

As social renewal, Waldorf education lights the way to help each individual find a place in the larger community, and to help the larger community see itself in each individual. Celebrations, working collegially, administratively, and with parents in the school community, strengthening ties between students in their cohort group, gathering with faculty and community members from area schools, all contribute to working towards this goal. This course includes, but is not limited to, the following classes, events and workshops:

CI Threefold Events/Classes

Threefold activities are based on a core concept that recognizes three domains of human social activity: economic, legal and cultural. It proposes that the health of human society depends on an adult population that understands the characteristics of each domain and can thereby organize social life so that each domain enjoys independence and autonomy, while respecting and connecting with the others. Each fall WISC puts on a Threefold Event for teachers, administrators and active parents of the local schools to meet each other and the WISC students and to role play scenarios of school situations that call for cooperation between the threefold elements of the school community.

CI Orientations

The opening morning class of the fall semester is devoted to partner introductions of everyone - new and continuing students and teachers. There is an orientation evening a few days earlier to prepare new students in program protocols including introducing the student handbook. An orientation for new students may occur at the start of the winter-spring semester.

CI Review: Reflections and Reporting

Students prepare written reviews of the classes they attend, then as a cohort group they discuss their classroom experiences, as observer, practicing teacher, classroom assistant or teacher.

CI Administration

Students learn about topics which come up when mutually self-administering a school with colleagues; they discuss strategies for working in collegial partnership, and role-play sample situations.

CI Working with Parents

Students learn about topics of interest and concern to parents, they discuss strategies for working in partnership with parents of students, and role play sample situations that may come up with parents.

CI Homeroom

Toward the end of the morning snack break co-directors introduce visitors on visiting mornings, make announcements and scheduling explanations, call attention to upcoming events. Students sometimes also make announcements or requests.

CI Council

Council process is a form of deep group communication which involves a protocol that allows all present to speak freely, vulnerably and confidentially.

CI Presentations

Students prepare and present brief insights gained on aspects of current study topics. Presentations by the third year students are longer, more in-depth and accompanied by a poster depiction of the topic(s).

CI Festivals

Students learn about the cycle of festivals throughout the year and compile suggested ways of celebrating each festival.

CI Christmas Festival

This is a festive day with families and friends participating. A morning study for adults, is followed by a craft activity with the children. Then the culminating activity of creating a beautiful spiral of light begins as adults and children each quietly walk in the spiral of evergreens to light their apple candle at the center light and place it somewhere along the on the way back. Singing and a potluck meal conclude the celebration.

Foundation Studies of Waldorf Education

WISC student teachers receive a thorough foundation of studies in anthroposophy and Waldorf pedagogy over the course of three years. Reading the written work and transcriptions of Rudolf Steiner, students develop an essential relationship to anthroposophy, the spiritual understanding and path that is the source of Waldorf education, including the three courses of fourteen lectures each, which are studied as the cornerstones of Waldorf Education: Study of Man, Practical Advice to Teachers, and Discussions with Teachers. In a process of collaborative self-education, students wake up to and learn from each other, and in this way function as does a faculty group. Classes may

consist of presentations by instructors, reading assignments, class discussions, artistic interpretations, and individual or group student projects or presentations.

FS Intuitive Thinking as a Spiritual Path

Students study Rudolf Steiner's book, *Intuitive Thinking as a Spiritual Path: A Philosophy of Freedom* (Hudson, New York: Anthroposophic Press, 1995), xiv.

"Three elements – freedom, thinking, and individuality – interweave in Steiner's work like three strands of a single braid, uniting through their dynamic cooperation and the subtle interconnections of a complex and powerful vision. Every chapter of his book calls us to become free by recognizing and developing the spiritual nature of our human cognitive powers." Gertrude Reif Hughes. Focus Year: Grades One through Three and Early Childhood.

FS Theosophy

Students study Rudolf Steiner's book, *Theosophy: An Introduction to the Spiritual Processes in Human Life and in the Cosmos* (Hudson, New York: Anthroposophic Press, 1994), xiv, xv.

"This book appears as one way by which the essential nature of human beings can be known. It is consciously written in a manner which requires enhanced inner activity on the part of the reader. To become inwardly active to an extent far beyond that required by most reading is the challenge of Rudolf Steiner's books." Michael Holdrege.

FS An Outline of Esoteric Science

Students study Rudolf Steiner's book, *An Outline of Esoteric Science* (Gt. Barrington, Massachusetts: Anthroposophic Press, 1997), viii, 4. "Rudolf Steiner undertook the enormous work of extending natural science into the ultimate domain of the spiritual. Understanding the spiritual world is not an artistic, feeling process like understanding a work of art, but a thinking process like that of science." Clopper Almon. Focus Year: Grades Six through Eight and Early Childhood.

FS Study of Man

Students study Rudolf Steiner's book, *Study of Man* (England: Rudolf Steiner Press).

This book presents core ideas of anthroposophy; it reveals a deep, integrated, and active picture of the evolving human being. Active working with the contents is essential to a teacher who wishes to address the underlying needs of the whole child. Focus Year: Grades One through Three, Four and Five, and Early Childhood.

FS Practical Advice to Teachers

Students study Rudolf Steiner's book, *Practical Advice to Teachers* (Hudson, New York: Anthroposophic Press, 1997), vii, viii. "This book provides insight into how certain subject matter works in the growing child, how it correlates with his or her developmental stages, and how teachers can handle the subjects for the purpose of developing human capacities." Astrid Schmitt-Stegmann. Focus Year: Grades One through Three, Four and Five, and Early Childhood.

FS Discussions with Teachers

Students study Rudolf Steiner's book Craig Giddens. *Rudolf Steiner, Discussions with Teachers* (Hudson, New York: Anthroposophic Press, 1997), 12. "This book is a foundation for the continuing self-education of teachers. These courses provide the basis out of which a

teacher of today can educate a child of today, at each new moment, with a fresh and healthy mood of soul.” Focus Year: Grades One through Three, Four and Five, and Early Childhood.

FS Balance in Teaching

Given by Rudolf Steiner to the teachers of the first Waldorf School one year after it began, these four lectures explore education as science and as art, the tasks of the arts in education, and the therapeutic effects of the different subjects and teaching measures. Rudolf Steiner, *Balance in Teaching: Meditatively Acquired Knowledge of the Human Being* (Spring Valley, New York: Mercury Press, 1990), Contents.

