

# RUDOLF STEINER COLLEGE

## Waldorf High School Teacher Education Program



### SUMMER SESSION

**Foundation Studies** June 23 – July 1, 2011  
**High School Program** July 3 – July 22, 2011  
**Graduation** Thursday, July 21, 2011, 7pm  
Program Director Betty Staley, MA

Scholarship Funding Available\*

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*Welcome to the*

## **WALDORF HIGH SCHOOL TEACHER EDUCATION PROGRAM**

The Waldorf High School Teacher Education Program offers courses leading to a certificate in Waldorf Teacher Education with a High School emphasis. Courses are also open for experienced teachers to audit as a means of deepening. Those who feel a calling to work with contemporary adolescents in Waldorf high schools (either independent or publicly supported) are encouraged to join on this path of self-development and transformative capacities. The Program works out of the spiritual scientific inspiration of Rudolf Steiner (1861-1925) and is recognized in Waldorf schools world-wide.

This program consists of three summer sessions and three years of independent research, observations, mentoring, and field service. Students may take the program over a longer time by taking individual segments each summer. For information contact Betty Staley. **Required prerequisite:** Foundations Studies in Anthroposophy through co-enrollment in Segment One or by having completed Foundation Studies in a recognized program.

### **Enrollment Options for Receiving a Waldorf High School Teacher Education Certificate**

**The Oaks** Enrolled in all Segments 1-4. This includes Segment 1: Foundation Studies and Waldorf High School Teacher Education Program for a total of 4 weeks for three summers. Classes begin June 23; registration begins at 8 am.

**The Cottonwoods** Completed Foundation Studies or are currently enrolled in a Foundation Studies program. Segments 2-3 for three summers. Opening lecture July 3.

### **Enrolling as a Certificate Candidate**

Students enrolling in the above certificate program must follow Rudolf Steiner College admissions procedures. To request an application packet (includes financial aid forms), call 916-961-8727 ext.100, e-mail [rsc@steinercollege.edu](mailto:rsc@steinercollege.edu), or download the forms from our website [www.steinercollege.edu](http://www.steinercollege.edu). Include the enclosed Course Selection Form with your application and financial aid forms.

### **\*Financial Aid**

Certificate candidates who can prove financial need can apply for a 25% tuition scholarship or 65% Rudolf Steiner College Loan. **Questions:** e-mail [admissions@steinercollege.edu](mailto:admissions@steinercollege.edu)  
**Program Questions:** Call Betty Staley, Program Director, at 916-806-3559 or e-mail [betty.staley@steinercollege.edu](mailto:betty.staley@steinercollege.edu)

### **Continuing Education Option**

Teachers, parents and others who wish to understand teenagers from a holistic perspective and deepen their understanding of the curriculum are welcome to take any of the high school courses in this flyer (unless denoted otherwise). Complete the enclosed registration form. You do not have to follow Rudolf Steiner College admission procedures. If you need a **certificate of attendance** you must request this on the enclosed form. Requesting this certificate after you are registered in the courses will require an additional \$35 fee. CEU units will be given for some courses. No future records are kept of your attendance.

## SEGMENT ONE

Foundation Studies (Oaks Only) Thurs. June 23-July 1, 2011.

\*Matriculated students may have additional hours and assignments. See below.

Registration: June 23, 8-9:25am.

Please see schedules on pages 11-13.

## Years One, Two, and Three

### Parzival

*with Betty Staley*

This medieval story describes the archetypal journey of individual human beings in their path toward the grail. **Required reading:** *Parzival*, Eschenbach (Mustard and Passage edition).

## Year One

### Introduction to Waldorf Education

*with Betty Staley*

This course covers the basic view of child development from birth to 14 which is the background for Waldorf education and curriculum. An overview of Waldorf education will be given, relating methods and curriculum to the stages of child development.

**Required reading:** *Education of the Child*, Rudolf Steiner.

\*Plus eight hours of cohort sessions.

### Wet Method Painting

*with Ted Mahle*

This expressive technique is used in the Waldorf curriculum, yet can challenge even experienced artists. We will paint up to seven imaginative motifs including color studies, landscapes, and the kingdoms of nature.

\*Plus 4.5 hours of independent work.

### Rudolf Steiner's Life and Work

*with Cynthia Hoven*

Biographical overview of Steiner's life, focusing on his contribution to the exploration of the supersensible means of scientific discipline and renewal of the arts. This course will include guests working with Rudolf Steiner's indications in their professions.

### Nature of the Human Being I

*with Astrid Schmitt-Stegmann*

In this course, we will acquire a basic understanding of the human being in body, soul, and spirit. This understanding underlies all of our work as Waldorf teachers. In addition, we will expand our knowledge in the second chapter to consider karma and reincarnation. **Required reading:** *Theosophy*, Rudolf Steiner.

\*Plus 10.5 hours of cohort sessions.

