

GRADALIS

Business Office and Main Campus (non-teaching)

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Auxiliary Teaching Campus

Mountain Phoenix Community School

4725 Miller Street, Wheat Ridge, CO 80033



Student/Candidate Catalog & Handbook

Revised

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(Artwork by Prairie Adams)

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INTRODUCTION

The purpose of this handbook is to provide Candidates with descriptions of courses in the teacher training, enrollment & admissions policies & procedures, graduation requirements, & operating policies and procedures that support daily healthy functioning of GRADALIS Waldorf Consulting & Services, LLC, hereinafter referred to as GRADALIS, the institution's Trade Name.

GRADALIS VISION

GRADALIS supports the gradual unfolding of capacities and skills of the teacher. Gradalis training lays a strong foundation for Waldorf Education to manifest fully and with integrity into the world as a force for renewal of education in both the public and private sectors. Gradalis faculty are experienced in Public and Independent Waldorf Education. We commit fully to guiding schools who strive to manifest the integrity of Waldorf Educational Practices and Principles in the culture of their schools and who maintain accountability to their peers for their philosophical and educational goals. To this end, we dedicate our work and efforts to benefit future generations who will then be able to freely and of themselves impart purpose and direction to their lives for the benefit of humankind.

GRADALIS MISSION

GRADALIS provides Anthroposophically-informed, high-quality professional development, teacher training, and consulting services that support healthy, sustainable Waldorf school development.

HISTORY OF GRADALIS

GRADALIS, a trans-disciplinary adult education model for professional development of Waldorf Teachers, began teacher-training offerings in 1994. It has successfully taken candidates through two four-year courses in Therapeutic and Early Childhood Waldorf Teacher Training—many of whom have gone on to become recognized leaders in their field. Many groups completed a Foundation Year in Anthroposophy, as well as preliminary studies in psychology. GRADALIS offered preparatory courses for the grades every summer from 1994 through 1998. Rubrics and assessments, available for grades one through eight, are used in many schools across the United States. Bonnie River, founder of GRADALIS, developed and designed this Blended Learning model for Waldorf teacher training at 2 colleges—Touro University and Rudolf Steiner College—graduating 143 trained Waldorf teachers from her programs. GRADALIS now serves the Waldorf movement through its Waldorf Teacher Training Program, as well as school services in the areas of Board Training, Strategic Planning, Business/School Development and bond finance planning.

ACCREDITATION

GRADALIS Teacher Training Programs are nationally accredited by the Accreditation Council of Continuing Education & Trainings (ACCET) based in Washington D.C. ACCET is approved by the Federal Department of

Education to accredit institutions that meet high standards in operations, policies, and best practices. Accredited Programs include *Waldorf Teacher Training* (26-month program) and the *Annual Teaching as an Art Week* offered each summer. Teachers in Waldorf schools often move on with their class through consecutive grades. This tradition of looping through the grades requires preparation for each grade level each summer. This is the need that Gradalis Teaching as an Art Week provides. TAA Week is a 34-hour course and stands alone each summer.

GRADALIS graduates of the 26-month Teacher Training receive a Certificate at the end of their training which is a total of 708 hours, all of which qualify across state lines for teachers who must demonstrate continual learning and growth in their profession. The beauty of the GRADALIS Teacher Training and other Summer Offerings is that those teaching in schools in the Waldorf movement, can learn more about the foundations of this unique approach to education while getting credit for their training hours to maintain state teaching certificates etc. Transcripts are provided upon request at the close of graduation and certificates can be provided annually for submission to districts or State Departments of Education.

WECAN: The GRADALIS Early Childhood Program is approved by WECAN (The Waldorf Early Childhood Association of North America). Students teaching in independent Waldorf Schools approved by WECAN may qualify for Loans and Grants to support their training. Ask the Gradalis Executive Director for more information.

ADMINISTRATION OF GRADALIS

GRADALIS operations are administered by an Executive Director (E.D.) who assures all logistics, legal requirements, and business operations are carried out in a professional and responsive manner. The Associate Administrator sets up and provides support for technology and webinars, as well as communicates these to the appropriate participants & instructors. Both the Executive Director and Associate Administrator are available to assist candidates and instructors when needed to fulfill their duties. For any questions regarding GRADALIS and its operations, contact this administrative team who will answer your questions or direct you to the right person. **(See the GRADALIS website for the Our Team Collegium including Stewards, Faculty, Administrators and Department Chairs)**

GRADALIS educational programming is overseen by the Department Chairs. The Department Chairs are supported by the Associate Administrator and Executive Director who communicate aspects of the educational program to candidates and faculty. The content of the teacher training is by design, approved by the GRADALIS Stewards, and advised by the Academic Senate. The Senate is made up of the educational Stewards along with experienced GRADALIS faculty members invited to join this important team. The Academic Senate reviews current curriculum and makes recommendations to the GRADALIS Board of Stewards for approval of any changes or adjustments to the curriculum, syllabi and or courses. Any concerns or suggestions can be given directly to the Executive Director who will share them with the Senate & the Stewards as appropriate.

An Annual Survey will be conducted, along with continuing opportunities for input, to obtain information from both candidates and faculty to improve programming and content, as well as organization and logistics.

ADVISORY BOARD

GRADALIS' Advisory Board serves the training program through offering advice when called upon by the Stewards of GRADALIS. This group of select individuals brings unique expertise and insight to the Mission of GRADALIS. The Advisory Board is made up of individuals who support the work of GRADALIS Waldorf Consulting & Services, LLC. It meets twice annually with the Stewards and is available on a regular basis for consultation in their areas of expertise.

BOARD OF STEWARDS—GOVERNANCE

GRADALIS Stewards own and guide the organization. The Board of Stewards of GRADALIS provide oversight and movement toward fulfilling the Mission of GRADALIS.

The MISSION restated: GRADALIS provides Anthroposophically-informed, high-quality professional development, Waldorf teacher training, and consulting services that support healthy, sustainable Waldorf school development. This dedicated group of five owner-members guides the work of GRADALIS and meets monthly or as needed to address the growth and planning for the organization. Due to physical distance between Stewards, on-line and phone conference meetings are common, although face-to-face meetings occur at least two times annually. Members are:

- **Thom Schaefer** M.A.: Thom is an experienced Waldorf educator and is now acting Pedagogical Director at Credo High School, a Waldorf high school in California. Thom instructs candidates in the Philosophical Foundations course & in Spacial Dynamics.
- **Bonnie River** M.Ed.: Bonnie designed the Gradalis Program while at Touro University & Rudolf Steiner College. She is a specialist in areas of Waldorf philosophy; Special Education & Remedial work; and Early Childhood Education.
- **Tim Long** M.B.A.: Tim brings financial insight and capabilities in strategic development, planning & budgeting. His career in the healthcare industry makes him a valuable member of our financial team. Tim is head of the Gradalis Business Services Department.
- **Donna Newberg-Long** Ph.D.: Dr. Long is an experienced Waldorf teacher and founder of a Waldorf school in Hawaii. She has her principal's license and Ph.D. in Educational Leadership. Donna is currently Executive Director of Gradalis, grade-level instructor & Field Supervisor.
- See the website for more in-depth biographies of the Board of Stewards

CONFLICTS OF INTEREST

All decisions made in the course of employee professional responsibilities by members of GRADALIS Stewards, administrators, faculty, and other employees are to be made solely on the basis of a desire to promote the best interests of GRADALIS and the fulfillment of its mission. A potential conflict of interest occurs when an individual's personal or private interests might lead an independent observer reasonably to question whether the individual's professional actions or decisions are influenced by considerations of significant personal interest, financial or otherwise.

In the event that a Steward, faculty member, administrator or other employee of GRADALIS shall have a significant financial, personal or professional interest that could potentially create a conflict of interest or the perception of one in any transaction involving GRADALIS, such person shall, as soon as he or she has knowledge of the transaction, report the conflict of interest to the decision-making body immediately to avoid future difficulties and liability. In such cases, the employee must refrain from voting on the issue and disclose the potential conflict of interest immediately.

FACULTY & STAFF

See our website at gradalis.edu for the Collegium that includes Faculty & Staff

EDUCATIONAL PROGRAMS

CAMPUS FACILITIES

GRADALIS teaching components include synchronous face-to-face training three times per year at one of our campuses in Denver, CO.