Focus Year: Grades Six through Eight and Early Childhood.

Observation and Teaching Practice

To receive a Certificate of Completion from the Waldorf Teacher Education program at WISC, students will complete a minimum of 60 hours of observation and 90 hours of supervised practice teaching, or the equivalent, in Waldorf classrooms.

OP Observation – Years One and Two

Students should complete 60 hours of classroom observation, preferably in several schools and at several grade levels including early childhood. Students focusing on grades teaching should have at least one week of observation and participation in an early childhood classroom. Students who plan to be early childhood teachers will do most of their observation in early childhood classrooms, but should take the opportunity for some observation in grades classrooms.

OP Practice Teaching – Years Two and Three

Students should complete nine weeks (90 hours) of supervised practice teaching in Waldorf classrooms. It is good to practice teach at more than one Waldorf school in the Los Angeles/San Diego area or elsewhere. Starting during their second year and continuing in the third, students will be best served by teaching at several levels from early childhood through eighth grade or high school, in main lesson (or early childhood) and, when applicable, in special subject classes. The goal is to accomplish a total of three weeks of practice teaching in the second year and six in the third year, three of which are preferably a complete main lesson block.

EARLY CHILDHOOD CURRICULUM STUDIES:

Early Childhood content actually permeates the other coursework throughout the program. Specific Early Childhood course/class hours are gained in the summer weeks, as well as in a certain number of Saturday classes per year. Course content covers teaching from parent and toddler through kindergarten ages. Students take specific Early Childhood course/class as well as gain a portion of Early Childhood hours in general training. Over the three years, courses will include, Anthroposophical Studies and Human Development, Waldorf Education in the Early Childhood Classroom, Fostering Professional and Social Aspects of Waldorf Education: Child, Family, and Community and Artistic and Handwork Activities.

THESE FOLLOWING ARE ALL EC (EARLY CHILDHOOD) COURSES: THEY ARE SPREAD OUT OVER THE THREE YEARS, BUT NOT NECESSARILY IN THE SAME ORDER DURING EVERY THREE YEAR CYCLE.

PC EC Developmental Overview

We study the development of the young child from birth to seven including milestones and characteristics of each age physically, emotionally, socially, and intellectually. We take the curriculum for each age group into consideration.

PC EC Tasks of the Waldorf early childhood teacher

We become familiar with the specific role of the early childhood teacher in a Waldorf kindergarten - its scope, breadth, and depth.

Transition games, rhymes and songs: We develop the "bag of useful rhymes, games and verses" as well as games for times of transition: how to move smoothly from one activity to another without chaos or confusion. We will become familiar with age appropriate games, how to introduce them, and when they can be usefully applied.

PC EC First Grade Readiness

We begin to explore the many considerations of a child's readiness to begin his or her twelve year journey of schooling. We consider readiness as being a point on a continuum of development that is never fixed but always evolving. We look at development physically, emotionally, socially, intellectually, using careful observation and developmental markers as guideposts. Can young children navigate their days independently, can they resolve conflict as it arises, do they fit in socially, are they able to follow sequential directions, have they lost teeth, what is the picture of their foundational senses? And so on...

PC EC Nursery Considerations

We explore the things to consider when preparing for a nursery class. How is it different from kindergarten? Circles, stories, rhythm of the day, parent work, the child's first time away from home, parent activities and pace of life are explored as well as the environmental considerations in the classroom and yard.

PC EC Rhythm

What is rhythm and why is it important? How do we create a "rhythmical" day for the young child? What exactly is expansion and contraction? How does it work upon the young child as an individual and how does it support a healthy class experience?

PC EC Senses - Foundational / Lower

We begin work with the four foundational senses, their role in early development and their significance for the curriculum and the environmental choices to be made.

AH EC Seasonal Nature Tables:

We develop and present a nature table tableau complete with animals, figures, seasonally appropriate cloths and silks. Starting from a seasonal focus and moving into possible festivals that might be observed in that season the students will work together to create a seasonal table. (Includes the creation by hand of the figures and or animals through needle felting or sewing).

AH EC Handwork – children

We work with crafts through the seasons; their planning and implementation as well as the role of crafts in the early childhood classroom are explored.

AH EC Handwork – teacher

We develop the many and varied skills for use in early childhood teaching: sewing, embroidery, knitting, finger crochet, weaving, woodworking, beeswax modeling, work with clay, etc.

AH EC Doll Making

We develop an understanding of the importance of the doll in early childhood.

AH EC Painting

Why do we paint? How do we set up, implement, and clean up in a rhythmic, harmonious manner? What materials are suitable for the young child and what are the expectations for the painting experience?

AH EC Domestic Arts or Household Arts

We explore the role of domestic activities in our work with the young child including but not limited to cooking, cleaning, baking, sewing, mending, ironing, minor repair of toys and playthings, etc.

MM EC Circles

We address elements of a circle with consideration of children's developmental needs and stages including consideration of music, speech, language, gesture, finger plays, verses, and games. The role of imitation as a vehicle is discussed. Seasonal appropriateness and imaginative and creative qualities of circles are explored.

MM EC Movement Circles

We include practical examples of how to create circles that involve a more conscious use of the four foundational/lower senses.

MM EC Mood of the Fifth Music

We develop recognition, practice, and understanding of music and singing in early childhood.

MM EC Outdoor Play

We consider the planning of outdoor environments: the developmental needs of the young child in terms of movement experiences. We examine supervision and purposeful work for the teacher in the yard and its influence and importance for the young child. We consider choices for equipment and playthings on the yard, for shrubbery and plants as well as a children's garden. And we consider the role of animals: bunnies, chickens, etc.

DS EC Nursery rhymes and finger plays

We experience and explore the many and varied nursery rhymes and how to create engaging and purposeful finger plays with, and from them. We pay attention to voice, repetition, rhyme, seasonal and age appropriateness, and their uses and application in the early childhood day.

DS EC Picture Language

We practice the development of an imaginative way to speak to young children using picturesque language: voice, choice of words, when to speak and when to be quiet, the advantages of word economy and the use of life imbued speech...imagination in speaking.

DS EC Puppetry

We begin to scratch the surface of the role of puppetry in early childhood. There are various sessions focusing on actual creation of different types of puppets: standing, silk marionettes, lap, rod, etc. The role of the puppets representing various occupations will also be discussed.

CI EC Pioneering a Waldorf Initiative

We examine the essential steps towards beginning an early childhood program.