## Eurythmy I

with Cynthia Hoven

An introduction to the movement art of eurythmy, the somatic component of the Waldorf curriculum. This course will focus on developing spatial awareness and coordination, harmonizing movement with feeling and thinking, and cultivating social skills.

## Music I

with Eva Cranstoun

Group singing and exploration of simple vocal techniques to improve sound quality and control. Basic music skills like playing the recorder, reading sheet music, and understanding simple rhythms and intervals will be included. **Required supplies:** A soprano Yamaha plastic recorder which can be taken apart (alto recorders also welcome); *The Recorder Guide: An Instruction Method for Soprano and Alto Recorder Including Folk Melodies*, Joanna E. Kulback and Arthur Nitka. Supplies available at the RSC Bookstore. \*Plus 10 hours of independent work.

## Speech I

with Molly McIntyre Libby

This course will concentrate on Rudolf Steiner's exercises for developing one's speech instrument for a healthy physical and soul life. We will also work on a poem.

## Year Two

### Philosophy of Freedom I

with Brian Gray

Study of the first half of *The Philosophy of Freedom*, Steiner's primary phenomenological exploration of human consciousness. These chapters stimulate the reader to observe the living activity flowing through her/his own perceiving and thinking, and to find there a firm basis for certainty in knowing the world. **Required reading:** *Intuitive Thinking as a Spiritual Path (The Philosophy of Freedom, another translation)*, Rudolf Steiner.

\*Plus 6 hours of cohort sessions.

### Inner Work

with Betty Staley

We will work with the six basic exercises and the eightfold path as contemplative practice. **Required reading:** *How to Know Higher Worlds*, Rudolf Steiner.

\*Plus 7.5 hours of cohort sessions.

### Metamorphosis in Clay

with Patricia Dickson

Exploration of metamorphosis either through platonic solids, through forming the capitals of the First Goetheanum, or the seals designed by Rudolf Steiner.

### Handwork

with Nicole Fields

Introduction to the handwork curriculum in the Waldorf school, including knitting.

\*Plus 9 hours of independent work.

## Movement

with Valerie Baadh

Meditative and playful movement practice to enliven the individual and the group together, including Spacial Dynamics activities and principles.

## Nature of the Human Being II

with Betty Staley

We will explore the seven-year stages in adult life with reflective exercises and sharing of experiences. **Required reading:** *Tapestries*, Betty Staley (new edition expected June 1).

\*Plus 7.5 hours of cohort sessions.

## Speech II

with Molly McIntyre Libby

This course will concentrate on Rudolf Steiner's exercises for healthy breathing. We will also explore the difference between different styles of poetry and how the breath is related to each style.

\*Plus 9 hours of independent work.

## Music II

with Eva Cranstoun

We will sing as a group and explore simple vocal techniques to improve sound quality and control. While learning to play the recorder, the students will gain basic music skills like reading sheet music and understanding simple rhythms and intervals. **Required supplies:** An inexpensive soprano Yamaha plastic recorder which can be taken apart (alto recorders are also welcome); *The Recorder Guide: An Instruction Method for Soprano and Alto Recorder Including Folk Melodies*, Joanna E. Kulback and Arthur Nitka. All supplies are available at the Bookstore at Rudolf Steiner College.

\*Plus 9 hours of independent work.

## Year Three

### Philosophy of Freedom II

with Brian Gray

This course will review and deepen understanding of *The Philosophy of Freedom*, further encouraging the reader to artistically apply her/his experiences to real, practical life—to discern which actions are felt to be “free” or “unfree”, and to rediscover one's inner wellsprings of freedom and creative activity. **Required reading:** *Intuitive Thinking as a Spiritual Path (The Philosophy of Freedom, another translation)*, by Rudolf Steiner.

\*Plus 7.5 hours of cohort sessions.

### Introduction To Waldorf Education II (Adolescence)

with Betty Staley

We will explore the development of the young person from age 14-21 and the Waldorf approach to this age group. **Required reading:** *Between Form and Freedom*, Betty Staley.

\*Plus 10 hours of cohort sessions.

## Karma and Reincarnation

with Brian Gray

We will explore Rudolf Steiner's spiritual scientific insights into the nature of repeated earth lives and karma. Working with these insights can lead to an ennoblement of the human soul, calling forth compassion and love for others and the kingdoms of nature and the awakening of individual initiative toward freedom, creativity, and active responsibility. **Required reading:** *Manifestations of Karma*, Rudolf Steiner.

## Cosmology

with Brian Gray

We will explore and examine the interplay of correspondences that Rudolf Steiner develops between microcosm and macrocosm, between the evolution of the human being and the evolution of the cosmos, making the human reality a cosmic reality in constant becoming. The course requires a knowledge of the human constitution as it is developed in the required reading due before the course begins. **Required reading:** *An Outline of Esoteric Science*, Chapters 1–4, Rudolf Steiner.