The GRADALIS **Corporate Office is located at 10661 Utrillo Lane, Northglenn, CO 80234 and is designated by ACCET as our Main Campus.** For questions regarding the GRADALIS Teacher Training, call our Office at (720) 464-4557. During in-person elements of the training programs, Gradalis maintains an on-campus office for administrative purposes.

The GRADALIS **Teaching Campus** is located at the lovely Mountain Phoenix Community School near Denver. The address is **4725 Miller Street in Wheat Ridge, CO 80033**

The school is available to GRADALIS only during the face-to-face components of the training, including Summer Intensives and Practicum Weekends. If you need to reach someone during GRADALIS Training, please call the GRADALIS Executive Director at (720) 464-4557.

Other synchronous components are taught through Interactive Distance Learning Webinars that are given throughout the school year. This Hybrid or Blended Learning approach allows candidates to benefit of learning grade level content & philosophical coursework throughout the school year from the comfort of their own homes. The on-line learning component makes up 7.9% of the program.

When visiting, and learning at one of our locations, GRADALIS candidates are asked to be mindful, conscious and service oriented. Respect for the property of others, especially teacher's classrooms is essential for good will and representative of GRADALIS values. Get permission to use rooms or facilities from the School's Director or ask the Executive Director to get permission to use a space. Don't assume one can use any available space without first asking for permission.

GRADALIS TEACHER TRAINING

The heart of GRADALIS is its Teacher Training Program. GRADALIS offers a full training for grades 1-8 and early childhood teachers in the public and private Waldorf movement through a curriculum specializing in support for the working teacher. This curriculum is suitable for anyone seeking to become a Waldorf Teacher or who wants to develop his or her teaching capacities further. Some focus is paid to what Gradalis calls Waldorf rigor leading to teaching of good skills while using age-appropriate Waldorf approaches. The Gradalis Waldorf Curriculum Frameworks are available to schools for purchase, along with mentoring in how to use them within main lesson blocks. These Frameworks focus on strengthening math and literacy skills while maintaining Waldorf approaches to learning.

The GRADALIS Training also offers a unique therapeutic and remedial perspective within teachers' work in the classroom and within the remedial course. The GRADALIS Teacher Training provides the foundation for life-long learning for teachers wishing to become Waldorf teachers. It is essential those who wish to teach Waldorf education understand the development of the human being from the view of Rudolf Steiner and the importance of the Inner Development work of the Waldorf teacher. Inner striving is essential if one wishes to become a true Waldorf teacher, working out of the impulses intended by Rudolf Steiner. GRADALIS lays the foundation for this work in the training. After that, the Waldorf teacher continues to strive with colleagues in their schools and within themselves over the years to deepen this work.

TRAINING AREAS OF CONCENTRATION & COURSEWORK

Candidates specialize in one area of concentration for the duration of their training

- Early Childhood Department
- Grades 1-8 Department
- Educational Leadership
- Working with Children with Special Needs

GRADALIS Training provides an integrated curriculum over seven semesters (generally twenty-six months). Semesters 1, 4 and 7 are offered in the summer following a rolling enrollment sequence; Semesters 2 and 5 in the fall; and Semesters 3 and 6 in the spring. To graduate from the training, candidates must attend and pass all 7 semesters. The Program covers the following content:

- Philosophical Foundations
 - Foundations of Waldorf Education including the developmental aspects of human consciousness and evolving knowledge
 - Anthroposophical perspectives & study
- Inner Development
 - Transformative processes for the teacher
- Waldorf Curriculum & Methodology
 - Child Development and changing consciousness through early childhood, young grades, middle grades and soon to include high school
 - Grade Level Main Lesson Preparation & Insights

- Temporal Arts—Art of Movement—Eurythmy, Speech Arts, and Music (Vocal and Instrumental)
- Visual Arts—Painting, Drawing, Clay Modeling & Sculpture
- Waldorf Culture
 - What makes Waldorf Waldorf?
 - Festivals and school celebrations, cultivating pluralistic ethics
 - Elements of health in faculty meetings
 - Ongoing study, art, focus on children
 - Behaviors fostering high trust
 - Theory U and meeting conduct
 - Adult Education in Waldorf Schools in public school settings
 - Waldorf in public schools and the 1st Amendment
 - Waldorf and the Threefold Social Order of Rudolf Steiner: Cultivating a Republic Academy approach to governance with Waldorf in Public Schools
- Field Work
 - Field Mentoring
 - Self-Reflection in the Field Manual/Workbook
 - Externship/Internship in the teacher’s classroom & visitation outside the school
 - Internship in another school (2-3 weeks)
- Student Study
 - Teacher Accountability
 - Remedial approaches in Waldorf Schools
 - Standards, assessment and accountability

PROGRAM COMPONENTS

- Summer Intensives (generally three-weeks in mid to late June and mid-July) are face-to-face intensives located at a Waldorf school in one region e.g. Denver, Colorado, and require travel to Denver for this 3-week period. The 3rd week focuses on the Waldorf Curriculum course for Grade-level Preparation.
- Orientation for candidates new to Waldorf education—2-3 days prior to the first Summer Intensive
- Monthly on-line mentoring support from Grade Level Instructors/webinar leaders to provide support for main lesson content and other aspects of the training
- Practicum Weekends (one each per fall and spring semesters) that include philosophy of education, arts training and experience, and Waldorf culture. These are face-to-face trainings as well and require travel to Denver or another region as announced.
- Philosophical webinars that include Anthroposophical underpinnings of Waldorf educational work, understanding of the human being and child development (4 per year—2 each in the fall and spring semesters)
- Pedagogical Webinars incorporating Candidate Study Coursework (two per year—one each in the fall and spring semesters)

- Field Mentoring: fall and spring classroom visits and mentoring from a personally-assigned GRADALIS Field Mentor (FM). FMs travel to the school where the candidate is teaching.
- Externship/Internship—Candidates receive credit for their work in their classrooms where they implement what they are learning in GRADALIS coursework. Candidates also visit classrooms of experienced Waldorf teachers outside their own school. In addition to the Internship in their own classroom, students are expected to do 3 weeks of interning in the classroom of an experienced Waldorf teacher at least 2 weeks of which must be in another school. The 3rd week may be completed in the student’s school but in an experienced Waldorf teacher’s classroom.

CALENDAR FOR ONE ACADEMIC YEAR

The GRADALIS Annual Calendar & Webinar Schedule are sent to candidate-teachers annually by May 15th for the coming School year. Contact the Executive Director to request a calendar. It is also available on Taskstream, along with other General Information.

CERTIFICATE REQUIREMENTS

GRADALIS candidates who successfully complete the training will receive a Teaching Certificate with a concentration in their area selection for study. To achieve status in GOOD STANDING, candidates must meet the 90% attendance requirements and complete all eight (8) courses in all seven (7) semesters with a 3.0 GPA or better in all courses each semester. See the ASSESSMENT and ATTENDANCE requirements in this Catalog.

In addition to the above requirements, candidates must complete the following:

1. Class Study—1st year students (Due Spring of 1st Year)
2. Curriculum Project—Proposal Due November of 2nd year. Presentation at final Summer Intensive (3rd Summer)
3. Child Study—Due during 4th and final Field Mentor visit (Spring Semester of 2nd year)
4. Final Visual Arts Portfolio (3rd and Final Summer) including work done over the course of training
5. Observations of classroom of experienced Waldorf teacher in another school (at least 2 required)

PROGRAM OVERVIEW, COURSE SYLLABI, AND CLOCK HOURS

The GRADALIS teacher training is made up of 8 courses that span seven (7) semesters. Each course is spiraled throughout the 26 months of training. A common template set up for curriculum design supports and guides consistent Program Goals and Candidate Learning Outcomes for each course. A computer and access to internet is required of all candidates. The total number of clock hours to complete the training is 708.

The number of candidates in each cohort can be as many as fifty (50) in a lecture setting. Smaller grade level cohorts range from as few as 1 to over 10. It is the cultural policy of GRADALIS for instructors to visit and enjoy one another’s classes. Therefore, the ratio of candidates to instructors in the larger classes may be 10:1. These instructors help in leading break-out groups and small group discussions.

