



# GRADALIS

Office: 10661 Utrillo Lane, Northglenn, CO 80234

(720) 464-4557

[www.gradalisconsulting@gmail.com](mailto:www.gradalisconsulting@gmail.com)

## CURRICULUM OF THE GRADALIS TEACHER TRAINING OVERVIEW

### Introductory Overview of Program and Components (may be updated & redesigned as needed)

These professional development hours are taught over a span of 26 months in 7 Semester Units. Three of the program components are face-to-face on one of our school campuses, and the remaining two are the blended-learning aspect of the program. Face-to-face instruction is comprised of Summer Intensives, Practicum Weekends in a region, and on-site Field Practicum/Internship and Mentoring totaling 99.15% of the program. The other 8.5% consists of online instruction.

The program is designed as an integrated curriculum model, as each course is offered in distinct units within the components of the program. For example, the Field Work course is taught only in the fall and spring semesters while school is in session.

The following are the professional development components:

1. Summer Intensives
2. Practicum Weekends
3. Grade Level Webinars
4. Philosophical Webinars
5. Pedagogical Webinars
6. Field Mentoring and In-service Learning (Internships in their own classrooms)

In this way, throughout the program, students are actively contributing to the building of a salient Community as we integrate the key components of the program. This GRADALIS Program provides curriculum elements, Anthroposophical Foundational Studies that stand behind this education, building community through festivals, parent meetings, outreach to the demographic populations that the school may serve, and more.

### GRADALIS' Rationale for the curriculum approach:

This professional development program is open primarily to full-time, full-charge teachers in independent and public schools inspired by Waldorf principles. However, it is open to and has enrolled a number of part-time and independent school teachers who are called to study this type of education. The application process includes approval by the GRADALIS Executive Director who handles enrollment. (Exceptions to the full-time, full charge general requirement can be made based on the situation and are handled on a case-by-case basis in alignment with GRADALIS admission policies.) Through this program, students share knowledge with their schools. This support from teachers in each cohort helps stabilize schools while they are implementing this type of education with the concomitant underlying Anthroposophical Philosophy. It is this educational philosophy which guides our in-service teachers through incorporation of the foundational tenets that define

this type of Education. The more a teacher understands these tenets, the more he or she becomes dedicated to, and is able to impart, the true mission of this educational approach.

The curriculum is specifically designed to support the active teacher in accomplishing a life-changing perspective of the teaching profession, and hence to achieve success as a Teacher in a Public or Independent School inspired by Waldorf Principles. The professional development program prepares teachers for public or independent school teaching as the curriculum does entail an understanding of how to work with State and Common Core Standards while remaining true to our foundational principles.

Essentially, this is a service-learning-based program. Service-learning is defined as a vehicle for creating a connection between what is learned in an educational setting and what is experientially applied in the classroom and community. In-service teachers enrolled in this program are actively engaged in the day-to-day workings of their schools.

In addition to the service-learning aspect of this program, the integrated spiraling curriculum supports a holistic curriculum. Shapiro (2003) states, “There is a movement in higher education to think of a curriculum less as a sequence of independent courses and more as a set of highly integrated learning and assessment experiences designed to help students develop clearly defined outcomes.”

In this research, Shapiro (2003) emphasizes the work of Menkowsky and Associates (2000) in defining learning that lasts. He points to an integration of learning, using the work of Menkowsky and Associates (2000) that results in a change of behavior, flexibility in perspective, enduring commitments, and acceptance of transformative events. Students exposed to such a holistic, integrative curriculum may incur unexpected experiences, changes in role definitions, and reflection upon the purpose of their chosen vocation. This can lead to continuous learning and a low turn-over in their schools, as students identify their ‘right place’ within the School.