Play: We explore free play and its significance in the development of the young child, including the qualities of free play, the various stages of free play and how to support free play in the classroom.

CI EC Discipline

Who, when, what, why, and how? Discipline is explored from the perspective of the needs of the developing children, their developmental stages, the role of the teacher, and the self-discipline of the teacher. Through role playing and discussion we come to a deeper understanding of the role of healthy habits as they relate to discipline.

CI EC Birthdays

We explore the celebration of birthdays in the early childhood classroom - story examples, significance of a child's birth, recipes, placement in the day, the question of gifts, etc.

CI EC Festivals

We investigate the seasonal festivals and their role in the life of the early childhood classroom. We include festival preparations, choosing festivals, how to bring them to life in a child appropriate manner; other considerations such as foods, music, and crafts are also explored.

CI EC Media/Technology

We examine the influx of media in the lives of young children. Where do we see it? What is its overall effect? How do we mitigate that influence? Speaking with parents about modern media intrusions in their children's lives and so on will be discussed.

CI EC Parent Community

We present and discuss work with parents on many levels: interviewing, acceptance, conferencing, parent education, parent meetings, parent socials, the role of the parent in the classroom and the school.

PROGRAM SCHEDULE

Our admissions policy is designed for a high degree of flexibility towards both individual student schedules and the financial needs of WISC as an institution. Students may begin in the summer, September, or January. This rolling admissions plan allows us to expand our capacity to maintain an Accessible to All tuition model, while also accommodating the diverse schedules of many prospective students.

Classes are held on three or four Saturdays a month from September through May. In June and July students attend three of the various five-day summer courses offered.

Saturday

Hours: 8:30 – 1:30 and 2:30 – 5:15.

Summer Attendance

Summer courses are electives. Students are expected to attend 9 weeks of summer courses over the course of the 3-year teacher education program or an equivalent to be determined by the co-directors. This portion of the course amounts to 1/3 of the total classroom hours. WISC encourages students to take more than 3 weeks of summer courses at no extra cost in a given year.

OBSERVATION AND PRACTICE TEACHING

Students will complete a minimum of 60 hours of observation and 90 hours of supervised practice teaching in Waldorf classrooms.

- ✓ Year One - Fifty hours of observation,
- ✓ Year Two - Ten hours of observation and thirty hours of practice teaching; or its equivalent,
- ✓ Year Three - Sixty hours of practice teaching; or its equivalent.

GRADUATION REQUIREMENTS

To receive a Certificate of Completion, students must fulfill a minimum of 80% of the hours offered in each course as well as complete the Observation and Practice Teaching requirement of 150 hours (or fifteen weeks.)

Outline of course hours offered:

- Saturday classes 600 hours
- Summer classes 270 hours
- Observation time 60 hours
- Teaching practice 90 hours

WALDORF PRACTICAL ARTS TRAINING

A Certificate Program (college level) 308 Clock Hours

The mission of this Waldorf Practical Arts Training course is to offer an ongoing training/mentoring/professional development opportunity in both the "soft" crafts and the "hard" crafts in the Waldorf curriculum, together as one program. This program is open to current and future Waldorf teachers and parents, alumni and homeschool parents.

The program consists of 9 individual 6-day long intensives (modules) where the participants learn and practice Fiber Arts and Woodworking and "hard crafts" techniques, and also gain an understanding of the underlying Anthroposophical principles of why, when and how they are introduced to children in the Waldorf Curriculum. The Core Principles of Waldorf Education (Image of the Human, Phases of Development, Developmental Curriculum, and Freedom in Teaching, Methodology of Teaching, Relationships and Spiritual Orientation) are studied in our morning course.

MODULE DESCRIPTIONS

MODULE #1 & #2 ANTHROPOSOPHY

The Anthroposophy study portion of the course begins with an overview of the work of Rudolf Steiner, and how it applies to the work we do in the crafts classrooms. The first Core Principle of Waldorf Education adopted by the North American Pedagogical Section, "The Image of the Human" is studied in depth.

We read and discuss the publication; "Credo" by R. Steiner, we look into "Handwork Indications by R. Steiner" by Hedwig Hauck and the threefold soul forces of thinking, feeling and willing as discussed in "Study of Man". We look into the stages of human development from birth through age 21 ("Study of Man"), concentrating in the primary school grades k-5 in module #2, we study and discuss "Our Twelve Senses" by H. Soesman, and "Will Developed Intelligence" by Livingston and Mitchell. There is a study of the nine year change and a brief history of the first Waldorf School in Stuttgart.

MODULE #3 & #4 ANTHROPOSOPHY

The Anthroposophy study portion of module #3 continues our study of the Soul Forces; Thinking, Feeling and Willing" with portions of "Study of Man", "Handwork Indications by R. Steiner", "Will Developed Intelligence", we add study of the "The Four Temperaments" by R. Steiner, and "Educating Through Arts and Crafts" edited by Michael Martin. We continue our study of the phases of development in children in primary school. We also study the four temperaments and how an understanding of them will apply in the classroom dynamic. We also investigate the Twelve Year Change.

MODULE #5 & #6 ANTHROPOSOPHY

In these modules we continue our previous studies and deepen our understanding of the the Threefold nature of the Human. In module #5 we study Core principle #3 "Developmental Curriculum" New books added to our study are "Practical Advice to Teachers" by Rudolf Steiner, "The Educational Tasks and Curriculum" by Martin Rawson and we begin a look at Rudolf Steiner's 6 Basic Exercises with the participants. In module # 6, we study Core Principle #4, "Freedom in Teaching". Rudolf Steiner's "Philosophy of Freedom" is part of our study. We also continue study on the "6 Basic Exercises"

MODULE #7 & #8 ANTHROPOSOPHY

In module #7 & #8, we review all of the previous content and studies and add Core principle #5 "Methodology of Teaching" and Core principle #6 "Relationships" to our study. Discussions examine the roll of the crafts teacher in the operations of the school, and how the handcraft curriculum supports the academic curriculum in the main lessons. We also examine how to find Balance in Teaching, and how to stay fresh and inspired on a daily basis through meditative practices. We will also explore classroom management and collegial relationships in a Waldorf School.

MODULE #9 ANTHROPOSOPHY

In the final module, we review all of the previous content and deepen our understanding of Core Principle #7 "Spiritual Orientation of the Teacher".