The Program Overview is posted on the website and provides clear and quick review of what is offered within the training. The eight (8) course training has syllabi for each course available upon request. This information is proprietary and is available to candidates enrolled in the program prior to the start of classes. It is also available to faculty to guide their work and for integration of key concepts throughout the seven (7) semesters. Course

syllabi include instructor's contact information, location of classes, clock hours, course description, materials lists, required and recommended reading, assignments throughout the training, assessment scales, Program Goals and Course Candidate Learning Outcomes, as well as a day by day guide to content taught within this course and a sample lesson plan.

PROGRAM GOALS

1. Candidate acquires a working knowledge of Anthroposophy and integrates the underlying theory of human development (cognitive, soul, and physical) into his/her working in the various positions he/she assumes in his/her school setting. (FACTUAL)
2. Candidate investigates his/her own preset worldview and identifies how he/she has transformed this worldview as a result of activities within the program. (CONCEPTUAL)
3. Candidate formulates lessons within his/her setting that illustrate an understanding of and application of Waldorf teaching methods inclusive of diversity, temporal and visual arts. (PROCEDURAL)
4. Candidate actualizes self-knowledge through revision of daily practices that include rhythmic, conscientious inner-development and personal transformation. (META-COGNITIVE)

COURSE DESCRIPTIONS

The GRADALIS Teacher Training is made up of the following eight (8) Courses

COURSE 1: PHILOSOPHICAL FOUNDATIONS

This course explores educational philosophies, thinkers and ontological underpinnings of educational theorists. It is comprised of 7 distinct subject explorations. Each course is an integral part of the whole. While the beginning of the course focuses on many educational thinkers, the bulk of the course is dedicated to what is known as Rudolf Steiner's basic works. The candidate 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 Waldorf Education.

COURSE 2: INNER DEVELOPMENT

This course places emphasis on the transformative power of inner work. The candidate first encounters 6 Basic Exercises as a preparatory path toward meditation using Michael Lipson's book, *Stairway of Surprise*. After working with these exercises and writing or drawing journal entries which show evidence of a growing self-discipline. Candidates are required to keep journals of this work. During the final semesters of the program, the candidates are introduced to meditations given to teachers and healers for work in becoming more aware of life-giving and enhancing processes.

THREE PEDAGOGICAL COURSES:

COURSE 3: WALDORF CULTURE – This course provides an overview of Core Curriculum delivery across the early childhood and elementary teaching years. Lectures on What Makes Waldorf Waldorf, as well as integrated cultural aspects within Grade Level webinars share the means by which this course is taught. Such areas as school governance, leadership, the festival & cultural life & first amendment are included.

COURSE 4: WALDORF CURRICULUM

Primarily taught by our Grade Level Instructors and specialists in science, math and literacy, the Waldorf Curriculum course focuses on the core aspects of the Main Lesson and how the core content is taught through the more imaginative and artistic process. It is then distilled and practiced in the subject-focused weekly internship in the candidate's own classroom. The curriculum map and rationale for the sequence of topics taught within three main core subject areas are given.

For Early Childhood teachers, the emphasis is upon the environment for learning, fostering the young child's sense-based emergence of consciousness. For the elementary class teacher (grades 1-8), the core subject areas are English Language Arts, evolution of History and consciousness, Geography, Mathematical Understanding and Application, Scientific thinking and teaching through phenomenological approaches and project based engagement within the curriculum. This course is also focused upon in the Summer Intensives, however the class-level webinars integrate much of this content specific to candidates' grade level throughout the school year. In addition, candidates research and present curriculum projects developed over the course of the program as approved.

Over the course of seven (7) semesters, reading from the following authors, among others, will contribute to an overview of the pedagogical tenets and practices of Waldorf teaching: Rudolf Steiner, Astrid Schmitt-Stegmann; Roberto Trostli; Jack Petrash; Eugene Schwartz; Bonnie River and others. Such readings guide the candidate in understanding the integral developmental milestones evidenced by the children throughout the entirety of their elementary years. The concepts of 'teacher as a healer', the subtler bodies, the twelve senses and age-specific needs are addressed among other topics unique to Waldorf Education. Strand One receives focus in the Summer Intensives and the recommended Teaching as an Art Weeks held each summer, however the class-level webinars integrate much of this content specific to a grade level.

COURSE 5: STUDENT STUDY: WALDORF STANDARDS, ASSESSMENT & REMEDIAL APPROACHES IN WALDORF SCHOOLS

This course focuses upon the candidate's skills in classroom management, differentiation, lesson planning (with learning styles, modalities and intelligences in mind), and the candidate's awareness of power goals, along with the ability to track individual and class academic progress. Formative and standardized assessment is covered within the coursework, as well as Class & Child Study. Understanding diverse student needs and recognizing how to assist such children is also a focus in this course. All candidates must present a Child Study before graduation from the training.

COURSE 6: FIELD WORK: MENTORING & IN-SERVICE WORK; INTERNSHIP; EXTERNSHIP

This course focuses on the participatory action-based aspect of on-going grade-level teaching. This course includes Field Mentoring on the campus and in the classroom of the candidate. Mentor visits occur two (2) times per year in the fall and spring semesters during training. Accompanying the field mentor's visit, candidates are required to follow the instructions in the Field Manual and complete the activities in the Workbook as homework and reflective practice regarding their experience in the classroom.

The second aspect of this course is the Internship which is done in the candidate's own classroom. Clock hours are credited to this internship for a total of two hundred seventy (200) hours over the course of the training. GRADALIS values the time candidates dedicate in the classroom as they incorporate what they are learning in the training. Sharing of this work is delivered through the monthly grade-level focused webinars and monthly

“Glimpses from the Classroom” submitted by each student. An On-Site Supervisor who oversees the candidate at his/her school is required. This School supervisor provides periodic drop-in visitations to the candidate’s classroom and provides GRADALIS with an end of year report based on Criteria of the Internship. **(See Addendum A: Internship at end of Student Handbook)** This also includes duties of the On-Site Supervisor.

Internship in another School: The third requirement for Early Childhood Candidates receiving their Waldorf Certificate is to complete a 3-week Internship in the classroom of an experienced Waldorf teacher. Two weeks must be done in another school and one week may be done in the candidate’s own school. All three weeks may be done in another school if the desire is to fulfill the requirement in this way.

Glimpses from the Classroom: During the school year, candidates document what they have learned in the course by submitting photographs of their work in the classroom throughout the school year into Taskstream. These submissions are shared during the grade level webinars for their grade level. In-class work of candidates is highly valued as they actively participate in an externship in their own classrooms.

All Candidates are required to visit the classroom of an experienced Waldorf teacher in another school at least twice, although more visits are strongly encouraged during the course of the training. Reflections on the visit(s) are submitted into **Taskstream** for the candidate’s file as a record of each visit.

Elements of the Field Mentor Course:

1. **The Field Work course includes a total of 224 hours of work over the course of the Training:**
 - **200 hours is credited for teaching per semester in the student’s own classroom,** implementing what he/she is learning in the Early Childhood courses.
 - **Twenty-four (24) hours is credited to the Gradalis Field Mentor visit explained in bullet #2 below.**
 - **Glimpses from the Classroom:** Candidate-teachers take photos of work in their classrooms (handwork, nature tables, puppet plays, classroom photos) to share with their fellow students and instructors in 8 monthly EC Webinars each year. These photos are put into a PowerPoint and uploaded into Taskstream, our Student & Course Management System. These give the instructor a picture of how they are doing and the quality of work in the classroom.
2. **Field Mentor Visits:** A Gradalis mentor teacher visits the candidate-teacher and works to help this teacher identify areas of strength and challenge. This visit takes place **two (2) times yearly during the school year (each fall & spring) over the course of the 26-month training equaling 4 total visits during the training.**
3. **Addition of a minimum three (3) week (15-day) practicum for in-service ECE teachers.** This includes at least two (2) weeks in another school under the supervision of a highly qualified Waldorf EC teacher. One of the three (3) weeks required may be done in the candidate’s school but must be in a classroom other than their own. In cases where the candidate is an assistant in the classroom of a Waldorf teacher, then the one week can be completed by teaching for a week in that classroom under the lead teacher’s supervision. In-Service EC teachers will be visited 4 times by a qualified EC mentor during their training.
4. **For Pre-Service teachers, those not working at least 3 days per week in a Waldorf early childhood setting,** must have a minimum of two weeks of observation and six weeks of practicum

with experienced Waldorf Early Childhood teachers. During their practicum, he/she will be visited and mentored by a Gradalis EC Field Mentor 4 times during their training.