## Veil Painting

with Ted Mahle

Through first building up a color “atmosphere,” we will discover how form and a motif can gradually emerge out of the world of color. Artistic and practical, challenging and inspiring, we develop ourselves as we develop our art.

\*Plus 19.5 hours of independent work.

## Eurythmy II

with Cynthia Hoven

A second-level course in eurythmy, building upon experiences developed in Eurythmy I. Participants will work with language and poetry experiences.

## Movement

with Valerie Baadh

Meditative and playful movement practice to enliven the individual and the group together, including Spatial Dynamics activities and principles.

## Music III

with Eva Cranstoun

Group singing and exploration of simple vocal techniques to improve sound quality and control. Basic music skills like playing the recorder, reading sheet music, and understanding simple rhythms and intervals will be included. **Required supplies:** A soprano Yamaha plastic recorder which can be taken apart (alto recorders also welcome); *The Recorder Guide: An Instruction Method for Soprano and Alto Recorder Including Folk Melodies*, Joanna E. Kulback and Arthur Nitka. Supplies available at the RSC Bookstore.

\*Plus 9 hours of independent work.

### Summer Waldorf High School Teacher Education - Year 1 - Segment 1 - Summer 2011

		Registration: Thursday 6/23 8-9:25 am; Orientation:						
	Thurs 6/23	Fri 6/24	Sat 6/25	Mon 6/27	Tue 6/28	Wed 6/29	Thurs 6/30	Fri 7/1
8:00-9:25			Wet Method Painting Ted Mahle			Wet Method Painting Ted Mahle		
9:35-11:00	Parzival Betsy Staley	Nature of the Human Being I Astrid Schmitt-Stegmann				Rudolf Steiner's Life & Work Cynthia Hoven		
11:00-11:30				BREAK				
11:30-1:00	Nature of the Human Being I Astrid Schmitt-Stegmann					Nature of the Human Being I Astrid Schmitt-Stegmann		
1:00-2:15				LUNCH (lunch served 1:1-1:30)				
2:15-3:45	Intro to Waldorf Education Lauren Hickman, Betsy Staley					Parzival Betsy Staley		
3:45-4:15				BREAK				
4:15-5:45	Parzival Betsy Staley			Intro to WE		Eurythmy I Cynthia Hoven		
5:45-7:00				DINNER (dinner served 5:45-6:15)				
7:00-8:30	Parzival	7:55 Music I Eva Cranstoun	7:55 Eurythmy I	7:55 Music I E. Cranstoun	7:55 Music I E. Cranstoun		7:55 Music I E. Cranstoun	
8:30-9:00		8:00-9:00 Speech I Melly McIntyre-Libby	8:00-9:00 Intro to Waldorf Education	8:00-9:00 Speech I M. McIntyre-Libby	8:00-9:00 Speech I M. McIntyre-Libby		8:00-9:00 Speech I M. McIntyre-Libby	

**Summer Waldorf High School Teacher Education - Year 2 - Segment 1 - Summer 2011**

<b>Registration: Thurs, 6/23, 8-9:25 am; Orientation:</b>						
<b>Thurs 6/23</b>	<b>Fri 6/24</b>	<b>Sat 6/25</b>	<b>Mon 6/27</b>	<b>Tue 6/28</b>	<b>Wed 6/29</b>	<b>Thurs 6/30</b>
8:00-9:25	Metamorphosis in Clay <i>Patricia Dickson</i>	Inner Work <i>Betty Staley</i>				<b>Fri 7/1</b>
9:35-11:00	Parzival <i>Betty Staley</i>	Handwork <i>Nicole Fields</i>	Nature of the Human Being II <i>Betty Staley</i>			
11:00-11:30	<b>BREAK</b>					
11:30-1:00	Phil of Freedom I	Movement <i>Valerie Baadh</i>	Phil of Freedom I <i>Brian Gray</i>			
1:00-2:15	<b>LUNCH</b> (lunch served 1-1:30)					
2:15-3:45	Handwork <i>Nicole Fields</i>	Movement <i>Valerie Baadh</i>	Parzival <i>Betty Staley</i>			
3:45-4:15	<b>BREAK</b>					
4:15-5:45	Parzival <i>Betty Staley</i>	Metamorphosis in Clay <i>Patricia Dickson</i>				
5:45-7:00	<b>DINNER</b> (dinner served 5:45-6:15)					
7:00-8:30	Parzival <i>Betty Staley</i>	7-7:55 Speech II <i>Molly McIntyre-Libby</i>	7-7:55 Speech II <i>Molly McIntyre-Libby</i>	7-7:55 Speech II <i>M. McIntyre-Libby</i>		7-7:55 Speech II <i>M. McIntyre-Libby</i>
8:30-9:15		8:00-9:00 Music II <i>Eva Cranstoun</i>	8:00-9:00 Music II <i>Eva Cranstoun</i>	8:00-9:00 Music II <i>Eva Cranstoun</i>		8:00-9:00 Music II <i>Eva Cranstoun</i>