### **The Three Types of Cohort Groupings in the GRADALIS Professional Development Program**

1. School-based cohort of teachers and at least one administrator from the same school.
2. Regional cohort comprising a number of teachers from different schools that meet in a region three times per year: two Practicum Weekends and one 2-Week Summer Intensive.
3. Grade level-based cohort comprised of a group of teachers meeting monthly for Grade Level Webinars and mentoring. These teachers may be from multiple schools and are all teaching the same grade level in elementary K-8 or early childhood programs of a school or community. GRADALIS also provides training for Special Education Teachers and Administrators in similar cohorts.

### **Who qualifies for this professional development program?**

All applicants must apply and be accepted into the program by the GRADALIS Executive Director. This training provides a Certificate of Completion for Professional Development hours that fulfill requirements to maintain State licensure through our accredited status with ACCET, the Accrediting Council for Continuing Education and Trainings, based in Washington D.C. Since 1978, ACCET is officially recognized by the U.S. Department of Education as a “reliable authority” specific to the quality of education and training provided by institutions it accredits.

With regard to the professional development hours within the program, each area of Concentration receives focused hours in their particular work within a school (ECE, Elementary, Special Education and/or Educational Leadership). It is not a credit-based program.

In addition, please keep in mind this professional development program is designed for the active classroom teacher (K-8) and supporting administrative staff of a school. It includes support for those whose schools aspire to become Public or Independent schools Inspired by Waldorf Principles. Therefore, assignments, study content, and more are designed with the purpose of supporting the active teacher. It serves teachers who desire the flexibility and education necessary to work in these schools. Applicants must be in good standing with their schools to enter the program. Permission to contact the administrator of the school is implied. For those who are not currently full-time, full-service teachers, references must be provided—one personal and one professional—reflecting potential in the teaching profession.

### **Requirements for Participation in this Professional Development Program**

All applicants must:

1. Be prepared to be online with high-speed internet reception
2. Have access to an up-to-date computer with camera and audio speakers
3. Use Microsoft Office Suite for writing and preparing homework
4. Use PowerPoint to create slides of classroom work to submit as homework to their Grade Level Mentors
5. Use Taskstream to access homework and important course documents (we provide the accounts)
6. Sign and initial an “Attendance and Homework Policy”
7. Keep a professional development program/course notebook and bring this to all Field Mentoring Sessions, Practicum Weekends and Summer Intensives (the instructors reviews the notebook at regular intervals)
8. Contribute ongoing reflection & documentation in their Field Workbook on various topics regarding teaching--demonstrating their growth through these reflections
9. Contribute ongoing documentation in their personal journal regarding inner work and other topics assigned within the course

### **About Connecting to the Internet Components of this Program**

The On-Line components of the professional development program constitute 8.7% of the program. Upon enrollment all students must have an e-mail to access the course documents, assignments and resources through Taskstream. This account is provided as part of candidate tuition and training in use of Taskstream is included in the Orientation for New Students. Taskstream is the Student & Program Management System purchased by GRADALIS. Within Taskstream, students can access all important course information as well as general information essential to success in the professional development program. This is where students receive the following:

1. Program Overview
2. General Information including calendars, webinar schedules, policies, Student-Candidate Catalog & Handbook, Homework Timeline for each semester etc.
3. Program Goals & Course Learning Objectives
4. Gradalis Policies
5. All Courses with Instructions for all assignments and for submitting homework each semester
6. Resources & documents for each of the courses within the GRADE LEVEL LIBRARY called the Cybrary folders

7. Resources, articles, handouts, Webinar PowerPoints

**Course Descriptions:**

**Philosophy Course:**

This course is comprised of 7 distinct subject explorations. Each subject is an integral part of the whole. In this course we explore educational philosophies, thinkers and ontological underpinnings of educational theorists. While the beginning of the course focuses on many educational thinkers, the bulk of the course is dedicated to what is known as basic works by Steiner. The student who completes this course will have an understanding of major educational theories and Steiner’s contribution to these, as well as his own theories which guide this type of Education.