OUTLINE OF THE HARD CRAFT AND SOFT CRAFT CURRICULUM

MODULE #1 & #2 WOODWORK/HARD CRAFTS

In this introductory module, the nature of wood is explored. Participants are instructed on how to present their first lessons using wood in its natural form: logs. The use of a large saw, a wedge and a sledge hammer is taught to gain access to the beautiful wood grain hidden inside the log. The senses are engaged in this activity to form a full experience for the students. Lessons are crafted to develop and strengthen the will forces by presenting physical resistance; wood, and to engage the feeling forces with stories of forests and nature. Participants are shown how to engage the thinking forces with demonstrations of carving and crafting techniques. The hand will be engaged in "making" beautiful and useful "things". The students will make wood projects from the grade three "House Building" block by making natural structures for birds, using a simple hand saw and hammer and nails. Simple flower and paper presses are built using the handsaw and drill. Simple mallets for pounding fiber relating to the "farming" block are made from different sized branches from local trees. Grade four curriculum will include carving the upright human form using the wood harvested from the logs. The careful use of the woodcarving knife and carving technique is instructed with an emphasis on "careful". The wood is slowly transformed into a human figure. These figures generally do not have details such as eyes or fingers, but will offer the archetype of the human with a head, torso and four limbs. Once they are all sanded smooth, oil and beeswax is applied to bring out the beauty of the wood. After the human figure is finished, a choice of several animal archetype projects are offered for the participant to choose from. Grade 5 curriculum will continue with carving

"graceful and beautiful" animals or sea creatures and making simple toys such as a spinning top, a cup and ball toy or a Jacobs's ladder, using the basic skills learned up to this point.

MODULE #1 & #2 HANDWORK/SOFT CRAFTS

Module #1

Each module is configured so that the students learn what the children learn in their specific grades.

In module #1 participants learn to make their own knitting needles. This includes sanding a ¼ inch dowel with rough and fine sand paper. Then beeswax is applied and the needle top is glued on. Then participants learn to knit a small pouch with their own hand made knitting needles. As their second knitting project they knit, stuff and sew a lion or a lamb. They also learn to dye the yarn for these projects using only locally foraged Eucalyptus leaves.

Materials needed:

¼ inch dowel, wooden tops, sand paper, beeswax, yarn, needles, wool stuffing

Module #2

Following the 2nd grade curriculum we will continue to practice and deepen the skills of knitting. Participants learn to knit a rainbow ball. The second project is a teddy bear, which is slightly more complicated. We use bulky yarn and provide the pattern.

Materials needed:

Knitting needles, yarn, needles, wool stuffing

MODULE #3 & #4 WOODWORK/HARD CRAFTS

In the curriculum for grades six, the participants are instructed on the use of the carving knife and the wood gouge, and how it is used to hollow-out a spoon from a limb of a tree or a carefully chosen piece of wood. The temperament of each child is considered when selecting the wood used for these projects. After making a spoon or cooking utensil, the participants are given the opportunity to carve a design using small gouges and chisels, calling forth geometry skills learned in main lessons in this grade. For the grade seven curriculum, we make practical but beautiful boxes and bowls using wood especially selected for these tasks. The use of the handsaw, chisels, gouges, mallets and rasps is taught in a way that emphasizes the relationship these tools have to the main lessons on mechanics they learn in their physics classes. Basic leather craft is introduced using leather stamps and leather sewing to create simple keyrings or for advanced students, a more complicated wallet project is offered.

MODULE #3 & #4 HANDWORK/SOFT CRAFTS

Module #3

In module #3 we introduce the participants to crochet. They learn how to shape a crochet piece using increase and decrease techniques. They learn about the fibers that their yarn is made from and they learn plant dye techniques. They also learn about spinning fibers into yarn. Participants learn to

spin wool into yarn with a drop spindle. The first project we crochet is a small pouch. The second project are potholders. Participants who work quickly can also make their own beach bag.

Materials needed:

Yarn, crochet hooks, natural fibers, drop spindle, needles

Module #4

The participants learn to weave by making a simple tablemat. For the second project they learn to cross stitch. It is helpful for children in 4th grade to return to their inner focus. Therefore participants make an eyeglass case using their new cross stitch skills. The second project is a work bag. In the grades the children will use this for several years in their handwork classes.

Materials needed:

Hand loom, yarn, fabric, embroidery floss, tapestry, needles, aida cloth, paper and pencil

MODULE #5 & #6 WOODWORK/ HARD CRAFTS

In module #5, we explore eighth grade curriculum. By this time, the students are able to follow a logical sequence of steps to building simple three and four legged stools. The use of the compass is put into action to lay out the location of the holes for the legs in a slab of wood. The wood is then formed into a circular or rectangular form using saws, gouges, planes and rasps. The holes for the legs are bored into the slab at the correct angle and layout. The legs are carved and rounded from squared off dimensional 8/4 lumber. Care needs to be taken so the leg fits into the hole that was bored for it. Finally, all the parts are assembled using a simple wedge driven into the end of each leg as it protrudes from the seat. The wedge combined with wood glue holds each leg firmly in place. The projects are then sanded to perfection before oil and wax are applied.

In module #6 participants are introduced to high school practical arts curriculum; basic metal smithing, working with iron, copper and silver. Emphasis is put on safety because the metal needs to be heated to high temperatures in order to make them malleable. Eye and ear protection is essential as well as a healthy respect for the forge and the torches. Simple iron implements such as decorative hooks are formed. In coppersmithing, simple vessels and bowls are formed using the three basic techniques of annealing, hollowing and planishing. The bowls are then polished to a high luster. For a second project, the same techniques are used to make ladles and spoons. If there is time and the participants want to pay for the precious metal, silver spoons can be made.

MODULE #5 & #6 HANDWORK/SOFT CRAFTS

Module #5

In module #5 participants learn how to knit in the round using four or five needles. They are challenged to imagine and execute complex designs, such as a water bottle cover or a sock. The first project is a water bottle holder. The second project is a pair of socks. They knit socks according to the pattern I give them and record the pattern in a handwork journal. They knit a hat, and may create the pattern for the Fair Isle style pattern on the hat.