5. **Regular and rhythmic interaction with the faculty of the program.**
 - Through journals, readings, homework, and attendance in webinars, practicum weekends and the summer intensives.
6. **Memorandum of Understanding for Internships** with the Pedagogical Director or assigned On-Site Supervisor is signed and agreed upon between Gradalis and the school. This **School On-Site Supervisor** provides oversight of the candidate-teacher during the school year and is involved in the teacher's annual school evaluation. He/She is responsible to provide Gradalis with an annual **ECE Evaluation Criteria Sheet** emailed to the Gradalis Director each year by May 1st for the student's file. During the Field Mentor Visit twice per year, there is a **meeting with the School's On-Site Supervisor** to touch in about the Candidate-Teachers goals and what they are working on. Mentoring is different than evaluating. Gradalis Field Mentors are mentors. The School evaluates its own teachers. Gradalis wishes to not interfere with the mentor relationship that allows for free and honest mentoring by being asked by the school to evaluate the teachers. Gradalis feels this is the task of the school.
7. **Candidate-Teacher Maintenance of the Field Manual & Workbook:** through this document, self-evaluation, formulation of plans of action to guide and aid the candidate in making a successful passage into recognition as a fully and well-trained teacher. This is submitted within two (2) weeks following the Field Mentor Visit. (4 times over the course of the training).

ARTS COURSES

These courses are most often taught in the practicum weekends and summer intensive components of the program however, all instructors are aware that candidates need to be practicing and improving in the artistic arena. Class level webinar instructors are looking for personal progress in the monthly candidate submissions of their own and their candidates' artistic work. A Portfolio of classroom artwork will be presented as a final project in the final semester of the training.

COURSE 7: TEMPORAL ARTS

This course incorporates the arts of music, speech and movement. In Waldorf schools, eurythmy provides an experience of poetry, sound and gesture in movement. Spacial Dynamics™ gives candidates an experience of balance in time and space. Games, singing, & instrumental music are also learned and practiced to support the teacher's work with candidates in the classroom. Speech Arts are also included with trained specialists in the field.

COURSE 8: VISUAL ARTS

Watercolor Painting, Waldorf approaches to Drawing and Sculpting are covered in this course for teachers in Grades One through Eight—mostly during Summer Intensives & Practicum Weekends. Candidates practice this work in their classrooms with their students and grow in their capacity for visual artistic work for their own development as well as for integrating artistic work in the classroom.

Early Childhood Candidates work with crafts including felting, doll, small animal, and puppet making, watercolor painting, and other age appropriate visual arts.

COURSE INSTRUCTIONAL MATERIALS & EQUIPMENT

Materials such as books, colored pencils, beeswax crayons, watercolor paint brush, notebooks, journals, and musical instruments such as recorders are purchased by the candidates who will use them in their teaching in their classrooms, as well as throughout the training. A list of these materials & projected costs is sent to candidates by May 15th of each year to bring to the Summer Intensive. This list is also posted in Taskstream under General Information. Estimated costs of materials is added to student tuition agreements, as well as e-mailed to candidates by mid-May each year. Many candidates borrow materials used in the classrooms from their schools to save costs. This possibility is strictly up to each individual school.

Early Childhood candidates use many more natural materials in Visual Arts than the grades and are assessed an additional materials fee each year for these materials. In most cases, ECE Instructors will arrive at the training with the needed materials for their candidate's current projects. This fee is added to the tuition agreement signed by students each year. In some cases, candidates are asked to bring material as a foundation for story aprons or other projects.

GRADALIS provides consumable materials for the painting courses, and other art supplies, including watercolor and drawing paper, paints and other supplies deemed necessary to assure a high-quality experience for the candidates included in the tuition.

Equipment such as projectors and other essential materials used in other courses are provided by GRADALIS, the School, or the instructor to facilitate learning in his/her class. Copper rods and other equipment used by the school are an appreciated part of having our synchronous courses in a Waldorf school.

SEE ADDENDUM K, L & M for Book & Materials Lists and approximate Costs for each area of Concentration.

CANDIDATE LEARNING OUTCOMES BY COURSE

COURSE ONE: PHILOSOPHICAL FOUNDATIONS:

Philosophical Foundations Candidate Learning Outcomes:

1. Candidate demonstrates knowledge of the philosophical and historical context of many theoretical views concerning the nature of being human.
2. Candidate demonstrates knowledge of the theory of human nature as given in anthroposophical philosophy (the philosophical works of Rudolf Steiner)
3. Candidate understands the importance of breathing, sleeping, and integration of soul forces in the human being and apply this knowledge to teaching.
4. Candidate demonstrates knowledge of the resident soul forces of the human being, how they can be recognized, and how knowledge of them is useful in the educational process.
5. Candidate applies knowledge of the states of consciousness present in our thinking, feeling, and willing.

COURSE TWO: INNER DEVELOPMENT:

Inner Development Candidate Learning Outcomes:

1. Candidate has an established rhythm of practicing self-reflection
2. Candidate integrates into his/her own life continual inner striving for healthy relationships and inner dialogue through the 8-Fold Path and other contemplative work

3. Candidate experiences the calm that can come from inner work and is dedicated to continuing this practice in life and in work with others
4. Candidate applies the lens of Theory U in daily working with self and colleagues

COURSE THREE: WALDORF CULTURE:

Waldorf Culture Candidate Learning Outcomes:

1. Candidate acquires a working knowledge of the challenges of working in Waldorf schools and is prepared to cultivate health in working with colleagues, parents and administrators in his/her school
2. Candidate investigates his/her own preset way of being in the world and transforms this perspective to greater understanding of the process of working in groups according to Theory U.
3. Candidate distinguishes between 3-Fold Governance and other models of governing schools.
4. Candidate understands and is able to articulate knowledge of the 1st Amendment as it applies to working with an Anthroposophical world view in public and private Waldorf schools
5. Candidate acquires an understanding of the festivals that weave their way through the year in the Waldorf school.

COURSE FOUR: WALDORF CURRICULUM:

Waldorf Methodology Candidate Learning Outcomes:

1. Candidate can explain the three and four-fold Waldorf main lesson structures and use these to construct lesson plans for his/her class
2. Candidate has an understanding of the importance of artistic activity and integrates these components into lesson planning
3. Candidate explores grade level subjects in Waldorf Education and develops a new understanding of how to interpret and apply Waldorf principles to provide balance and health to children through teaching
4. Candidate examines Rudolf Steiner's view of the evolution of consciousness and human development as it relates to the growing child
5. Candidate develops a sense for educating the cognitive, emotional, and kinesthetic intelligences and can apply these approaches to meet diverse student needs
6. Candidate is willing to 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 Waldorf teacher

COURSE FIVE: STUDENT STUDY (WALDORF STANDARDS, ASSESSMENT & REMEDIAL APPROACHED IN WALDORF SCHOOLS)

Candidate Study Candidate Learning Outcomes:

1. Candidate demonstrates developing knowledge of children with unique needs and how to work with learning disabilities in the regular classroom
2. Candidate demonstrates capacity to plan and implement accommodations for various kinds of learners for students with or without Individual Education Plans (IEPs)
3. Candidate demonstrates foundational understanding of how to distinguish between autism, Aspergers, and candidates who are considered twice exceptional and/or gifted, including ALPs & IEPs
4. Candidate demonstrates basic understanding of the lenses (3fold, 4fold, 7fold, 9fold, and 12fold) through which a Waldorf Teacher observes children and how these are used to achieve a deeper recognition of each child in his/her class.

5. Candidate is willing to identify his or her own learning and teaching styles and 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 Waldorf teacher.