**Inner Development Course:**

This course is focused on the inner development of the teacher. Students examine and practice processes that serve to enhance self-discipline which increases the teacher’s sense of purpose, direction and meaning in this chosen vocation. The exercises serve to bring rhythm and harmony to one’s actions and alignment of these to one’s highest intentions. Students keep journals that reflect inner work and self-examination. Students participate in discussions about the challenges and rewards of not only inner work, but also of this type of teaching. This work is in support of personal transformation that occurs during the course of the professional development program.

**Pedagogical Courses:**

**Course A.**

**Strand One: School Culture**

This course lays the foundation for the basic tenets of these types of schools. This Education is not only experienced as that which takes place in the classroom. Some posit our Schools create intimate awareness of the other. As such, cultural mores are established and striven for, which are identified markers of Schools Inspired by Waldorf Principles. These may bring cultural-community healing to difficult neighborhoods and areas of social strife. Students explore the very tenets and practices upon which the School is founded. This course opens the door to questions such as: How can the teacher meet both Common Core and our own Standards? Can our schools support a specific spiritual World View and not be religious? How can the Public School Inspired by Waldorf Principles guard the constitutionally-based tenets of the separation of church and state?

**Course B.**

**Strand Two: Curriculum—Grade Specific & Overviews of Full K-8**

In this course, students learn about and apply core subjects in this type of curriculum. Differentiation occurs for Early Childhood and Elementary Grades 1-8 with K-8 Curriculum, as well as for Special Education teachers and Leadership in the School Inspired by Waldorf Principles. Students establish an understanding of how this Curriculum incorporates the child’s needs in a 3-fold way—body, soul, and spirit. We begin with an overview of the grades K-8 and explore language arts and math curricula in Grades K-8, focusing on teaching Waldorf-inspired principles that stand behind the curricula, as well as how to work with state standards in the current environment of public education. Included is the phenomenological approach to science as it applies to all grades through age appropriate applications. The emphasis of this course is on this approach to teaching, along with the rationale behind this approach in Grades K-8. An overview of K-8 Curriculum in these primary subjects, along with grade-level support in webinars throughout the school year are all included within this course.

## **Course C.**

### **Student Study:**

#### **Accountability and Professional Development Standards, Assessment and Remedial Approaches in Schools Inspired by Waldorf Principles**

This course is designed to prepare teachers for addressing the Standards, monitoring student progress and meeting the needs of diverse learners. Child Study and Student Study are introduced and applied in real life situations in the classroom. Understanding the needs of varieties of learners is studied and taught. The process of meeting the needs of diverse learners is taken up within the context of an Anthroposophical view of the child, as well as laws and requirements of Special Education and 504 rights. Included is an introduction to movement and exercises used in our schools for remedial work and the 'The Extra Lesson™.'

Work is done in Grade Level Webinars and during Summer Intensives. In this course, students examine and conduct Child Studies—identifying learning styles, modalities and intelligences for diverse children. The students practice modifying Waldorf main lesson and subject lesson content to accommodate the needs of various learners in their classrooms. Students examine approaches for teaching English Language Learners that are aligned with SIOP and SDIAE methodologies and expectations. Remedial movement exercises are integrated in lessons and the students develop an understanding of the teacher's role as an essential part of a team in remediating specific challenges of students. Students become familiar with and internal assessments which are teacher developed. A Key assignment in this course is providing the evidence of competent tracking of student progress in the student's grade level using both external and internal assessment methodologies.

## **Course D.**

### **Field Work: Internship**

Candidates perform internships in their own classrooms throughout the course of this professional development program. This allows them to practice what they are learning in their coursework, especially in the grade level webinars and also in others courses such as the Student Study and Visual Arts. Field Work includes visits to the student/candidate's classroom at their school. This takes place 4 times throughout the training in the fall and spring semesters. Each candidate is assigned a Field Mentor who visits and observes in the candidate's classroom, followed by 2 hours of mentoring. A Field Mentor Report is completed and sent to the candidate upon submission of their Field Workbook focused on reflective classroom practice. Students receive 67.5 hours of clock hour credit per semester for their internship. Candidate-teachers must also visit the classroom of an experienced Waldorf teacher in another school. Such observations are best practice for young or inexperienced teachers just beginning to teach in schools inspired by Waldorf principles. Only one observation at another school is required for the Field Work course, although more than one is encouraged and may include classrooms of teachers at your own school.

