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**Masters Degree in Waldorf Education
and
Waldorf Teacher Certification
Hybrid Delivery Model**

PROGRAM DESCRIPTION

The MA Degree in Waldorf Teaching – Hybrid Delivery is a four-year, 48-unit program. Satisfactory completion of the work culminates in a Foundations Program Equivalency Certificate at the end of year two and beginning Waldorf Teacher status at the end of year three.

At the end of year four and upon successful completion of a capstone project, clear Waldorf Teacher Certification and the MA Degree in Waldorf Education will be awarded.

Qualified graduates may apply for teaching positions to any Waldorf school in the world. Emphasis is on awakening the faculties of the teacher and the development of his/her creativity through study, contemplative practices and the Arts. Child development and child observation are central to this program and courses are provided that enable the teacher to design and implement appropriate curriculum from early childhood through eighth grade.

APPROVALS:

Rudolf Steiner College is approved as a degree-granting institution by the Bureau of Private Post-Secondary Education, State of California

Rudolf Steiner College is a full member Teacher Training Institute of the Association of Waldorf Schools of North America (AWSNA) and as such, offers recognized programs leading to Waldorf Teacher Certification.

FOCUS AREAS:

Students may choose Early Childhood or Grades Teaching as focus areas. At this time, High School focus is only available in the Summer Teacher Education model. Eurythmy as a single subject is only available in the four-year residential Eurythmy Program.

DOMAINS OF STUDY

- I. Ontology and Epistemology of Waldorf Education
- II. The Artistic Approach in the Practice of Teaching
- III. Curriculum: Development, Differentiation, and Delivery
- IV. Applied Research.

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HYBRID PROGRAM SCHEDULE

Year One:

1. Practicum: Summer July 5-18th (not weekend)

Foundational Studies: Comparative study of the origin, purpose and meaning of being human. Sample questions explored: How do Steiner's theories elucidate, further or diverge from those of other major philosophers? How does the teacher use the later??, for rich meaning-making and enhancement of the daily work as a teacher? What activities are practiced to enrich the inner life of the teacher and thus, create a well of renewal?

Note: The Art of Teaching grades 1-4 is the week before this begins

The Art of Teaching grades 5-8 overlaps the first week of this program and thus we will make DVDs of the week for those who will miss this week and join us the second week. Your account will be charged for the Practicum, but not for the Art of Teaching.

2. Two or three weekends at a school site or regional site: The timing depends on the school and the teacher's schedules. For those schools observing furlough Fridays, this program could start on two such Fridays and go through Sunday... making for two full three-day sessions. Some schools have weekends where extending to three days is possible, and could make two such weekends available for this program. Some schools need to split the time into three weekends. Decisions for timing of the weekends are informed by distance and the travel expenses of RSC faculty. The program chair and the Principal or Executive Director of a school will set this schedule during the first summer of activities.

3. Synchronized Online classes ...such that interns are meeting in real time at their computers so as to facilitate sharing of information. This occurs once monthly. Timing of these classes is set at the beginning of each semester so as to accommodate the learners within the group. (Thursday evenings have worked the best!) The groups are optimally set to address questions and view offerings of interns who are teaching children at the same grade level. However, due to scheduling and timing difficulties, an intern may need to choose to be in a different group. All group convening times, URL links, and phone conference numbers are posted at the CMS website by the convener two weeks prior to the class. The class schedule is decided by group process at the beginning of each semester. The class is set by "majority rules" and if an intern is not able to attend, other class-group times are offered. It is our experience that most groups can decide on an all-inclusive time for these classes.

Year Two :

Practicum: One week of completion of foundational studies followed by two weeks of the Teacher Training courses. This schedule is being designed, at this time, so as to not overlap the "Art of Teaching, in the grades" courses, which some teachers want to attend. Also, We are currently considering how to incorporate the "Art of Teaching" courses into the Teacher Training... this is under discussion this entire coming school

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year. The intern does need to prepare for a long summer session ONLY the second summer. This is the most demanding summer schedule and only happens once.