COURSE SIX: FIELD WORK

Field Work Candidate Learning Outcomes:

1. Candidate understands the three and four-fold Waldorf main lesson structures and applies these to planning lessons for his/her class
2. Candidate demonstrates an understanding of the importance of integrating artistic activity into his/her work with candidates
3. Candidate demonstrates how the Waldorf curriculum meets the needs of developing human beings at each grade level through explanations of work in their classroom during webinars
4. Candidate explores all subjects for two years of the program and develops a deep understanding of how to apply these principles in his/her classroom to provide balance and health to children at the grade levels he/she teaches
5. Candidate understands the evolution of consciousness based on Rudolf Steiner's view of human development as candidates grow through the grades and applies this understanding when working with diverse candidates in his/her classroom
6. Candidate is willing to 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 Waldorf teacher
7. Candidate develops a sense for educating the thinking, feeling and will and applies these approaches with diverse students in his/her classroom
8. Candidate receives coaching support from GRADALIS field mentors for improvement and endeavors to incorporate these into action in his/her classroom

COURSE SEVEN: TEMPORAL ARTS

Temporal Arts Candidate Learning Outcomes:

1. Candidate demonstrates capacity for movement in eurythmy and demonstrates willingness and effort when participating with others in explorations of visible sound, speech and music
2. Candidate demonstrates capacity for spacial dynamics and demonstrates willingness and effort when participating with others in explorations of movement, balance, and healthy practices that can be shared appropriately with students
3. Candidate demonstrates capacity and willingness to participate at high levels with the art of speaking and is able to apply this to work in the classroom and to storytelling
4. Candidate demonstrates growth in quality of tone in singing and playing instruments and is able to integrate music into his/her daily work with children
5. Candidate is willing to 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 Waldorf teacher

COURSE EIGHT: VISUAL ARTS

Visual Arts Candidate Learning Outcomes:

1. Candidate applies an understanding of Goethe's Theory of Color and how it is used in teaching in the Waldorf classroom

2. Candidate applies an understanding of artistic approaches used with students in Waldorf schools through the mediums of watercolor painting, drawing and sculpting
3. Candidate has experienced a representative number of developmentally appropriate paintings and artistic works for use with his/her area of concentration
4. Candidate maintains a visual arts portfolio of ML paintings and drawings specific to the individual grade levels in Waldorf schools for future use in teaching
5. Candidate is willing to 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 Waldorf teacher
6. Candidate develops a sense for the artistic and its importance for self-development and for teaching
7. Candidate is willing to 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 Waldorf teacher

ELIGIBILITY FOR TRAINING

NONDISCRIMINATION POLICY

GRADALIS does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of candidates, volunteers and vendors, as well as provision of services. GRADALIS is committed to providing an inclusive and welcoming environment for all members of our training, including candidates, staff, volunteers, subcontractors, vendors, and clients.

GRADALIS is an equal opportunity employer. It will not discriminate and will take affirmative action measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions on the bases of race, color, gender, national origin, age, religion, creed, veteran's status, sexual orientation, gender identity or gender expression.

DIVERSITY STATEMENT

When Steiner gave a lecture to a London audience in 1913, he opened it with the following words: "Allow me to greet you in the warmest way with the deep, inner feeling of unity that belongs to anthroposophy, and in which all people on earth can unite without distinction of race, color or any such thing." GRADALIS welcomes every human being in the search for spiritual and cultural freedom, equality in human rights, and fairness in economic life. We respect differences, embrace shared values, and acknowledge the injustices experienced by marginalized communities past and present. We commit to working together to create a culture for positive development, where views are respected and good will is celebrated.

ADMISSION AND ENROLLMENT

The GRADALIS website contains Applications for enrollment in the Teacher Training as well as information on the training program, faculty biographies, costs etc. Interested applicants are welcome to call the GRADALIS office for more information.

All applicants must apply on-line on the website. The application includes contact and background information, current and future status of the candidate, experience in teaching whether it be in Waldorf schools or other models, and proof of degrees and certificates, etc. Ages taught must be reported and which school they will be teaching in when they enter the training, along with the name and contact information for the school administrator. GRADALIS' program is designed for active teachers who are full-charge in their classrooms with the number of students in each classroom being a variable in different schools. In some cases, grade level assistants are accepted into the program if they have a sponsor teacher willing to allow them to perform their internship hours in their classroom. GRADALIS administration looks at the needs of the candidate and designates which grade level best meets the needs of that candidate for the methodology courses. CANDIDATES ARE ENCOURAGED TO BEGIN THEIR TRAINING IN THE SUMMER SEMESTER. Enrollment during the fall semester is also possible, but not preferred.

ADMISSION PROCESS

All candidates must fill out the application found on-line on the GRADALIS website at gradalis.edu, whether or not their tuition will be paid in full or in part by themselves or a sponsoring school. Tuition is based upon the cost of the training program at the time of enrollment and/or as agreed upon in the Memorandum of Understanding (MOU) with the school who is paying part or all of the tuition for their teachers. A "Professional Teacher Training Services Agreement" is signed by each candidate upon entry into the training program to identify payment choices and options and to clarify start date of his/her training and projected graduation date, along with the number of hours in the program, and personal information.

The Executive Director manages enrollment. The following steps in the enrollment process are followed:

1. Applications are submitted on-line on the GRADALIS website and are delivered to the E.D. immediately via GRADALIS Consulting e-mail.
 - i. Submission of transcripts or proof of completion of prior coursework, B.A. or better, GED etc. included in the application.
2. GRADALIS accepts candidates with disabilities who qualify under the Americans with Disabilities Act. Submission of documentation (IEPs or 504 Plans) is required for instructors to assess whether the candidate will benefit fully from the coursework. Further documentation may be required should it be needed to best serve the candidate.
3. Applicants who submit their applications with the required documents will receive an invoice for the non-refundable application fee of \$50 from the GRADALIS Business Manager, John Smith at Income Tax Specialists Inc.
4. Upon receipt of this application fee, the E.D. sends a welcome e-mail to set up an appointment to speak on the phone for an introductory orientation.
5. During the orientation phone conversation, the E.D. provides answers to frequently asked questions, goes over the program and upcoming components of the training, and explains the technology requirements for training.
6. Upon approval/acceptance by the Stewards via the E.D., a candidate receives a personalized professional "Teacher Training Services Agreement", a form (CCH) reflecting a single year of tuition commitment.
 - a. Different tuition agreements are created for each year to reflect tuition increases that are published on the website for new students.
 - b. Returning students also receive and sign a new Teacher Training Services Agreement each year for the coming 12-month period.

- c. A tuition agreement may also include a special arrangement/MOU with a school who has agreed to pay a portion of their tuition. MOUs are created for schools who wish to pay all or a portion of the teacher's tuition. These provide clear agreements between GRADALIS and the school and are signed by both the school's legal representative (usually the school director) and the GRADALIS Executive Director on behalf of the Stewards/Owners.
7. The candidate prints out the clear agreement which includes the Cancellation & Refund Policy approved by ACCET, selects their payment option, signs & dates, scans and e-mails or mails it back to the E.D.
8. Once this signed professional “Teacher Training Services Agreement” is received, then the E.D. adds the name and contact info to the Candidate Directory for use by faculty and posts the application in the Grade Level Folder in Google Drive for Instructors to review.
9. The E.D. contacts the Business Manager with a copy of the contact information for the candidate and he sets up the candidate’s payment option plan in his system for generating invoices and tracking candidate payments.
10. Candidate information is also added to the Enrollment Tracking Chart which includes the candidate's name and enrollment date. Included in this document as well are the Date of Determination (DOD) and Last Date of Attendance (LDA), and reasons for withdrawal should the candidate drop the training at any time. In these cases, the Business Manager applies the formulas in the Cancellation & Refund Policy to determine any refunds, if any, will be granted within 45 days of the DOD.
11. Exit interviews are conducted when candidates withdraw from the training to assess the reasons, and if any had to do with the training for improvement purposes. These reasons are charted in the Enrollment Tracking information chart for future review by the Board of Stewards.
12. Once an initial application is submitted and the \$50 application fee is paid, the Executive Director determines if the applicant meets the criteria for acceptance.