**Summer Waldorf High School Teacher Education - Year 3 - Segment 1 - Summer 2011**

<b>Registration: Thurs, 6/23 9-9:25 am; Orientation:</b>						
<b>Thurs 6/23</b>	<b>Fri 6/24</b>	<b>Sat 6/25</b>	<b>Mon 6/27</b>	<b>Tue 6/28</b>	<b>Wed 6/29</b>	<b>Thurs 6/30</b>
8:00-9:25	Karma & Reincarnation <i>Brian Gray</i>	Philosophy of Freedom II <i>Brian Gray</i>				<b>Fri 7/1</b>
9:35-11:00	Parzival <i>Betty Staley</i>	Veil Painting <i>Ted Mahle</i>	Karma & Reincarnation <i>Brian Gray</i>	Eurythmy II <i>Cynthia Hoven</i>		
11:00-11:30	<b>BREAK</b>					
11:30-1:00	Eurythmy II <i>Cynthia Hoven</i>	Veil Painting <i>Ted Mahle</i>				
1:00-2:15	<b>LUNCH</b> (lunch served 1-1:30)					
2:15-3:45	Intro to Waldorf Education II (Adolescence) <i>Betty Staley</i>	Parzival <i>Betty Staley</i>				
3:45-4:15	<b>BREAK</b>					
4:15-5:45	Parzival <i>Betty Staley</i>	Cosmology <i>Brian Gray</i>				
5:45-7:00	<b>DINNER</b> (dinner served 5:45-6:15)					
7:00-8:30	Parzival	7-7:55 Movement <i>Valerie Baadh</i>	7-7:55 Movement <i>Valerie Baadh</i>	7-7:55 Intro to WE II (Adolescence) <i>B. Staley</i>		7-7:55 Intro to WE II (Adolescence) <i>B. Staley</i>
8:30-9:15		8:00-9:00 Music III <i>Eva Cranstoun</i>	8:00-9:00 Music III <i>Eva Cranstoun</i>	8:00-9:00 Music III <i>Eva Cranstoun</i>		8:00-9:00 Music III <i>Eva Cranstoun</i>

## SEGMENT TWO

High School Teacher Education (Oaks and Cottonwoods): July 3-15, 2010.

Orientation: Sunday, July 3, 5pm.

Opening talk: 7pm. *How Can We Serve This Generation of High School Students* with Betty Staley.

Please see schedules on pages 18-19.

### Knowledge of Human Being Based on Rudolf Steiner's *Study of Man*

**Year One:** with Betty Staley

**Year Two:** with Patrick Wakeford-Evans

**Year Three:** with Ina Jaehmig

This course will cover the threefold nature of the human being including nerve/sense; rhythmic and metabolic systems; thinking, feeling, and willing. This course is taken over three years, each year focusing on one-third of the book. **Required reading:** The translation of *Study of Man* is preferred to the newer translation titled *Foundations of Human Experience*. **Please note:** Persons who are not matriculated in the High School Teacher Education program need permission from the Program Director to enroll in this course.

## Eleventh Grade Curriculum Courses

### Morning Courses

#### Monday-Friday, 9:35-11am

#### English

with John Wulsin

**Week One:** *Parzival*. The journey of an individual's becoming, for the sake of all humanity. The heart of the eleventh grade, a cornerstone of the whole Waldorf curriculum. **Required reading:** *Parzival*, Wolfram van Eschenbach (translation by Mustard and Passage).

**Week Two:** Shakespeare's *Hamlet*. The turning point into the modern mind, separating from the mother-world.

#### History

with Betty Staley

**Week One:** Window into Asia. China, India, Japan, The Silk Road, and Southeast Asia—Empires, Colonialism, Relationship with the West, and Modern Asia.

**Week Two:** Renaissance through Enlightenment. Birth of modern consciousness, Changes in economics, religion, exploration, and politics. **Required reading:** *From Symptom to Reality in Modern History*, Rudolf Steiner.

#### Physics

with John Petering

Study of Fields and Rays. Electricity and magnetism, from electrostatics to electronic circuits and radios; radioactivity and atomic theory. Emphasis will be on fields as a key to these phenomena. We will focus on curriculum development and student labs. Some background in physics of electromagnetism is helpful.

#### Life Science: The Unseen World

with Merrily Lovell

Botany covers the classification system and contrasts between the lives and approaches of Linnaeus and Goethe, and the unseen world of the life cycles of plants from the simplest, moss, to the most complex, the angiosperms. Cell Biology develops from Botany, starting with the cells that can be seen in a plant leaf. Microscope use is learned, as well as the difference between plant and animal cells, the parts of a cell, the cell nucleus with DNA, mitosis and meiosis. Mendel's Genetics leads up to the modern complex issues of biotechnology, both in agriculture and human medicine. **Suggested reading:** *The Metamorphosis of Plants*, J.W. Goethe; *The Plant*, volumes 1 and 2, Gerbert Grohmann; *Genetics and the Manipulation of Life: The Forgotten Factor of Context*, Craig Holdredge.