Online classes continue as in year one.

Weekends continue

Year Three

Practicum: Two weeks

Online increases slightly to incorporate research guidance.

Weekends continue

Year Four

Practicum: Two weeks for Course completion

Online support continues and is individualized for mentorship year.

Visits to site for mentorship and guidance continue.

Please note: The high school teacher training schedule is a three-year rotation, please consult Betty Staley

ADMISSION REQUIREMENTS FOR THE HYBRID PROGRAM:

Those admitted to the Hybrid model program are actively teaching in a Waldorf classroom. Most are actively teaching in Public Schools inspired by Waldorf Education. Some are teaching in private Waldorf Schools. One can be working as a volunteer on a regular schedule of teaching assignments, or as a single subject, specialty teacher.

1. Intern Waldorf Teachers in the Hybrid Program need to have a laptop with access to high-speed internet and a webcam.
2. Intern Waldorf Teachers in the Hybrid Program need to have access to a digital camera and at times, someone who can film their teaching activities.

GENERAL ADMISSION REQUIREMENTS FOR ALL MA PROGRAM MODELS

1. Submit a Program application form along with transcripts of previous university course work, and a biographical statement.
2. Transcripts of B.A. degree granted from a regionally accredited institution must be sent from that institution directly to Rudolf Steiner College.
3. If you are an international student who has completed a B.A. degree at a non-US institution, you will need to have an equivalency document completed by an approved organization such as Trustforte (<http://www.trustfortecorp.com/> or ERES <http://www.eres.com/>

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4. You must have completed either the Foundation Studies in Anthroposophy or the Philosophical Foundations in Waldorf Education Program from an AWSNA member Anthroposophical educational institution. An official transcript must be sent from the other school directly to Rudolf Steiner College. A student who has not completed the equivalent of foundation education from an anthroposophical educational institution may petition the director of the program for admission based on a list of pre-requisites that will be furnished upon request.

- A fee of \$35 will be required from the applicant for evaluation of a foundations studies equivalency.

5. Demonstrate ability to undertake an academic program of study; the applicant is expected to have maintained an academic grade point average of 3.0 (B) or better in previous studies.

6. Demonstrate adequate skills in spoken and written English. Written tests in English and in basic math are administered in the first 3 weeks of the program. Students must demonstrate an ability to write at a graduate level. For international students: see admissions requirement for TOEFL score requirements for entry into this program.

7. Submit 3 letters of recommendation (Use College Form, available in Admissions Office)

8. Be accepted to the program by the director of the program after an interview.

DEFINITION OF TERMS USED IN THE HYBRID PROGRAM

STATUS OF THE ENROLLEE IN THE PROGRAM

1. Intern Teacher: Either a beginning teacher or an experienced teacher who has not yet received Certification as a Waldorf Teacher and who is actively teaching in a Waldorf setting.

2. Teaching Cohort: A group of intern teachers of 10 (some exceptions being made) or more who are teaching in the same school or who are regionally located so as to make it possible to meet in the region as required in the schedule.

3. Audit Graduate: A teacher who is already a Certified Waldorf Teacher and holds such certification from a recognized teacher training. This colleague is seeking renewal and community unity by participating with a site or regionally based cohort group. This person is honored in the following ways: They are not asked to pay, they do not need to do homework but may choose to do the posting for the online synchronous classes. If this person is seeking an MA and wants to do this with the cohort, this person may do so only after making specific contract of said intention with the program chair (Bonnie River) and on approval of the Academic Dean (Patrick Wakeford-Evans). If this graduate is seeking a matriculated M.A. charges on a per unit of credit basis, will apply.

4. Audit Administrator: A Principal or Administrator who is auditing as part of a fulfillment for a research grant. No certification is offered. Equivalency for Foundation Studies may be applied for. If an administrator has completed foundation studies, he or she could choose to renew through these courses, but will not be required to attend in order for the school or region to satisfy the requirements of “cohort”.