Materials needed:

Paper and pencil, knitting needles, cotton yarn, wool yarn

Module #6

Children in 6th grade engage their imagination to express their feelings for and impressions, of their favorite animals. We focus on form and structure and turning the inside out, stuffing and shaping. Participants observe a simple animal, usually a mouse and create a 3-dimensional pattern they will use to construct their own toy mouse. The pattern is cut and sewn into a mouse using simple sewing. Finishing details may include wool needle felting, embroidery, painting or dyeing of fabric. The second project is a Waldorf style doll. Participants learn to bind a Waldorf style doll head, learn doll construction, and how to sew hair on.

Materials needed:

Fabric, lining, wool, stuffing, cotton jersey, embroidery floss, yarn, doll making needles, paper and pencil, boiled wool fabric, needles, threads, scissors, iron, ironing board

MODULE #7 & #8 HIGH SCHOOL/HARD CRAFTS

In module #7 & #8, we continue to explore metalsmithing techniques including copper enameling, the process of baking enamel powder onto small copper objects that can be used for pendants, earrings and necklaces, the ancient art of book binding is taught, followed by an introduction to stone carving. In stone carving we are using alabaster and steatite to carve a simple geometric solid called an oloid or more complex geometric forms such as dodecahedrons or icosahedrons.

MODULE #7 & #8 HIGH SCHOOL/SOFT CRAFTS

Module #7

In module #7, using the American patchwork technique, participants create a Log Cabin pillow cover from scraps of fabric. They carefully sort lights from darks and place them in a precise pattern to create an overall design. The goal is to foster precision in measurement and the angles in the pattern for 7th graders.

Materials needed:

Cotton fabric, needles, threads, scissors, iron, ironing board

Module #8

With puberty, the children of the 8th grade gain an inwardly experienced understanding of cause and effect and the need to understand how mechanical things work. They are introduced to the sewing machine for the first time. The first project is a pillow. The second projects are pajama pants and shirt. Quick workers may design a zippered bag.

Materials needed:

Pattern, fabric, thread, pins, needles, sewing machine (Janome sewing machine, 2001)

MODULE #9 HIGH SCHOOL/SOFT CRAFTS

Module #9

Module #9 is all about tailoring. Each participant makes a shirt to fit his or her own body. They take their own measurements and help do the same for other participants. New skills come into play: measuring, fitting, altering the garment, as well as understanding more complex patterns and constructions such as collars, facings, and button holes that require concentration and care to complete. Tailoring is taught in high school.

Materials needed:

Pattern, fabric, thread, pins, needles, buttons, sewing machine (Janome sewing machine, 2001)

MODULE #9 HIGH SCHOOL/ HARD CRAFTS

Participants are asked to use their time produce an independent project, or projects drawing on any grade level curriculum of their choice and the materials of their choice.

STAFF

Patricia Murar	Chief Executive Officer
Alex Houghton	Chief Academic Officer
John Brousseau	Chief Operating Officer
Jim Pedroja	Finance Director

Los Angeles

Jean Brousseau	Co-Director
John Brousseau	Co-Director
Alex Houghton	Co-Director
Ania Kubik	Co-Director
Mia Memel	Administrator

San Diego

Jacqueline Develle	Co-Director
Charlotte Dukich	Co-Director
Johanna Laurelin	Co-Director
Liza Ferraro	Administrator

FACULTY

GRADES LOS ANGELES

<i>Faculty</i>	<i>Other Education and Professional training</i>	<i>Relevant Experience</i>
<p>Kathy Andersen</p> <p><i>Child Development 7-14, Remedial Exercises, Meeting Children with Challenges</i></p>	<p>Bachelor's Degree English and Art, Master Degree Art Therapy, Remedial Training, Rudolf Steiner College</p>	<p>7 years Kindergarten teacher at Pasadena Waldorf School and Santa Fe Waldorf School. 2 years Handwork teacher at Santa Fe Waldorf School. 14 years class teacher at Santa Fe Waldorf School, Austin School and currently Highland Hall Waldorf School.</p>
<p>Rosalie Bate</p> <p><i>Music in the Mood of the Fifth</i></p>	<p>Mt. St. College, Valley College 12 EC units, Certification in Lifeways Early Childhood. Handle Therapeutic Training, Several early Childhood courses at Rudolf Steiner College</p>	<p>Formerly Kindergarten teacher for 17 years at Highland Hall Waldorf School, owned home Daycare Center for 3 years, homeschool parent, pre-school teacher at Waldorf City School, Los Angeles, currently early childhood support for WISC students</p>
<p>Chris Bennett</p> <p><i>Math Grades 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, Exploring Grade 3 Curriculum</i></p>	<p>Degree in Aeronautics, Emerson College in Forest Row, UK, Waldorf student grades 5-8</p>	<p>Waldorf teacher grades and High School (mainly Math) in Austria, UK, Hawaii, Canada, now Waldorf School of Orange County, California</p>
<p>Jean Brousseau</p> <p><i>Theosophy; Study of Man; Intuitive Thinking; Esoteric Science</i></p>	<p>Rollins College, UCLA</p>	<p>Co-director of WISC since 2003, Chair Anthroposophic members planning group more than 7 years</p>
<p>John Brousseau</p> <p><i>Theosophy; Study of Man; Intuitive Thinking; Esoteric Science</i></p>	<p>B.S in Electrical Engineering</p>	<p>Electrical engineer for 11 years in aerospace research and development, 31 years as a Waldorf teacher, chair of Teacher Education Network, AWSNA. Co-director of WISC, co-founder and co-director of WISC</p>
<p>Jack Bryant</p> <p><i>WPAT hard crafts</i></p> <p><i>Sculpture in metal, stone, wood, clay</i></p>	<p>Art Center College of Design in Pasadena, Santa Monica College, WISC Graduate</p>	<p>Class Teacher in Practical Arts teacher and Santa Fe Waldorf School, New Mexico, Practical Arts teacher and Sculpting teacher at Highland Hall for 16 years, teaches extensively at Waldorf Schools in China</p>
<p>César Cázares</p> <p><i>Geography Grades 4+5</i></p>		<p>Waldorf Teacher Grades 4 -5, Colegio Rudolf Steiner de San Miguel Allende, Guanajuato, Mexico. Mentored by Gideon Weick (Minnesota Waldorf School) and Thomas Heemlarr. Math & Science High School/ Middle School Teacher - various private and charter schools in LA county</p>