#### Mathematics

with Marisha Plotnik

We will consider topics in mathematics typically found in the eleventh grade main lessons and track classes. These will be selected according to the needs and interests of the participants, and typically include solid and projective geometry, infinite sequences and series, and classes of functions. Our method will be to choose rich problems that can be approached with a wide range of mathematical ideas (including trigonometry, complex numbers, rectangular and polar coordinate systems) and a wide variety of media (including pencil and paper, compass and straightedge, clay and chalk, and movement). As the course progresses, participants will become increasingly active in the preparation and presentation of the mathematics. Morning sessions tend to have an emphasis on sitting and thinking, while afternoon sessions tend to have an emphasis on moving and doing.

#### Spanish

with Diamela Wetzl

Overview of the high school Spanish curriculum with emphasis on eleventh grade, integrating language study and culture, including an understanding of how the study of Spanish can support the development of the adolescent.

#### Art

**Week One with Ted Mahle:** Chalkboard Drawing. Pastel and chalk techniques and themes of the four elements, four kingdoms of nature: crystals, plants, animals, human figure, portrait, including major Parzival motifs.

**Week Two with Iris Sullivan:** Veil Painting. Seasonal moods for 11<sup>th</sup> grade. The veil painting method—wet into dry—requires focus and calmness. These soul qualities are ideal for the 16/17 year-old. We will paint colors that encourage specific soul moods and then explore images that are born from the feeling mood.

## Seminar on Eleventh Grade with Eurythmy and Movement

with *Betty Staley, Valerie Baadh, and Natasha Lish.*

This will include small group work with themes relevant to the eleventh grade and an overview of the eleventh grade curriculum presented by faculty members.

## Afternoon Courses

### Monday-Friday, 2:15-3:45pm

#### English

with *John Wulsin*

**Week One:** Dante's *Inferno*. Dante's consciousness evolves as sins become more conscious. Chaucer's *Canterbury Tales*. Chaucer's Middle English engenders new language of love, honor, and humor. **Required reading:** *Inferno*, Dante (translation by Mark Musa); *Canterbury Tales*, Chaucer (dual language edition).

**Week Two:** Romantic Poetry reunites the human and natural worlds. Practical aspects, including refined grammar, SAT, comparison-contrast essay, dramatic monologues, etc.

#### History

with *Betty Staley*

**Week One:** Rome through Medieval History. The Mediterranean Sea as the center of life during ancient Rome and the Roman Empire, the Christian Empires, and the Islamic Empire. Struggles between faith and reason. **Required reading:** *From Symptom to Reality in Modern History*, Rudolf Steiner.

**Week Two:** American History. Key themes out of American history including America's place in the world, American identity in a multi-cultural context, light and shadow.

**Required reading:** *The American Soul*, Jacob Needleman.

#### Life Science

with *Merrily Lovell*

Continuation of morning course.

#### Chemistry

with *John Petering*

Exploration of the chemical phenomenology of elements as representatives of nature processes. Along with the phenomena and role in nature of key elements (H, O, N, C, P, S, Na, Ca, Mg, Si, Ai, and Fe) the course will study both pedagogy and practical aspects of laboratory work, along with the patterns of the periodic table. **Required reading:**

*Fundamentals of a Phenomenological Study of Chemistry*, Chapters 5-10, F. Julius; *A Chemistry of Process*, selected chapters, M. von Mackensen.

#### Mathematics

with *Marisha Plotnik*

See description for the Morning Session. The two sessions are best taken together but each can, if necessary, stand alone.

## Spanish

with *Diamela Wetzl*

Continuation of morning course.

## Art

**Week One with Ted Mahle:** Life Drawing. Charcoal techniques with themes involving the great polarities of art, practicing the four kingdoms of nature: crystals, plants, animals, human figure, waterfalls, observing and interpreting a campus scene, etc.

**Week Two with Iris Sullivan:** Continued from morning class.

## Arts Curriculum Courses

### 4:15-5:45pm

Students must sign up for one of the following courses:

#### Bookbinding

with *John Petering*

A hands-on journey through grade 11, bookbinding techniques, including side-sewn and long-stitch books, culminating in making a quarter-bound hardcover book.

#### Art

**Week One with Ted Mahle:** Form Drawing. Drawing straight and curved movements, rhythmic repetitive, mirrored symmetrical and asymmetrical forms, Celtic and Lombard forms, alphabet forms, labyrinth forms, folds from Greek sculptures. Eurythmy choreographic forms.

**Week Two with Iris Sullivan:** Parzival themes with color theory using pastels. Parzival's story unfolds in a lawful sequence that is relevant to our own development during this time. We will explore some pivotal moments of Parzival's life using colors that relate to his challenges and therefore our own.