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GROUPS AND ACTIVITIES WITHIN THE PROGRAM

1. Practicum: Time spent on the main campus at RSC and with all cohort groups convening together. (High School will convene within that group focus)

2. Online synchronous classes: Classes wherein intern teachers meet by phone conference and at the same time have linked their computers to the instructors computer so as to facilitate group sharing of course offerings. Commonly, intern teachers send in assignments, such as pictures of board drawings, paintings, students' Main lesson books, key assignments etc. These are shared with an entire group of intern teachers who are actively teaching children/students who are at or near the same grade level. This is a very rich sharing of ideas, this activity often continues past graduation. It builds community across schools.

3. Site-based Activities: Two or three times per year (depending on time allotted for each visit and distance of travel) the RSC faculty comes to a School or region to continue exploring the topics presented in the previous summer. There is much research to support site-based trainings. It is our intention to not only come teach an intern, but to see the intern in action. In addition, in the Teacher –training years (not the foundation studies) the intern teacher is assigned a field supervisor who visits and coaches the teacher. Also, the intern teacher could be participating in a research-study of these activities and would then also be observed by an outside evaluator who is looking to see evidence of what the intern was learning and the effectiveness of the interns activities. (more later under the topic "Financing this Program") .

4. Capstone Project: During the final year of Teacher Training (the fourth year during which, the Beginning Waldorf Teacher receives guidance and mentorship,) the teacher executes a focused study on an aspect of his or her teaching. This should be something the teacher is already doing and an area of the teacher's intense interest. The Capstone contains an element of study of the topic he or she is exploring. This study is guided in a course given during year three. Hence in the summer of year two, the intern teacher is assigned a Capstone Advisor who helps to guide this intern/beginning teacher to the completion of the capstone project. The project is meant to enhance and deepen what a teacher is already doing thus, it complements the training and adds to the teachers over-all professionalism.

5. Job-embedded course work: The following are guidelines regarding homework for this program:

- a. Homework is designed to be meaningful to the Intern Teacher's current teaching activities
- b. As much as possible, the homework is part of the Intern Teacher's daily lesson planning and teaching activities
- c. The Intern Teacher offers his or her understanding of the M.A. Class content in light of his or her application of this content.
- d. The Intern Teacher experiences the relevancy and meaning-making of all homework assignments to his or her professional development.
- e. Homework, such as reading assignments which serve to deepen the teacher's experience of or meaning-making of Waldorf Education, are given over long periods of time, allowing for the intern teacher to have sufficient time to implement and integrate such work within an already demanding teaching schedule.

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COMMUNITY UNITY FOCUSED ACTIVITIES

Two to three weekends per year at a School/Regional Site

This program is set up to address the needs of a whole school. Therefore, it is important that an enrollee is either in a school wherein a teaching cohort is actively working or is near a regionally located cohort-group school. The schedule includes two or three weekends, during which, the faculty of RSC travel to a school-based site in a region and offer lectures and activities, which can serve to unify the entire community. These activities help to define or clarify the values shared in a Waldorf Community. These can include such topics as: home activities serving to support healthy learning habits, brain-based research in support of Waldorf Learning Methodology and Theories, arts in service of deep affective learning, establishing a Compassionate Campus Project, and etc. The Community is asked to participate in what is most helpful for the specific community. Active Supportive Parents are offered the chance to participate in some of the arts classes and are offered their own arts classes, during the time the cohort is working.

The Administrative Staff- is invited to participate in activities. Central to unity is the administrators knowledge of Waldorf Educational Theory. We posit that the school is healthier and more unified if the Principal or administrator participates in at least, the foundation year lectures with the teachers. To this end, we are offering that the principal **administrators of these schools attend these lectures and activities at no charge.** Why? We need their help in researching the effectiveness of this unique program. In plain English, they need to do some homework in service of assessing the effectiveness of this program and therefore, improving this program.