Dennis Demanett <i>Grades 1-3 Teaching, Grades 4+5 class plays, Man & Animal, Study of Man, Chapters 3-5, 6+7, Heart of Middle School</i>	BA English Honors (Minor in German--one year at the University of Vienna, Austria) University of Kansas. One year of postgraduate work, University of Reading, England	Waldorf class teacher for 40 years in England, Hawaii and New Hampshire, currently class teacher at Pasadena Waldorf School
Sue Demanett <i>Heart of Middle School, 7th Grade</i>	B.A. Moravian College, 1968, curative training at Association La Branche, Savigny, Suisse	Waldorf teacher for 35 years, currently at Pasadena Waldorf School, taught in 4 Waldorf schools and 4 teachers trainings
Andrew Dzedulionis <i>Eurythmy</i>	5 year Eurythmy training at The Educational Institute for Eurythmy in Vienna, Austria	Performed and headed up the training for Eurythmists at the Free Academy for the Humanities, the Goetheanum, Switzerland, and the Department of Rhetorical and Musical Arts. Member of First Class of the School of Spiritual Science. Has been teaching Eurythmy since 2006 at Waldorf Schools in Texas, Arizona and since 2009 in Southern California
Samuel Glaze <i>Science in 7th Grade</i>	BA in Political Science/History at Occidental College	Waldorf teacher for more than 40 years
Philip Guest <i>Natural History, Culture, & Technology, Social Development Grades 6-8, Language Arts, Pre-Adolescence Through Curriculum Grades 6-8, Math and Abstract Reason, Astronomy 6-7, Physics and Chemistry 6-7, Teaching Grade 5, Music - Recorder</i>	Qualifications in English and Math (requirements for teaching in UK)	Waldorf School of Orange County Class of 2005 (Grades 4 through 8), Westside Waldorf Class of 2012 (Grades 3 through 8), Subject Teacher and Kindergarten experience, 10 years' experience as Performance Artist and Architectural Draftsman in UK, many years' service on Faculty Council, College of Teachers and Board of Trustees
Alexander Houghton <i>Theosophy; Study of Man; Intuitive Thinking; Esoteric Science; Council</i>	BA in English Literature and Philosophy, San Francisco State College	16 years as a class teacher at Highland Hall Waldorf School, Northridge, CA. currently co-director at WISC
Ania Kubik <i>Art, Handcrafts, Classroom Skills, Chalkboard Drawing, Painting, 3rd Grade Topics, Teaching Grade 5</i>	BFA in sculpture from Virginia Commonwealth University	Class teaching 9 years' experience in grades 1-5. Teaching experience in clay modeling and drawing: grades 1-12; in handwork: grades 1-8. Currently class teacher and handwork mentor at Maple Village Waldorf School in Long Beach, CA. WISC Co-director.

Susan Johnson MD <i>Developing Lower Senses</i>	Carleton College (B.A and M.D.), Children's Memorial Hospital (3-year residency); U.C.S.F (3-year fellowship in Behavioral and Developmental Assistant Clinical Professor UCSF; Co-Director of Pediatric Obesity Clinic & Shapedown program	Behavioral and developmental pediatrician for ~30 years; Physician Director San Francisco School District at Golden Gate School Health Center for 7 years
Karen Livingston <i>Music, Singing, Recorder</i>	Bachelor's Degree in Music Education, Northern Illinois University, Association of Waldorf Music Educators Workshops and professional development opportunities, Orff Certificate and Workshops, Kodaly Workshops	Music teacher at Rudolf Steiner Institute in Pasadena, California for 4 years, music teacher in Stoneham, Massachusetts High School and Middle School for five years. Currently music Teacher at Pasadena Waldorf School Grades 2-8 for over 18 years
Mona Lewis <i>WPAT soft crafts Family festivals - crafts</i>	Santa Monica College , Early Childhood Units at Pierce College in Woodland Hills, Moorpark College, Certificate Illuminated Watercolors, WISC Graduate	Early Childhood teacher at Highland Hall for 4 years, Handwork teacher at Highland Hall for 16 years, extensively hosting workshops for adults in handcrafts and natural plant dyes, Handcraft teacher at in summer camp at Highland Hall for 4 years
Terra Malmstrom <i>Child Development Overview, 14-21 years, High School Curriculum Activities</i>	B.S Biological Sciences, MS. Neuroscience,	High school teacher for 14 years
Blair Manzke <i>Child Development 4-9, 9-14, Grades 1&2, Grade 3</i>	Azusa Pacific University - BA in Human Development, UCLA - Freshman to Junior Year	12 years' experience as a Waldorf class teacher, currently class Teacher at Pasadena Waldorf School
Tess McGinley <i>Spacial Dynamics Level 1</i>	BA at long Beach State, Spacial Dynamics Training in New York, Montessori Training	Class teacher for 5 years at San Francisco Waldorf School, movement teacher for 9 years at San Francisco Waldorf School, created After School Circus program, currently movement teacher at Highland Hall Waldorf School
Paul Matthews <i>Biography, Creating Writing</i>	Degree in literature and poetry from Sussex	Poet, Waldorf teacher and author. Taught at Emerson College, and delivered workshops in the UK, Germany, USA, Australia, and New Zealand.
Margli Matthews <i>Biography, Creating Writing</i>	PG Dip. Couns, Diploma Biographical Counselling, MBACP accredited, UKRCP, CAHSC registered, United Kingdom	Former teacher at Emerson College, Director of the Diploma Course in biographical counselling in U.K. 30 years' experience in adult education. Co-author of Ariadne's Awakening

Patrice Maynard M.ed. <i>Threefold Social Ideals I, Threefold Social Ideals II Threefold Innovation equals Waldorf Education</i>	Antioch University Ed	Leader of Outreach and Development of AWSNA, formerly class teacher for 12 years and music teacher at Hawthorne Valley School in upstate New York.
Christine Meyer <i>English Grades 6, 7 and 8</i>	BA English at CSULA	14 years teacher as a class teacher, 16 years as a High School English teacher at Highland Hall Waldorf School
Johanna Mueller-Laurelin <i>Eurythmy Music including flute</i>	Eurythmy Training at Eurythmieschule Hamburg, Germany certificate for Teaching Eurythmy (=bachelor program)	Widely acclaimed Eurythmist who performs in Europe and the USA. Eurythmy teacher in Waldorf schools and Eurythmy schools. Co-director of WISC.
Tami Ordoñez <i>Spacial Dynamics</i>	Allegheny College BA, Spacial Dynamics Diploma	Movement Ed Teacher at Four Winds Waldorf School, for 8 years, class Teacher at Four Winds for 4 years , class teacher at Highland Hall Waldorf School for 4 years
Jana Stauffer <i>Beginning Music</i>	BA Music Northern Illinois University, Masters in Music Longy School of Music	Personal assistant, recording studio manager, flute teacher, plays flute, baroque flute, recorder, renaissance flute, piano and guitar
Daniel Stokes <i>Speech, Storytelling in Grades</i>	Emerson College, England, diploma for Speech and Drama, Sydney, Australia	Class teacher for 24 years, co-founded Mythos Storytellers and Looking Glass Theater, led workshops in schools across Australia. Currently mentors in Waldorf schools
Sandra Storti <i>Organization and Planning</i>	BA in Art of Education, Switzerland	German teacher at Highland Hall Waldorf School since 2004, 3 years class teacher in Switzerland