ADMISSION REQUIREMENTS

To be accepted into the GRADALIS Teacher Training Program at this time, a candidate must meet the following requirements:

1. Minimum 21 years of age
2. U.S. Citizenship or Legal Resident of the U.S.
3. B.A. or better, is preferred or has met the requirements for employment at the school at which the student is employed. May include completion of or pursuing certification that qualifies them for their desired position at their school, (e.g., early childhood)—documentation required
4. Or High School/GED equivalency with proof of completion of at least six (6) credit hours, or 225 clock hours, that are applicable towards a degree or certificate offered by the postsecondary institution
5. Or Completion of a State process approved by the U.S. Secretary of Education—documentation required
6. No enrollment agreement may be signed prior to the applicant’s demonstration of the aptitude to successfully complete the program as stated above
7. Applicants must be able to integrate the Waldorf approach to education within their classrooms throughout the school year, therefore, the candidate must be in one of the following situations:
 - a. Full-charge teacher in a Waldorf public or private school with his/her own class
 - b. Full-charge teacher in a non-Waldorf school that will allow integration of Waldorf approaches in his/her classroom

- c. An assistant in a class under the supervision of an experienced teacher who will allow the assistant to take-charge of the class to fulfill the Internship Requirements of 62 hours per semester (fall & spring) in the classroom with some opportunities to teach the class
The internship is done in the candidate's own classroom, therefore an On-Site Supervisor must be available to oversee the candidate during two (2) school years. A Memorandum of Understanding (MOU) with the school's director is signed and the terms agreed upon to facilitate this internship. This MOU process is facilitated by the GRADALIS Executive Director or her designee. GRADALIS Field Mentor visits occur 2 times per year for a 2-hour observation followed by a 2-hour mentoring session to fulfill the requirements of the Field Work course over the course of the training.
- d. Agreement to complete an externship under the oversight of an approved Waldorf teacher to complete the 200 hours during or upon completion of the 2 school years of the training prior to graduation and receipt of the Waldorf Certificate of Completion

If the applicant meets the criteria, then the Executive Director sends a formal acceptance welcome letter to the applicant along with the Tuition Agreement entitled *Teacher Training Services Agreement* inclusive of the Cancellation & Refund Policy. In cases where schools are paying for all or a portion of the tuition for its candidates, a Memorandum of Understanding is signed and agreed upon with a school who is requiring training for its teachers. Such an MOU includes financial arrangements and payment plans. The Executive Director posts accepted candidate applications on-line in Google Docs in the Faculty Folder for the applicant's grade level for all Stewards to read, as well as Grade-Level Instructors. Grade-level instructors then send a welcome e-mail to the candidate with an introduction to the program and their grade-level cohort. If the candidate meets the criteria for enrollment, the Executive Director will accept the candidate into the program. If the candidate is not full-charge class teacher, then the Stewards will get involved in making this determination. All candidates who are not full-charge must be sponsored by a teacher who is full-charge and is willing to allow the candidate to teach periodically to meet the requirements for the training. Preferably, this sponsor teacher will be Waldorf trained or in charge of a classroom in a Waldorf school. Other situations are considered on a case-by-case basis depending on the situation and support of the sponsoring teacher and/or recommendation by the school who is preparing this applicant for a future position in the school.

TRANSFER OF CREDITS AND TUITION DISCOUNTS

GRADALIS does not allow the transfer of credits except for students completing their training from the Hybrid Teacher Training Program at Rudolf Steiner College. GRADALIS does however allow tuition discounts based on prior coursework completed from approved Waldorf educational institutions. The following principles apply to the GRADALIS policy on transfer of credit:

1. The best interests of candidates are served by facilitating the tuition discount for prior credit earned.
2. The provision of timely, accurate and unambiguous information relative to institutional policies and practices serve the public interest.
3. The evaluation of tuition discounts for prior credits by receiving institutions must be implemented in a fair, reasonable, and consistent basis.
4. The principal criteria used in evaluating tuition discounts is the quality of the credits earned relative to comparability and applicability to the institution's program
5. The autonomy of the receiving institution's decision to award or reject such credits is to be respected.

To apply for tuition discounts for prior coursework, documentation including transcripts to verify the courses and/or credits completed is required to receive tuition discounts. Such documentation must be submitted to the GRADALIS Executive Director with the following information:

1. Letter of Request with Candidate's Name, address and phone #
2. Name of the Institution(s) where coursework was completed
3. Transcripts with dates courses were taken and course names completed, or other documentation of courses completed at each institution
4. Verification of Grade Point Average of 3.0 or better in all courses or verification of completion in Good Standing from the institution

The GRADALIS Board of Stewards will discount tuition up to \$3,000 for completion of the full Foundation Year, and a portion thereof for partial completion of Waldorf training coursework by an institution respected within the Waldorf movement as a viable Waldorf training as approved by the Stewards. GRADALIS will seek reciprocity over time with specific institutions, however, at this time GRADALIS begins this policy as a means of crediting candidates who can bring a deeper understanding of Waldorf education to the core of our training. Upon proof of completion of a partial foundation year or credible coursework, a fair ratio will apply in line with this amount.

Institutions honored by GRADALIS for possible tuition discounts include:

1. Antioch University
2. The Center for Anthroposophy
3. Rudolf Steiner College
4. Waldorf Institute of Southern California
5. Sunbridge Institute
6. Great Lakes Waldorf Institute
7. WECAN
8. Others may apply

Candidates who attended the Hybrid Waldorf Training at Rudolf Steiner College (RSC) are given reciprocity and credit for semesters completed at RSC. Again, transcripts must be provided for all semesters completed at RSC, along with the GPA and/or documentation of completion in Good Standing at the College. We encourage those who attended the Hybrid Program but were unable to finish, to complete this training with GRADALIS.

APPEAL PROCESS: Should a candidate disagree with the determination of the Stewards regarding transfer of credit or tuition discount, he/she may appeal to the Stewards in writing giving the rationale in hopes of shifting the results of the determination. After an appeal, the stewards will meet and consider the contents and fairness of the appeal. The final ruling of the Stewards will stand.

Situations where tuition credits and discounts may apply:

Potential tuition discounts are given in the following instances: Discounts provided are deemed fair and equitable. Full tuition discounts set forth in this description are not to exceed a total of \$3,400 (Three Thousand Four Hundred Dollars) in the aggregate. A cumulative discount taken from the options below shall be no more than a maximum of \$3400 possible for any one candidate.

- **Candidate Discounts for Prior Waldorf Training–Foundation Year/partial Waldorf Training**

Discounts are possible for prior completion of the “Foundation Year” (i.e., philosophical foundation of Waldorf education) and/or for partial Waldorf training at other recognized Waldorf institutions. Such qualifying Waldorf institutions are determined by the GRADALIS Board of Stewards. The discount ascribed to this category is up to \$3,000 (Three Thousand Dollars).

- **Documentation Requirements**

Applicants for discounts for prior Waldorf Training shall provide transcripts of courses, and number of hours per class, from an approved Waldorf training institution and, proof the coursework was completed. Once submitted to the GRADALIS Executive Director, the full or partial discount established by the GRADALIS Board of Stewards will be determined and applied to the candidate’s account. To receive the discount, the candidate must sign a Memorandum of Understanding acknowledging the discount applies for candidates who complete the full training. See the bullet below entitled **Withdrawal from Training**.

NOTE (1): Candidates arriving with prior training are still required to attend all classes and meet all expectations of the GRADALIS teacher training program.

NOTE (2): At GRADALIS the anthroposophical foundation year is spiraled throughout the entire 26-month program, as opposed to the front-end approach often practiced at other Waldorf institutions. The intention is to allow candidates to learn the foundations while receiving the pedagogical support for their grade level and other essential coursework throughout the training.

- **School Discount Incentive**

For participating Waldorf Schools – either Public Waldorf Schools or Independent Waldorf Schools – there is a discount incentive available when three (3) or more candidates are enrolled in the GRADALIS teacher training. The School incentive discount applies to either full or partial (defined as 50%) **tuition payments** being **provided by the Waldorf School** itself. In such a case a discount up to \$2,400 (Two Thousand Four Hundred Dollars) or 15.6%, is possible as a tuition discount per each enrolled GRADALIS candidate.

NOTE (3): When 3 or more candidates are enrolling **from one school**, there will be accordingly, a Memorandum of Understanding and Agreement (“MOU”) established between the school and GRADALIS to fully explain the terms.

- **Withdrawal from Training**

Cancellation and Refund Policies apply, such that, should a candidate who receives a discount for either proof of prior training and/or as part of a school’s discount, if that candidate withdraws from the program for any reason, this will make the discount awarded null and void. Should the student re-apply, the student’s tuition will be subject to tuition increases at the time of enrollment.