WEB-BASED AND CLASS MANAGEMENT TOOLS

Classroom Management Systems (CMS): Every student will have access to a general Blackboard-like account wherein he or she can post thoughts and queries to specific topics under discussion. Pictures etc. can also be posted at this site. However this site is one that is not simultaneously accessed by intern teachers... a teacher can access this site, called a Classroom Management System (CMS), at any time.

Student Archive and Assessment Systems: Students will need to purchase an account (small fee of \$35-\$100) as assignments, instructor feedback, portfolios etc are established online. This is an assessment system wherein the intern also gives feedback relative to the experience with a particular instructor.

Online Virtual Class: The student is sent a link to a site wherein she or he has access to a shared computer. The instructor, typically, presents class material and hosts a discussion. There are a number of companies that offer these virtual classroom platforms. The College is currently deciding which platform to use. It has used Adobe Connect in previous years as it had an arrangement with another institution, making this possible.

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MEET THE FACULTY

Ideally one group of faculty members guides a cohort group through the training. This builds healthy working relationships and allows for consistent and connected feedback to the Intern Waldorf Teachers.

Program Chairs of Kindergarten and Elementary Grades Trainings:

Bonnie River, M.Ed., T.T.E.

Bonnie is an experienced Kindergarten and Class Teacher. Bonnie pioneered a class of students in grades 1-7/8 at WillowWood Waldorf School (now SunRidge Charter School). She taught 12 years of kindergarten at Summerfield and Shining Mountain Waldorf School. She served three years as the Educational Director of a public charter school inspired by Waldorf Education. Bonnie holds a California Teaching Credential, and has completed course work for a doctoral degree. Her dissertation focuses on the needs of the Whole Child and the success of Waldorf Education in meeting these needs inclusive of academic excellence.

Bonnie is an experienced adult educator who focuses upon the healing aspects of the curriculum and upon remedial approaches for classroom teaching. Bonnie pioneered the Transdisciplinary Therapeutic Education Program of Gradalis Seminars.

William Bento Ph.D.

William has experienced 30+ years in adult education. As a licensed clinical psychologist he focuses on inner practices and emotional readiness for the demands of the 21st century teacher. William is a main instructor of research and of the philosophical foundations courses. William teaches the Camphill Seminars for adults working with special needs populations. William co-taught the Transdisciplinary Therapeutic Education Program of Gradalis.

William's extensive study of Steiner and other Anthroposophical writers and researchers is evident in the way that he synthesizes the essentials of these works and compares and contrasts this body of knowledge with that of contemporary integral philosophers and psychologists.

Program Chair of High School Training

Betty Staley M.A.

Betty is the author of six books and a consummate teacher of teachers. She has taught both as an elementary grades teacher and a high school teacher. For over twenty years Betty was faculty member of the Sacramento Waldorf High School. A lecturer on a wide scope of subjects, Betty brings a wealth of understanding of the spiritual role of America and Americans.

Instructors and adjunct faculty

Gila Mann M.A.

Gila has been a Waldorf Teacher for more than 20 years. She is well-loved by Waldorf Teacher interns who have learned from her in the past 7 years. She is enjoying adult

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education even as she maintains class teacher duties in a public charter school inspired by Waldorf Education.

Alice Stamm T.T.E. and Therapeutic Eurythmist

Alice's love of movement is contagious! Her students LOVE to do eurythmy! Alice's training as a Transdisciplinary Therapeutic Educator also serves her as she teaches the value of movement for the kindergarten child.

Many potential faculty members are being contacted as each cohort group needs to be guided by a core faculty that establishes relationships with a school and gets to know the unique needs of a community.