EARLY CHILDHOOD LOS ANGELES

<i>Faculty</i>	<i>Other Education and Professional training</i>	<i>Relevant Experience</i>
Kathy Andersen <i>Remedial Exercises, Meeting Children with Challenges</i>	Bachelor's Degree English and Art, Master's Degree Art Therapy, Remedial Training, Rudolf Steiner College, WISC graduate	12 years Waldorf Kindergarten teacher. Class teacher and Handwork teacher

Rosalie Bate <i>Music in the Mood of the Fifth</i>	Mt. St. College, Valley College 12 EC units, Certification in Lifeways Early Childhood. Handle Therapeutic Training, Several early Childhood courses at Rudolf Steiner College	Formerly Kindergarten teacher for 17 years at Highland Hall Waldorf School, owned home Daycare Center for 3 years, homeschool parent, pre-school teacher at Waldorf City School, Los Angeles, currently early childhood support for WISC students
Tischia Bluske <i>Child Development Birth to 3, Overview of Early Childhood, Child Development Birth -7, Waldorf Essentials, Parent Child Classes</i>	College of the Canyons (Core Units, Early Childhood), Pasadena City College (Early Childhood Development), College of Marin (Arts/Theater), Rudolf Steiner College, WISC graduate	After School Care/Nap and Parent/Child teacher at Pasadena Waldorf School for 2 years, teacher at Hearts and Hands Play Garden for 2 years, teacher at Village Play Garden for 2 years, teacher at Little Acorns Co-op for 1 year, currently Parent/Child teacher at Highland Hall
Laura Ferris <i>Depth and Breadth of EC Teachers' Tasks, Painting in Early Childhood, Rhythm and Discipline in Early Childhood, Nursery Considerations; Transitional Games, Play, Puppet-Making, Puppet Plays, Parent Conferencing, Festivals and Seasons, Media - Technology</i>	B.A. CSUN, WISC graduate	Early childhood teacher at Highland Hall Waldorf School,
Holly Koteen-Soulé <i>Movement and Gesture in Circles, Rhythm: The Golden Age of Childhood, The Inner Life and Work of the Early Childhood Teacher</i>	Antioch University (B.A. and M.A.)	Kindergarten teacher at Seattle Waldorf School and Bright Water School for 18 years, Served as an AWSNA consultant for developing schools; core faculty of Sound Circle Center since 1995, where she is the director of Early Childhood education
Blair Manzke <i>Child Development 4-9</i>	Azusa Pacific University - BA in Human Development, UCLA, Freshman to Junior Year, WISC graduate	Class teacher for 12 years at Pasadena Waldorf School
Jill Scissors <i>Heavy Baby Doll Making</i>	AA degree with Early Childhood emphasis from SMC and UC Santa Barbara, WISC graduate	Currently in her 3rd year assisting in a Waldorf Early Childhood classroom. Teaches craft workshops regularly. Doll making and handwork experience obtained through Waldorf conferences, various Waldorf workshops with Suzanne Downs and other Waldorf teachers, and fiber art workshops through wool festivals around the US.

Stephen Spitalny <i>Child Study; Imitation, Discipline and Practical Work; Early Childhood</i>		Kindergarten teacher for 24 years at Santa Cruz Waldorf School, Former editor of Gateways; former board member of WECAN; written articles and given workshops in the US & Switzerland; author of the books Connecting With Young Children and Educating the Will; published story and music CD Kudya Zvekukwata / Eating at Other
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GRADES SAN DIEGO

<i>Faculty</i>	<i>Other Education and Professional training</i>	<i>Relevant Experience</i>
Kathy Brunetta <i>Heart and Art of Teaching Grade 1 and 2, Heart and Art of Teaching Grade 3 and 4</i>	University of Western Ontario, BA, University of British Columbia, B.Ed, University of British Columbia, MA, Rudolf Steiner Centre, Toronto	Pedagogical Administrator, Calgary Waldorf School, Curriculum development and review Professional development
Shivani Burrows-Goodwill <i>Curriculum studies. 1-3rd grades, Curriculum studies 4th-5th grade, Curriculum studies 4th-5th grade</i>	Emerson College, England., PhD Spanish	Class teacher at Shining Mountain Waldorf School, Class teacher at Harriet Tubman Charter school, Class teacher at Sanderling Waldorf School, Pedagogical chair at Sanderling Waldorf School
Christina Chalmers <i>New curriculum development in practical arts and philosophy</i>	University of Iowa (BA), Certificate to teach public school English in Iowa.	Waldorf class teacher middle grades and high school, development of poetry writing course in Waldorf high school curriculum, Set design artist-LA and New York.
Jacqueline Develle <i>Anthroposophical Foundation Studies; Class teaching: Observation and Practice Teaching Prep, Report Writing, Child study, executing a Waldorf main lesson, how to tell stories</i>	Culham College of Education, Oxford, England, California Institute of Human Science (BA), 3-year AWSNA mentor training, Kula Makua Waldorf Teacher Education, Hawaii	5 years Montessori teaching, kindergarten, 1-4 th grade, Waldorf Class teacher for 14 years, Mentoring and evaluation at Waldorf Schools for 15 years, Board member various Waldorf schools 15, years Pedagogical Advisor for Waldorf Schools
Charlotte Dukich <i>Theosophy, Esoteric Science, Handwork, Foundations</i>	Waldorf Institute of Mercy College, Wayne State University	Kindergarten teacher for 35 years; Orange County, Santa Barbara, Highland Hall, Sanderling, Teacher-Educator and Mentor, Biodynamic farmer