NOTE (3): If there are but 3 candidates involved in a training from one school, and, if one should decide to withdraw, this will have no effect on the “good faith” registration of those remaining in the Training. However, should the withdrawing candidate wish to re-enter the training, he/she will not be afforded the original discount, but be subject to the tuition at the time of re-entry into the training.

CANDIDATE ORIENTATION

Upon application and acceptance, the Executive Director sets up a phone conversation with new candidates to explain upcoming training schedules, policies and procedures that support the candidate’s success in the program.

Questions are answered and expectations are explained. If entering in the Summer Semester, candidates new to Waldorf education are expected to attend a 2-day orientation to familiarize themselves about basic history, concepts and vocabulary of Waldorf education. This allows enrollment to take place in any semester without impacting the learning of candidates already in the program. Technology training is provided during the orientation for Taskstream and working with the webinar platform. Taskstream is the program management system where candidates find all coursework, submit homework, receive written instructions and grading rubrics for all assignments, along with due dates for such homework. Candidates are expected to bring their laptops with them to the orientation.

FAIR AND EQUITABLE TREATMENT OF CANDIDATES

GRADALIS does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of candidates, volunteers and vendors, as well as provision of services. GRADALIS is committed to providing an inclusive and welcoming environment for all members of our training, including candidates, staff, volunteers, subcontractors, vendors, and clients.

RECRUITMENT

GRADALIS exercises due diligence to ensure that clear and accurate information is provided to prospective, current and former candidates, the public, and all interested parties and to guard against any misrepresentation. All communications with prospective candidates must be ethical and honest, including communications through social media, the internet, websites, advertising and promotional materials. GRADALIS cannot imply that employment, occupational advancement, certification and/or licensure are guaranteed. GRADALIS ensures that prospective candidates can reasonably be expected to benefit from the training offered.

(See ADDENDUM J at the end of this document)

AUDITORS

Graduates from RSC and Gradalis Teacher Training may attend any of the components of the training as auditors by submitting a request to the Executive Director. Such graduates may audit webinars and face-to-face components for renewal and grade level preparation within the training. If approved, they may include:

- The full program except for Grade Level webinars
- Grade Level Webinars only—requires candidates to have already completed their Waldorf training
- The Philosophical Course

Auditing candidates are not required to do homework yet may fully participate through attending lectures, ‘in-class’ discussions and artistic activities. No certificate will be given for Teacher Training, however CEUs are possible for such attendance if requested. Acceptance into the program as an auditor will be based upon space available in the program and approval by the Department Chairs & Executive Director. Upon acceptance, instructors will be informed of these additional auditing candidates in their classes and will be given access to the candidate’s contact information. All candidate information is considered confidential and instructors are responsible to uphold these FERPA requirements.

FULL TIME CANDIDATES

Those wishing to apply for full-time enrolled status in the program must fill out the on-line application located on the GRADALIS website and pay the application fee. Once submitted, the Department Chairs and Executive Director will determine acceptance into the program. Full-time candidates are eligible to obtain a Teacher Training Certificate at the end of the program—given they have satisfactorily completed all coursework. (See Assessment Section of this Handbook) As GRADALIS Teacher Training is designed for working teachers, this is one criteria needed for enrollment in the program. Upon occasion, and with a sponsoring teacher willing to give over control of the class and time for the assistant to teach the class over the coming two years, assistants in the classroom may be approved to enroll.

FINANCIAL ASSISTANCE

There is no financial assistance provided to candidates by GRADALIS at this time. Candidates will be universally informed when and if scholarships become available.

INSTRUCTIONAL DELIVERY

GRADALIS is committed to providing consistency in the delivery and quality of the curricula to its candidates. Guiding documents such as syllabi and instructions for webinar delivery are given to instructors who follow these templates when delivering content. Faculty meetings held six (6) times during the school year and more intensively during the summer allow for faculty input on curriculum and GRADALIS programming. Time is devoted to Professional Development of instructors to grow and understand technologies utilized in the program as well as instructional approaches for IDL and face-to-face delivery of the curriculum. GRADALIS instructors are selected for their expertise in Waldorf education and their ability to teach teachers.

GRADALIS employees are supervised through recorded webinars and by senior staff who care deeply about the delivery and quality of instruction. An annual formal evaluation process is in place for GRADALIS instructors that includes oversight by Department Chairs, as well as peer mentoring opportunities. All instructors receive training and orientation when they join GRADALIS to assure consistency of program delivery.

GRADALIS is committed to using only the best of materials and equipment for delivery of the educational program. Such items are upgraded and available for consistent and expert delivery of the curriculum. Any concerns about delivery, quality of consistency should be directed to the Executive Director or Department Chairs. That said, the uniqueness of each instructor adds to the insight and quality of instruction and content in webinars and face-to-face instruction much like the Class Teachers in Waldorf schools throughout the world.

GRADALIS staff and instructors are encouraged to continue in their professional growth by attending conferences, study groups, technology support and other opportunities to increase their skills as instructors.

PROGRAM COMPLETION/GRADUATION EXPECTATIONS/PLACEMENT

GRADALIS enrolls working teachers who are already employed by public or private Waldorf schools or who are already class teachers with their own classrooms. As our program is avocational, not vocational, placement services are not required by ACCET. Should a candidate desire to apply at another Waldorf school, GRADALIS instructors may provide references within their networks throughout the Waldorf school movement. Upon completion of the program, GRADALIS may share information with candidates upon request, should positions

become available. GRADALIS instructors and staff will be pleased to recommend successful graduates to schools in need of Waldorf trained teachers.

GRADALIS candidates are required to **pass all eight (8) courses each semester with a 3.0 GPA or better** within the program to receive their certificate at graduation. **Attendance must reflect 90% or better for the full program** as per the Attendance Policy Standard VIII Student Assessment & Achievement. (See the Clock/Credit Hours for each course in **Addendum H** at the end of this handbook)

GRADALIS awards the following certificates:

1. Teacher Certificate Elementary Grades Concentration
2. Teacher Certificate Early Childhood Concentration
3. Teacher Certificate Working with Students with Special Needs Concentration
4. Teacher Certificate Educational Leadership Concentration

Should a candidate miss classes or components of the program during the 26-month training, make-up work will be assigned, completion of which will be required by the assigned due dates. In cases where a candidate missed a full day or more of face-to-face training components, make-up may include waiting until that component comes around again in a future semester. Other options may include a plan whereby a student can review the recording of the lecture/class and write a paper to receive comparable content to make up for missed classes to complete Gradalis clock hours and coursework. Such expectations will be made clear to candidates in writing, following such serious absences. Fairness & care for our candidates' success is important to us. However, the content of the coursework must be completed to graduate from the program.

For Example: In the course entitled Waldorf Curriculum, should a student miss a 2-hour grade level webinar, he/she must view the recorded webinar, and in a written paper, include answers to all questions asked during the webinar and a summary of what was most meaningful for him/her in the content of the webinar for his/her grade level instruction.

For example: In the course Temporal Arts, should a student miss a one-hour class on tonal eurythmy, the student may find another Eurythmist to provide such instruction in their area of residence. Such a solution must be approved by the Eurythmy Instructor or the Executive Director and proof provided in writing from the Eurythmist providing the make-up hour in this content to attach to the student's semester report. Such proof of completion of content hours must be given in writing to the Executive Director for the student's file.

Graduation ceremonies take place on the final day of the candidate's final semester during the face-to-face component when all candidates in the cohort are able to attend.

Following graduation from GRADALIS Teacher Training, GRADALIS wishes to stay in touch with graduates to understand the unfolding careers of its candidates so the GRADALIS family can continue its relationship into the future. Candidates are asked to keep GRADALIS updated with any changes in name, location, address, phone number, e-mail and class teaching position(s) after graduation.

As an **avocational institution**, GRADALIS makes every effort to assist students in completion of the program, including performance plans, counseling, and adjustment of tuition payment plans if needed. However, **as an avocational institution, GRADALIS does not guarantee job placement for its students.**

CANDIDATE ORIENTATION

Upon acceptance into the program, new candidates receive a welcome e-mail from the Executive Director that gives information about the upcoming semester, a Tuition Agreement for signing, the Annual GRADALIS Calendar and Webinar Schedule for planning purposes and any other pertinent information to bring the candidate up to speed for the coming semester. Once in attendance for their first face-to-face training, new candidates attend a 2-day orientation and receive assistance in getting set up in Taskstream, our platform for coursework, communications and homework submissions. It is essential candidates have a laptop computer available during such training.