Other Instructors may include:

Thom Schaefer

Kelly Morrow

Stephanie Shantz

Patrick Wakeford-Evans

Eugene Schwartz

FINANCING THIS PROGRAM

Rudolf Steiner College recognizes the hardship placed on a teacher especially during these demanding economic times. The College is actively seeking grants to supply tuition money to qualifying cohort groups. To this end a grant, specific to this program has been written and applications are going forth. As it is innovative, well researched, and promises actual evidence of student improvement, we feel not only hopeful but also confident that we will find funding for this grant. However, we cannot make any definitive promises and thus we need to have contingent plans in place in order to be fiscally responsible, therefore we have established the following:

The Foundation Studies- two year certificated program

Workforce Investment Act Funds

This is a federally funded program that is in place in every Employment Development Department in the United States. Monies are offered to individuals who can prove that the attaining of a Certificate will significantly improve job retention or remuneration level. Waldorf Teachers at John Morse School in Sacramento were the only teachers of that district that did not receive the now annual pink slips. Thus, job retention was assured. Most public schools offer more job security to those teachers who pursue training relative to the School's stated purpose (in the Charter or authorizing documents).

How can you qualify for these monies? RSC's Hybrid program has a person staffed to guide you through the process. Please contact the program chair via email for her to forward your request to this person. Please contact Debra Lambrecht.

Dbra.lambrecht@steinercollege.edu (new account) or debra@beingbrilliant.com

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How much money is available for this certificated training? Depending on your county, and your need, the grant can be \$2,000- \$8,000 dollars. This could cover up to one-half or more of your first two year's of tuition. You can't know until you apply. Steiner College is a vendor for this system and will help you navigate it.

The Foundation Studies and the Teacher Training

No-interest Loans from RSC

If you are in a cohort, (i.e. your administrator is attending the foundational studies, and there are a minimum of 10 teachers who are class, special subjects, aftercare etc. at your site or in your region) you could qualify for this phenomenal opportunity. RSC will make a loan to you at no-interest. (This is way better than will it ever be available again!) These loans are available to all applicants, though the College does need you to verify need. If you can afford this tuition on a year-by-year or monthly etc. arrangement the College does need you to do so as we, too are in the economic crunch felt by all.

If you do take advantage of this loan opportunity:

When do you pay back this loan?

Each teacher will have different arrangements. All loan repayment schedules are based on a raise in salary, which triggers the onset of incremental loan payments.

Each school is arranging differently:

This project is being handled differently at each different cohort/school site. Here are some of the solutions:

1. The "Friends of _____ School", usually a parent body, is signing for the loan for the teaching cohort at their school. (Teachers are selected by a set of criteria inclusive of successful teaching and promise to stay with the school) The "friends" then secure a promissory note from the teacher... some of these state that "for every year the teacher is in service to the school... \$___ amount is paid back on their loan. If a teacher moves to another school, the loan reverts to the teacher, who can then negotiate with the next school.
2. Individual teacher's are taking out the loans and signing the promissory notes with the College. The notes reflect that the teacher's administrator is queried yearly so as to ascertain when the teacher's pay starts to go up thus triggering the pay back period.

Grants to Pay for Teacher Training

Again, please note, RSC is applying for grants to award to teachers as payment of their tuition. We cannot guarantee that we will receive any or all the grant monies necessary. It is possible that these grants will pay the entire costs of tuition. At this time, the grants are being written for participants in the Kindergarten and Elementary School Tracks. Grant writing for High School participants is in very beginning stages.

This window is only open for pioneers of this new program... teachers in Elementary and High School Trainings who are in site-based or regional cohorts.

The grants that we are applying for, make it possible for RSC to start the research arm of the institutional growth plan.

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For now, the tuition is low, relative to the Certification and degree-granting opportunities it offers. When an institution achieves Candidacy with WASC, usually the program costs increase commensurate with other institutions offering like programs.

ACCREDITATION

Rudolf Steiner College is currently eligible to apply for Candidacy in the Western Association of Schools and Colleges (WASC). Upon achieving Candidacy status in WASC, RSC can offer regionally accredited degrees. This process has three steps. Step one: Eligibility, Step Two: Capacity and Preparatory Review (CPR) and Step Three: Educational Effectiveness Review (EER).