## Movement: Challenge, Risk, and Trust

with *Valerie Baadh*

Together we will explore the movement development of adolescents, including the relationships of the three planes of space and the changing centers of gravity, through a lively variety of activities (including those from Bothmer Gymnastics and Spatial Dynamics) for individuals, partners, and groups.

## Evening and Saturday Course

Required for matriculated students

## Administration and Collegueship

with *Betty Staley*

**Required reading:** *Empowerment in Organizations, The Theory and Practice of a Mandate System*, Cornelis Pieterse.

### Summer Waldorf High School Teacher Education - Year 1,2,3- Segment II - Summer 2011

Registration: ; Orientation: Sunday, 7/3 5 pm Opening: 7 pm									
Mon 7/4	Tues 7/5	Wed 7/6	Thurs 7/7	Fri 7/8	Mon 7/11	Tues 7/12	Wed 7/13	Thurs 7/14	Fri 7/15
8:00-9:25	EDU500A HB Study of Man I – <i>Betty Staley</i> HB Study of Man II - <i>Patrick Wakeford-Evans</i> HB Study of Man III - <i>Ina Jaehning</i>	EDU500A HB Study of Man I – <i>Betty Staley</i> HB Study of Man II - <i>Patrick Wakeford-Evans</i> HB Study of Man III - <i>Ina Jaehning</i>	EDU500A HB Study of Man I – <i>Betty Staley</i> HB Study of Man II - <i>Patrick Wakeford-Evans</i> HB Study of Man III - <i>Ina Jaehning</i>	EDU500A HB Study of Man I – <i>Betty Staley</i> HB Study of Man II - <i>Patrick Wakeford-Evans</i> HB Study of Man III - <i>Ina Jaehning</i>	EDU500A HB Study of Man I – <i>Betty Staley</i> HB Study of Man II - <i>Patrick Wakeford-Evans</i> HB Study of Man III - <i>Ina Jaehning</i>	EDU500A HB Study of Man I – <i>Betty Staley</i> HB Study of Man II - <i>Patrick Wakeford-Evans</i> HB Study of Man III - <i>Ina Jaehning</i>	EDU500A HB Study of Man I – <i>Betty Staley</i> HB Study of Man II - <i>Patrick Wakeford-Evans</i> HB Study of Man III - <i>Ina Jaehning</i>	EDU500A HB Study of Man I – <i>Betty Staley</i> HB Study of Man II - <i>Patrick Wakeford-Evans</i> HB Study of Man III - <i>Ina Jaehning</i>	EDU500A HB Study of Man I – <i>Betty Staley</i> HB Study of Man II - <i>Patrick Wakeford-Evans</i> HB Study of Man III - <i>Ina Jaehning</i>
9:35-11:00	ED 355 English: <i>(Parzival) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Physics: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Chalkboard Drawing - <i>Ted Mahle</i>	ED 355 English: <i>(Parzival) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Physics: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Chalkboard Drawing - <i>Ted Mahle</i>	ED 355 English: <i>(Parzival) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Physics: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Chalkboard Drawing - <i>Ted Mahle</i>	ED 355 English: <i>(Parzival) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Physics: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Chalkboard Drawing - <i>Ted Mahle</i>	ED 355 English: <i>(Dante's Inferno) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Physics: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>	ED 355 English: <i>(Dante's Inferno) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Physics: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>	ED 355 English: <i>(Dante's Inferno) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Physics: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>	ED 355 English: <i>(Dante's Inferno) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Physics: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>	ED 355 English: <i>(Dante's Inferno) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Physics: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>
11:00-11:30	BREAK								
11:30-12:00	Eurythmy - <i>Natasha Lish</i>	Eurythmy - <i>Natasha Lish</i>	Eurythmy - <i>Natasha Lish</i>	Eurythmy - <i>Natasha Lish</i>	Movement - <i>Valerie Baadh</i>				
12:00-1:00	Seminar 11th grade <i>Betty Staley</i>	Seminar 11th grade <i>Betty Staley</i>	Seminar 11th grade <i>Betty Staley</i>	Seminar 11th grade <i>Betty Staley</i>	Seminar <i>Betty Staley</i>				
1:00-2:15	LUNCH (lunch served 1-1:30)								
2:15-3:45	ED 355 English: <i>(Shakespeare's Hamlet) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Chemistry: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Chalkboard Drawing - <i>Ted Mahle</i>	ED 355 English: <i>(Shakespeare's Hamlet) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Chemistry: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Chalkboard Drawing - <i>Ted Mahle</i>	ED 355 English: <i>(Shakespeare's Hamlet) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Chemistry: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Chalkboard Drawing - <i>Ted Mahle</i>	ED 355 English: <i>(Shakespeare's Hamlet) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Chemistry: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Chalkboard Drawing - <i>Ted Mahle</i>	ED 355 English: <i>(Poetry) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Chemistry: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>	ED 355 English: <i>(Poetry) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Chemistry: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>	ED 355 English: <i>(Poetry) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Chemistry: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>	ED 355 English: <i>(Poetry) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Chemistry: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>	ED 355 English: <i>(Poetry) John Wulsin</i> ED 355 History: <i>Betty Staley</i> ED 355 Life Science: <i>Merrily Lovell</i> ED 355 Chemistry: <i>John Petering</i> ED 355 Mathematics: <i>Marisha Plotnik</i> ED 355 Spanish: <i>Diamela Wetzel</i> ED 355 Veil Painting - <i>Iris Sullivan</i>
3:45-4:15	BREAK								