## **THE ARTS COURSES:**

### **Temporal Arts**

This course is entitled "Time-based Arts." Students learn to bring art into the classroom for-the-purpose-of increasing student focus, attention, enthusiasm, and comprehensibility of subject matter. The course develops the student's own sense of the artistic for self-development and is not necessarily directly applicable to classroom use. The arts taught and practiced in this course include speech, storytelling, Eurythmy™, Spacial Dynamics™, circle movements for classroom use, singing, reading music, and playing the recorder. For early childhood candidate-teachers, focus is upon the playing of the glockenspiel, harp, and

other instruments, which serve to enhance the classroom teaching experience. In addition to these, storytelling techniques, and puppetry are developed and practiced.

**Visual Arts:**

This course explores the many visual art modalities employed by the active Teacher working in Schools inspired by Waldorf Principles. Students learn to use the tools, materials, and techniques of various visual art forms to enhance student focus and attention, engagement, and enjoyment of lessons. Students develop their own artistic skills and recognize both the challenges and the joys of artistic endeavor. Core to this type of Teaching Methodology are the embedded artistic tasks which serve to create joy in life-long learning and a sense of “ownership” of the learned content. Candidates adapt, grow, and demonstrate courage in order to go beyond what they perceive to be personal limitations and thus cultivate new capacities and abilities required to become a teacher in a school inspired by Waldorf principles.

## Professional Development Program Components Overview:

Component	Location	% of program	Instructional interaction
Summer Intensives	Denver, CO or Fogelsville, PA	40%	Instructors are face-to-face with students for 2+ weeks each of 3 summers. Reading and homework archived in Taskstream
Practicum Weekends	Denver, CO or Fogelsville, PA	12%	Minimum of 3 instructors with students. Reading and homework archived in Taskstream 2 per year (fall & spring) for 2 years
Field Mentorship and Internship	At school and in the classroom of the student	39.5%	Student/Candidate Internship in their own classroom. 67.5 hours per semester during the school years over the course of the training allocated to Internship/practice of Waldorf principles integrated into the classroom. Field Mentor visits 2 times per school year—fall and spring throughout the training. Field Manual of guided activities. Field mentors produce a written report. Students write reflections in the Field Workbook found in Taskstream.
Grade-Level Webinars	Students receive link from the grade level mentor to join other students who are teaching the same grade level or position. On-line Instruction.	4.5%	Grade-level Webinars for all grades. Focused on course content and instruction on upcoming Main Lesson Blocks. Homework listed on Taskstream & on Homework Timelines each semester. Minimum of 8 webinars per year for 2 years on Zoom.
Philosophical Webinars	Students select which evening they wish to attend from 2 consecutive dates. Students receive link from the Executive Director to join other students within the training for this on-line webinar instruction.	2.3%	Webinars from the Philosophical Foundations Course for All Students/Candidate Teachers and Administrators. Students chat, talk, and are identified as present by the instructors in this synchronous webinar. Reading and homework archived in Taskstream. Webinars in Zoom. 4 webinars per year (2 in fall and 2 in spring) for 2 years. (See Program Overview in Course Documents for Content)
Pedagogical Webinars	Students select which evening they wish to attend from 2 consecutive dates.	1.7%	Webinars from the Student Study Course for all Students/Candidate Teachers and Administrators. Reading and homework archived in Taskstream. Webinars in Zoom. 4 webinars per year (2 in fall and 2 in spring) for 2 years. (See Program Overview in Course Documents for Content)