Steiner College has completed Steps One and Two and is moving to Step Three. We are requesting an 18-month window before the EER, which means that we could achieve Candidacy in the winter or spring of 2012 or at the latest, the summer of 2012 (June).

We are doing all and everything we can to achieve accreditation. But we cannot tell you that it is assured. We feel that we can achieve this, and that the process is strengthening our whole community.

Currently, our M.A. programs are authorized by the State of California under the BPPE (Bureau of Private and Postsecondary Education). Thus the M.A. is recognized and useable as a demarcation of achievement. However, it is not a degree that would allow for further pursuit of a higher degree in an accredited institution such as the UC system or Stanford.

What does this mean to you?

1. Essentially, you are partnering with the College in helping it towards accreditation. WASC site visitors may interview you, the site-visiting group may review your online portfolio.
2. Because you are partnering and you understand that the degree is not yet, accredited, your per credit charge is far lower than it will be once RSC receives accreditation.
3. Once the College is accredited, students will apply for FAFSA loans at 6% and the no-interest loan will no longer be available.
4. If you are matriculating during the time RSC receives Candidacy, your degree becomes regionally accredited.

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COSTS and TUITION

Please keep in mind that this is the cost of a Certification in Waldorf Teaching with an embedded Masters Degree. Those who choose not to do the M.A. will still pay the same as the cost of the Certification/MA program is being held lower until RSC has achieved Candidacy with WASC.

The Tuition for the 48 unit masters degree granting program is \$14,700

(this is 306.25 per credit)

The tuition for the Foundation Study is \$7,200

Please note:

The 32 credit- Certification in Waldorf Teaching is priced the same as the M.A. (until RSC receives Candidacy)

The course difference is:

More mentor time for the MA student

More coaching and online support for the MA student

Capstone project is required in both the Certification and the M.A. degree-granting tracks

Certification track= smaller literature review, approx 10 pages

Masters track = larger literature review, approx 25 pages

Certification track= no research or literature review or capstone courses

Masters track= all of the above

Just for your information...

USE OF THE TERM WALDORF IN OUR PUBLIC SCHOOLS

As the Association of Waldorf Schools of North America moves to protect the service marked term “Waldorf” or “Steiner” in relationship to education, it is becoming even more important for public schools inspired by Waldorf Education to develop guidelines for the usage of this terminology. The Alliance for Public Waldorf Education, has developed a set of criteria for public schools as these schools seek to self-identify with the general use of the term “Waldorf”. Schools aligning with the criteria are sheltered from actions by AWSNA, the service mark owner. Schools will need to self identify as “inspired by Waldorf Education” as AWSNA has agreed to that specific terminology. The criteria for membership in the Alliance contain the following words:

VII. Teaching Personnel

- A. All newly contracted teachers have reviewed the evaluation processes and procedures prior to signing a contract of employment with the school administrative personnel.
- B. In addition to a clearly delineated evaluation procedure, the teaching contracts contain words of agreement to the effect of:
 1. A clear statement that the teacher is engaging with a school wherein the curriculum is informed by an in-depth understanding of Waldorf Pedagogical Principles (see appendix B, Waldorf Pedagogical Principles).
 2. A clear statement of the expectation that the teacher will become a Certified Waldorf Teacher (see Appendix C for Waldorf Teaching Practices) within a clearly delineated length of time. It is suggest that this not exceed 5 years.
 3. All teaching contracts reflect teacher’s agreement to Subsection IX B, 1 & 2 per membership in the Alliance for Public Waldorf Education.
 4. Certified Programs are operating with legal authorization to grant a certificate of completion of a training or program.
- C. Teachers are given, in writing, the various pathways to accomplishing the agreements in subsection B of article IX. Teachers acknowledge having received this information in a documented, evidence-driven form.

The entire document for membership in the Alliance is being prepared for distribution. It should be out soon and ready for comment.