### Summer Waldorf High School Teacher Education - Year 1,2,3- Segment II - Summer 2011

Registration: ; Orientation: Sunday, 7/3 5 pm Opening: 7 pm									
Mon 7/4	Tues 7/5	Wed 7/6	Thurs 7/7	Fri 7/8	Mon 7/11	Tues 7/12	Wed 7/13	Thurs 7/14	Fri 7/15
4:15-5:45	EDU504 Visual Arts Bookbinding - <i>John Petering</i> Form Drawing - <i>Ted Mahle</i> Movement - <i>Valerie Baadh</i>	EDU504 Visual Arts Bookbinding - <i>John Petering</i> Form Drawing - <i>Ted Mahle</i> Movement - <i>Valerie Baadh</i>	EDU504 Visual Arts Bookbinding - <i>John Petering</i> Form Drawing - <i>Ted Mahle</i> Movement - <i>Valerie Baadh</i>	EDU504 Visual Arts Bookbinding - <i>John Petering</i> Form Drawing - <i>Ted Mahle</i> Movement - <i>Valerie Baadh</i>	EDU504 Visual Arts Bookbinding - <i>John Petering</i> Color Theory (Pastels) - <i>Iris Sullivan</i> Movement - <i>Valerie Baadh</i>	EDU504 Visual Arts Bookbinding - <i>John Petering</i> Color Theory (Pastels) - <i>Iris Sullivan</i> Movement - <i>Valerie Baadh</i>	EDU504 Visual Arts Bookbinding - <i>John Petering</i> Color Theory (Pastels) - <i>Iris Sullivan</i> Movement - <i>Valerie Baadh</i>	EDU504 Visual Arts Bookbinding - <i>John Petering</i> Color Theory (Pastels) - <i>Iris Sullivan</i> Movement - <i>Valerie Baadh</i>	EDU504 Visual Arts Bookbinding - <i>John Petering</i> Color Theory (Pastels) - <i>Iris Sullivan</i> Movement - <i>Valerie Baadh</i>
5:45 - 7:00	Dinner (dinner served 5:45-6:15)								
7:00-9:00	7-7:30 Class Mtg 8-9 Admin & Collegueship <i>Betty Staley</i>	7-7:30 Class Mtg 8-9 Admin & Collegueship <i>Betty Staley</i>	7-7:30 Class Mtg 8-9 Admin & Collegueship <i>Betty Staley</i>	7-7:30 Class Mtg 8-9 Admin & Collegueship <i>Betty Staley</i>	Admin & Collegueship <i>Betty Staley</i>	Admin & Collegueship <i>Betty Staley</i>	Admin & Collegueship <i>Betty Staley</i>	Admin & Collegueship <i>Betty Staley</i>	7-8 Singing 8-9 Admin & Collegueship <i>Betty Staley</i>

\*\*\* Saturday 7/16 8:30-12  
8:30-9:30 Singing  
10-12 Admin & Collegueship  
*Betty Staley*

## SEGMENT THREE

Please see schedule on page 21.

### Physical and Psychological Development of Adolescence

Monday-Friday, July 18-22, 8am-3:45pm. Deepening an understanding of adolescent development from a medical and pedagogical viewpoint. Singing, speech and movement will enhance this experience. **Required reading:** *Adolescence*, *The Sacred Passage*, Betty Staley; *The Human Heart*, lecture, Rudolf Steiner.

### Curriculum and Instruction

with *Betty Staley*

Emphasis on seven aspects of the learning process as a means of effective teaching.

### Administration and Collegueship

Continued. Diversity issues in collegueship, student and parent body.