## Chart of Timeline (Sample) and Components for GRADALIS PD PROGRAM

Semester/Unit	Time	Component Name & contact info	Component/ location/details	Time span	Semester Hours
1	Summer	Intensive	Denver, CO or Fogelsville, PA	2 weeks + 2 day orientation	100
2	Fall	1 Practicum weekend	Denver, CO or Fogelsville, PA	August –December	20-24
		4 Grade Level webinars	Webinars by grade level the student is currently teaching	8 Per School Year	8
		2 Philosophical webinars	Webinar format	Approx. 2.5 hours each	5
		1 Pedagogical Webinar	Webinar Format	Approx. 2 hours each	2
		Field Work with Mentor	4 hrs. at school of student (includes one observation and 1 mentoring conversations & report writing) In-Service Learning = 67.5 hrs.	Scheduled with student In Class Teaching Practicum	4 67.5
3	Spring	1 Practicum weekend	Denver, CO or Fogelsville, PA	January – May	20-24
		4 Grade Level webinars	Webinars by grade level the student is currently teaching	8 Per School Year	8
		2 Philosophical webinars	Webinar Format	Approx. 2.5 hours each	5
		2 Pedagogical Webinars	Webinar Format	Approx. 2 hours each	4
		Field Work with Mentor	4 hrs. at school of student (includes one observation and 1 mentoring conversations & report writing) In-Service Learning = 67.5 hrs.	Schedule with student In Class Teaching Practicum	4 67.5
4	Summer	Intensive	School Campus Denver, CO		100
5	Fall	1 Practicum weekend	Denver, CO or Fogelsville, PA	August--December	20-24
		4 Grade Level webinars	Webinars by grade level the student is currently teaching	8 Per School Year	8
		2 Philosophical webinars	Webinar Format	Approx. 2.5 hours each	5
		1 Pedagogical Webinar	Webinar Format	Approx. 2 hours each	2
		Field Work with Mentor	4 hrs. at school of student (includes one observation and 1 mentoring conversations & report writing) In-Service Learning = 67.5 hrs.	Scheduled with student In Class Teaching Practicum	4 67.5
6	Spring	1 Practicum weekend	School Campus Denver, CO	January – May	20-24
		4 Grade Level webinars	Online webinar by grade level the student is currently teaching	7 Per School Year	8
		2 philosophical webinars	Online webinar	Approx. 2.5 hours each	5
		2 Pedagogical Webinars	Webinar Format	Approx. 2 hours each	4
		Field Work with Mentor	4 hrs. at school of student (includes one observation and 1 mentoring conversations & report writing) In-Service Learning = 67.5 hrs.	Scheduled with student In Class Teaching Practicum	4 67.5
7	Summer	Intensive	Denver, CO or Fogelsville, PA	June/July – 2 weeks + Graduation	100
				Total Program Hours	705-720 Currently under review



## Overview of Required/Suggested Reading:

### Articles:

#### Course: Philosophical Course

- Bunzl, R. (2011). Rudolf Steiner's Philosophy of Freedom: growing seed and transforming mirror. *New View Magazine*, 3, 42-47. (posted to Gen Homework in Student Folder in Google Drive)
- Bunzl, R. (2011) Listening as a Way to Freedom. *New View Magazine*, 2, 30-34. (posted to Gen Homework in Student Folder in Google Drive)
- Amrine, F. (2011) Discovering a Genius: Rudolf Steiner at 150. *Being Human*, 1, 7-17. (posted to Gen Homework in Student Folder in Google Drive)
- Amrine, F. (2011) Discovering a Genius: Rudolf Steiner at 150. *Being Human*, 1, 7-17. (posted to Gen Homework in Student Folder in Google Drive)
- Frensch, M. (2008/09) Harry Potter and the Seven Gates of Theosophy. *New View Magazine*, 1st quarter Winter 2008/09. 9-19. (posted to General Homework Folder in GD)
- O'Neill G. & G. (1982) A Study Guide to Knowledge of the Higher World and its Attainment (posted to General Homework Folder in GD)
- Kern, L. (2010) Effective Practices: Governance.  
[http://www.whywaldorfworks.org/11\\_EffPractices/gov\\_7.asp](http://www.whywaldorfworks.org/11_EffPractices/gov_7.asp)
- McAlice, J. (2008) Identity and Governance  
<http://www.whywaldorfworks.org/northwest/resources/Identity%20and%20Governance.pdf>
- Wheatley, M. (2011) Leadership in the Age of Complexity: from hero to Host. <http://www.margaretwheatley.com/articles/Leadership-in-Age-of-Complexity.pdf>
- Wheatley, M. (2008). What is Our Role in Creating Change?  
<http://www.margaretwheatley.com/articles/Wheatley-WhatIsOurRole.pdf>