Philip Guest <i>Math, Science in Middle School</i>	Qualifications in English and Math (requirements for teaching in UK), Dip H.E. Waldorf Education, University of Plymouth	Class teacher at Waldorf School of Orange County, Grades 4-8, , Westside Waldorf Class, Grades 3-8, subject teacher and Kindergarten experience, 10 years' experience as performance artist and architectural draftsman in UK, many years' service on Faculty Council, College of Teachers and Board of Trustees
Bonnie Holden <i>Math Grades 1-3, 4+5, 6-8, Form Drawing, Painting, Chalkboard Drawing, Classroom Management, Veil Painting</i>	Buchtel College of Arts and Sciences (B.A), University of Akron	Lead Waldorf kindergarten teacher for 10 years, Waldorf Class teacher Grades 1-8, mentor for WSSD faculty and director of pedagogy at Waldorf School of San Diego
Bruce Laurelin <i>Intuitive Thinking as a Spiritual Path; Theosophy; Esoteric Science; Rudolf Steiner Biography</i>	College of Santa Fe, BA in education and psychology.	Former 1-8 th grade teacher at Highland Hall Waldorf School and former 3 rd grade teacher at Waldorf School San Diego, , Taught 5 th grade Olympia Waldorf School, Pentatonic harp teacher. Member of the Anthroposophical Society
Johanna Mueller-Laurelin <i>Eurythmy for Adult Development, Music, Descant Recorder</i>	Eurythmy Training at Eurythmieschule Hamburg, Germany certificate for Teaching Eurythmy (bachelor program), Performing artist at Eurythmeum Stuttgart, Germany certificate for Performing and teaching at Eurythmy Training Centers (=master's program)	Performing artist in USA and Europe, principle violinist of Orchestra der Eurythmieschule Hamburg, co-founder and co-director of Los Angeles Eurythmy Ensemble, mentor and evaluator of Eurythmy, Music Director at WSSD
Patrice Maynard	Pennsylvania Academy of Fine Arts, Sunbridge College, Biodynamic agriculture training, Antioch University, New Hampshire (M.Ed)	Waldorf class teacher 1-8 at Hawthorn Valley School, New York, Instructor at teacher training Sunbridge College., Leader of Outreach and Development for AWSNA, mentoring administration, director of Publications and Development with Research Institute.
Joseph Rubano <i>Spacial dynamics, Biography, 6 Basic Exercises, Communication Skills, and Inner Work Practices.</i>	University of Pennsylvania (BA), Biographical Counseling program, Emerson College, Spacial Dynamics Movement training	Leader of Enlightenment Intensives and Vision quests, biographic counselor, poet exploring Western and Eastern traditions. native American ceremony

Patricia Rubano <i>Biography</i>	Spacial Dynamics In-Service Training, Biography and Social Art, Sunbridge Institute	Kindergarten and Nursery teacher at Green Meadow Waldorf School for 12 years; administrator at Sanderling School for 12 years; Teacher-Educator and Mentor. co-founder of Waldorf School of San Diego and Sanderling Initiative; Biographical Counseling, England
Virginia Smith <i>Grades 1-4 curriculum and pedagogy, Administration, Arts and Crafts.</i>	Ruskin Mill College England. (MA), Master's degree in Practical Skill Therapeutic Education	Waldorf Class Teacher for 15 years at the Calgary Waldorf School, worked with students with special needs in developing literacy and numeracy, administration, mentoring, and evaluation, mentor
Katherine Thivierge <i>Speech, Drama, Poetry</i>	Marygrove College, Detroit, Detroit College of Law, Speech Formation at the Speech School (now the Artemis School of Speech) in England , Graduate diploma in Anthroposophical Therapeutic Speech	Worked artistically and therapeutically with children and teachers in Waldorf schools for over ten years, administrator at the Oakland Steiner School in Michigan, currently Director of operations anthroposophical society,

EARLY CHILDHOOD SAN DIEGO

<i>Faculty</i>	<i>Other Education and Professional training</i>	<i>Relevant Experience</i>
Charlotte Dukich <i>Working with the Seasons Through Tabletop Puppets, Exploring the Deeper Meaning of Fairy Tales, Pioneering a Waldorf E.C. Initiative, Building Parent Community, Inner and Outer Tasks of the Teacher, Reflections on Kindergarten/1st Grade Readiness</i>	Waldorf Institute of Mercy College, Wayne State University	Kindergarten teacher for 35 years; Orange County, Santa Barbara, Highland Hall, Sanderling, Teacher-Educator and Mentor, Biodynamic farmer
Patricia Rubano <i>Introduction to Waldorf E.C. Education; Facing Fear: Finding Freedom; Use of Story and Puppetry; Early Childhood</i>	Spacial Dynamics In-Service Training with Jaimen McMillan, Biography and Social Art at Sunbridge Institute	Kindergarten and Nursery teacher at Green Meadow Waldorf School for 12 years; administrator at Sanderling School for 12 years; Teacher-Educator and Mentor. co-founder of Waldorf School of San Diego and Sanderling Initiative; Biographical Counseling, England

<p>Stephen Spitalny</p> <p><i>Circle Work, Practical Work and Inner Experience</i></p>		<p>Kindergarten teacher for 24 years at Santa Cruz Waldorf School, Former editor of Gateways; former board member of WECAN; written articles and given workshops in the US & Switzerland; author of the books <i>Connecting With Young Children</i> and <i>Educating the Will</i>; published story and music CD <i>Kudya Zvekukwata / Eating at Other</i></p>
<p>Holly Koteen-Soulé</p> <p><i>Movement and Gesture in Circles</i></p>	<p>Antioch University (B.A. and M.A.)</p>	<p>Kindergarten teacher at Seattle Waldorf School and Bright Water School for 18 years, Served as an AWSNA consultant for developing schools; core faculty of Sound Circle Center since 1995, where she is the director of Early Childhood education</p>
<p>Rena Osmer</p> <p><i>Festival Celebrations in Early Childhood</i></p>	<p>B.S. Western Michigan College M.Ed. Antioch New England R.I.E. Training 1</p>	<p>Waldorf early childhood educator since 1985, currently teaching kindergarten at Sea Star School in Boca Raton, Florida, former director of Waldorf Early Childhood Education, Rudolf Steiner College, Sacramento, mentor/teacher/consultant for Waldorf Teacher Training centers: WISC, Center for Anthroposophy, Sunbridge College, Rudolf Steiner College, Antioch University, LifeWays North America</p>