## SEGMENT FOUR

### Research, Observation, and Field Service (Oaks and Cottonwoods)

August 2011-2012

**Year One:** Drafts of research projects; class observation (45 hours) by arrangement; 10 hours mentoring.

**Year Two:** Curriculum Project; Field Service I (Field Experience I), 3 weeks; 10 hours mentoring.

**Year Three:** Final Research Paper; Field Service II (Field Experience II), 3 weeks.

### Summer Waldorf High School Teacher Education - Year 1,2,3 - Segment III - Summer 2011

	Mon 7/18	Tues 7/19	Wed 7/20	Thurs 7/21	Fri 7/22
8:00-9:25			Adolescent Psychology <i>Betty Staley</i>		
9:30-11:00			Singing <i>Mark-Daniel Schmid</i>		
11:00-11:30			BREAK		
11:00-12:30			Adolescent Psychology <i>Betty Staley</i>		
1:00-2:15			LUNCH (lunch served 1:1-1:30)		
2:15-3:45			Movement <i>Valerie Baadh</i>		
3:45-4:15			BREAK		
4:15-5:45			Curriculum and Instruction - <i>Betty Staley</i>		
5:45-6:45			DINNER (dinner served 5:45-6:15)		
7:00-9:00			7:30-9 Admin. & Collegueship <i>Betty Staley</i>	Graduation Main Hall	

# PROGRAM FACULTY

## **Betty Staley, MA\***

Over 30 years experience working with adolescents as a Waldorf high school teacher; one of the founders of Sacramento Waldorf High School; creator and director of our Waldorf High School Teacher Education Program. Betty has taught history and literature, advised new high school initiatives and lectured internationally on child development and the adolescent years. Author of six books including *Between Form and Freedom: A Practical Guide to the Teenage Years*. Her most recent book is *Splinters of the Sun, Teaching Russian Literature to High School Students*.

## **Patrick Wakeford-Evans, MA\***

Academic Dean and Director of our full-time Waldorf Teacher Education Program; Masters in Human Development, St. Mary's University of Minnesota; B.S. with Distinction in Biology, University of New Mexico; Waldorf Teacher Training Diploma, Rudolf Steiner College; mentor and lecturer in Waldorf Education in Japan, England, Mexico, and North America.

## **Valerie Baadh Garrett**

Waldorf movement educator for over 20 years, teaches dynamic experiential workshops for teachers and the community. Valerie works with individuals and organizations in movement for health and healing, Agile Aging, and Spacial Dynamics®.

## **Eva Cranstoun**

Private music and vocal studies in Vienna, Austria. Waldorf Teacher training (grades) at Rudolf Steiner College. Uncovering the Voice Vocal training with Christiaan Boele; Singing therapy diploma. Music director at Stonebridge School in Napa.

## **Patricia Dickson, MA\***

Member of our arts faculty and administrator of our Waldorf Subject Teacher Program.

## **Nicole Fields, BA**

Waldorf High School Teacher Education Certificate, Rudolf Steiner College; Humanities and Arts teacher at the Sacramento Waldorf School.

## **Brian Gray, MLA\***

Director of our Foundation Year Program; 30 years studying Anthroposophy and Star Wisdom; 28 years teaching at Rudolf Steiner College.

## **Cynthia Hoven, MA\***

Member of arts faculty, performing eurythmist, and therapeutic eurythmist.

## **Ina Jaehnig, BA**

Former class teacher and current High School History teacher at Denver Waldorf School.

## **Natasha Lish**

Eurythmist, London Waldorf Teacher Training Seminar, London College of Eurythmy, formerly eurythmy teacher at Waldorf School of Garden City, New York.

## **Merrily Lovell, MST**

Degree in science education; Teaching Certificate in Biology, K-12; former class teacher; formerly high school biology teacher at Highland Hall School, California.

## **Molly McIntyre Libby, MS**

Masters in Communication Disorders. Diploma from the Speech School and the Sunbridge College Remedial Program.

## **Theodore C. Mahle, MFA\***

Art instructor and consultant to Waldorf Schools; graduate of a 5-year painting training with Beppe Assenza at the Goetheanum Painting School.

## **John Petering, MS**

25 years teaching natural science at Waldorf high schools in Boulder and Detroit; currently teaching at Sacramento Waldorf School.

## **Marisha Plotnik, BEd, MA**

Mathematics and Physics teacher at Rudolf Steiner School, New York City since 1995.

## **Mark Daniel Schmid, PhD**

Music teacher at Waldorf School of the Peninsula, Los Altos, California.

## **Astrid Schmitt-Stegmann, MA\***

International Waldorf educator, lecturer, and mentor for Waldorf schools in the United States, Europe, and Asia.

## **Iris Sullivan, MA**

Professional artist; teacher of painting at Sacramento Waldorf School; uses therapeutic indications of Liane Collot d'Herbois.

## **Diamela Wetzl, BA**

Waldorf Spanish teacher in the grades and high school for 32 years; mentor to Spanish teachers.

## **John Wulsin, MA**

28 years teaching English and Drama at Green Meadow Waldorf School; author of several books on English language and the Transcendentalists.

\*Rudolf Steiner College Core Faculty.



*“Receive the children with reverence, educate them  
with love, send them forth in freedom.”*

Rudolf Steiner, Founder of Waldorf Education

## **RUDOLF STEINER COLLEGE**

*A Center for Waldorf Teacher Education, Transformative Learning, and the Arts*

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