### Books:

#### Course: Philosophical Course

- Steiner, R. (1995). *Intuitive Thinking as a Spiritual Path*. Hudson, NY: Anthroposophic Press.
- Steiner, R. (1995). *Knowledge of the Higher Worlds and its Attainment*. Hudson, NY: Anthroposophic Press.
- Steiner, R. (1995). *Foundations of Human Experience*. Hudson, NY: Anthroposophic Press. Lectures 1-7
- Steiner, R. (2007). *Balance in Teaching*. Great Barrington, MA: Steinerbooks/Anthroposophic Press.

#### Course: Inner Development Course:

- Lipson, M. (2011) *Stairway of Surprise*. Hudson, NY: Anthroposophic Press. First three exercises
- O'Neill, G. & G. (1990) *The Human Life*, Spring Valley, NY: Mercury Press pp. 1-40, The Map of Life
- Covey, S.M.R. (2012) The Thirteen Behaviors of a High Trust Leader  
<http://www.coveylink.com/documents/13%20Behaviors%20Handout%20%28without%20contact%29.pdf>
- River, B. (2011). Working with the Eightfold Path as given by Steiner in his work Knowledge of the Higher Worlds.

### **Course: Pedagogical Courses**

Trostli, R. (1998). *Rhythms of Learning*. Great Barrington, MA: Anthroposophic Press. First two chapters and chapters targeting class-level teaching R. Steiner. Selected Lectures from *Discussions with Teachers and Practical Advice to Teachers*

Schmitt-Stegmann, A. (2015) *The Uniqueness of Waldorf Education*. Rudolf Steiner College Press. Fair Oaks, CA.

### **Multiple Science Articles on Phenomenological Approaches to Science**

#### **Handouts posted in Google Drive:**

River, B. (2010) Child Study Guidelines

River, B. (2008) A comparison of Bloom, Erikson and Steiner

#### **Supplementary Reading:**

#### **Course: School Culture**

Various articles on topics related to building a Waldorf culture

Payne, K. & Ross, L. (2010). *Simplicity Parenting: using the extraordinary power of less to raise calmer, happier, more secure kids*. NY: Ballantine Books

#### **Lectures from works by Steiner:**

#### **Course: Philosophical Course**

Steiner, R. Aspects of Human Evolution, The Individual and the General Age of Mankind, Lecture I. <http://wn.rsarchive.org/GA/GA0176/19170529p01.html>

Steiner, R. *The Philosophy of Spiritual Activity*, Chapter 13, The Value of Life. [http://wn.rsarchive.org/GA/GA0004/English/RSPC1949/PPSA\\_c13.html](http://wn.rsarchive.org/GA/GA0004/English/RSPC1949/PPSA_c13.html)

#### **References for Service-Learning Approach**

Kovarik, M. (2010). The Effect of Service-Learning on Interdisciplinary Learning and Curriculum Reinforcement, and Its Application to Public School Environments. *International Journal for The Scholarship of Teaching & Learning*, 4(1), 1-20.

Mentkowski, M. & Associates (2000). *Learning that Lasts: integrating learning, development, and performance in college and beyond*. San Francisco. CA. Jossey-Bass.

Shapiro, D. F. (2003). Facilitating Holistic Curriculum Development. *Assessment & Evaluation in Higher Education*, 28(4), 423.