For candidates who are new to Waldorf education, a two-day Orientation to Waldorf Education training will precede the 2-week Summer Intensive.

Candidates receive access to the Candidate Catalog & Handbook and must sign that they have reviewed and agree to follow the policies and procedures stated therein. Orientation to the technology systems used in the program includes Taskstream and Adobe Connect. Any questions candidates have about either of these systems should be directed to the Associate Administrator or Executive Director who will help with orientation to these systems and expectations of the program.

CANDIDATES WITH SPECIAL NEEDS GRADALIS SERVES CANDIDATES WITH SPECIAL NEEDS. OUR FACILITIES ARE QUALIFIED TO SERVE THOSE WITH SPECIAL NEEDS ON OUR CAMPUS AND THROUGH OUR ON-LINE COMPONENTS OF THE PROGRAM. THE SCHOOL BUILDING HAS ELEVATORS AND IS SET UP TO MEET THE NEEDS OF ALL CANDIDATES WITH FULL ACCESS TO CLASSROOMS AND LEARNING SITUATIONS. FOR THOSE WISHING TO APPLY WHO HAVE UNIQUE NEEDS, PLEASE ADD THE IEP OR 504 PLAN TO THE APPLICATION WHEN APPLYING. A MEETING WILL BE SET UP WITH THE EXECUTIVE DIRECTOR TO GAIN A FULL UNDERSTANDING OF HOW WE CAN BEST SERVE EACH CANDIDATE TO ASSURE SUCCESS IN THE PROGRAM. GRADALIS DOES NOT DISCRIMINATE AND WELCOMES CANDIDATES WITH SPECIAL NEEDS.

QUALIFICATIONS OF STAFF

GRADALIS instructors, department chairs and administration are mature and seasoned through years of training and experience in Waldorf education, higher education and schools. Minimum qualifications for new faculty shall be a B.A. degree or higher, unless by exceptional circumstances in specialized fields wherein there are no qualified candidates available, e.g., Eurythmy, Temporal Arts, etc. See biographies of GRADALIS staff and faculty on the website at www.gradalis.com under Our Team.

ASSESSMENT

ACADEMIC EXPECTATIONS FOR CANDIDATES

To pass coursework, candidates are expected to receive an overall score of three (3.0) or better GPA on all assignments in each course each semester. Candidates are assessed based on rubrics found in TS under each

assignment and course. GRADALIS values high levels of Candidate Participation. Writing assignments are graded by rubrics designed for specific writing content. For example, the Reflective Writing or the Analytical Writing Rubrics are used for philosophical written papers and inner development coursework. Class Participation Rubrics and Journal Writing Rubrics are used as well, depending on the assignment. In some cases, instructors will be asked to grade candidates using “Meets Requirement” or “Does Not Meet Requirement”.

GRADALIS expects candidates to maintain the expectations of the courses, along with meeting deadlines for assignments and homework. Should an extension of a due date be needed for submission of an assignment, approval must be obtained from the instructor with a copy to the Department Chair & Executive Director of GRADALIS prior to the deadline.

High levels of participation and meeting of program expectations is important to remain in good standing in the GRADALIS Training, hence 90% attendance must be met for the entire program according to the Attendance Policy. If a concern regarding a candidate’s performance becomes so serious he/she is being considered for dismissal from the program, the candidate and the Stewards will be informed. A plan may be put in place to raise the performance of such candidates in order to assure continuation in the Program and correct the situation. If this fails, it is the responsibility of the Stewards to make the final determination to drop a candidate from the program.

Orientation for technology systems like TS and Zoom is provided for all candidates and instructors at the beginning of their enrollment or hiring with GRADALIS. Any questions regarding access or difficulties should be reported to the Associate Administrator or Executive Director for problem-solving or assistance.

ASSIGNMENTS AND HOMEWORK

All homework assignments and instructions, along with documents to guide the assignments, are posted in TS at the beginning of each semester, well in advance of the due date, so candidates can plan to complete assignments on time, and so instructors are fully aware of assignments for grading purposes. These allow instructors to guide candidates during Grade Level (GL) webinars. **Homework is always due on the last day of the month.** It is the candidate’s responsibility to check the course requirements and homework in TS. It is, however, also expected that GL Instructors will reinforce these assignments in GL webinars. Candidates are encouraged to ask questions during this portion of the webinar if they are unclear about upcoming assignments.

Faculty members are assigned grading of homework for candidates they oversee. For example, Grade Level Instructors grade participation, engagement, quality of work and attendance in all webinars for their grade level candidates. This includes candidate submissions of all homework assignments on time. Rubrics are provided in TS for each candidate by course and all homework for each assignment is posted under the course in TS. **Instructors are expected to Grade their candidates’ homework within a week of submission in case there is a need for revision.**

Candidates who are not meeting the standard of an overall grade of 3.0 GPA or higher in a course each semester must be reported to the Department Chair for further decisions regarding their success in the program and/or to develop an improvement plan to assure this success. The Department Chair will decide with the instructor what make-up assignments may be given.

Homework Timeline is provided to students at the beginning of each semester to provide a snapshot of all assignments in the semester with due dates and some details. This is e-mailed to candidates and also posted on TS under General Information. Candidates should print this out and refer to it each month to make sure all assignments are submitted by the Due Date. Should an extension of the due date be necessary, candidates must request approval of an extension from the instructor teaching that course. Such an extension shall not be unreasonably withheld. An agreement between the instructor and candidate shall be made and the candidate must then meet that deadline to receive credit.

Assignments Posted in Taskstream (TS)

Assignments include the following:

1. Monthly Webinar slides of classroom artistic work due to the Grade Level Instructor submitted by the last day of the month prior to each webinar in TS under Waldorf Methodology course
2. Required and/or suggested reading per semester under each course if assigned
3. A Notebook/Binder for taking notes divided into sections by course:
 - a. Philosophical Foundations—notes from Philosophical Webinars included here as well as lecture notes
 - b. Inner Development—includes notes on Journaling the 8-Fold Path and 6 Basic Exercises
 - c. Waldorf Culture—What makes Waldorf Waldorf notes
 - d. Waldorf Curriculum—GL Instruction and Webinars notes included here
 - e. Field Work—Notes from meetings with Field Mentor; Field Manual Requirements for Field Mentor Visits
 - f. Student Study—approaches for remediation, standards, assessments and Pedagogical Webinar notes included here
 - g. Temporal Arts—poetry, songs and movement notes included here
 - h. Visual Arts—notes and drawings from art classes included here
4. Journal for journaling your experience of basic exercises and inner work
5. Occasional Written Paper
6. Participation in all Philosophical and Grade Level Webinars
7. Class Study & Child Study—one each per candidate as assigned
8. Curriculum Project and others—as assigned
9. Field Work—ECE Field Manual & Workbook; Grades Field Workbook; and Field Mentor Reports; Forms for visitation of an experienced Waldorf teacher’s classroom in another school; On-Site Supervisor Evaluation Criteria—one per year of training

ASSIGNMENTS—WEBINARS (INTERACTIVE DISTANCE LEARNING—IDL)

In this IDL component of the training, all candidates must turn PowerPoint slides of Classroom work (board drawings, paintings etc.) into TS under the Waldorf Curriculum course where the GL Instructor can retrieve them to put into their webinar for viewing each month. In TS, this assignment is now called **Glimpses from the Classroom**. Webinar assignments are due on the last day of the month prior to the webinar. This is a regular homework assignment during the school year. Candidates are required to take pictures of the following for the PowerPoint slides:

Elementary Grades 1-8 Candidates:

- Artistic Work: Blackboard drawings, paintings and modeling projects.

- 3 levels of candidate work to share with their webinar instructor (exceptional, middle of the class, and struggling—diamond in the rough).
- Field Trips and Special Curriculum-related Projects
- Pictures of candidates at work (Be sure your school has written permission from parents to use their child’s photos)
- Child Study if assigned

Early Childhood Candidates:

- Artistic work to enhance the classroom beauty, such as nature tables, wool paintings, puppets, etc.
- Pictures of candidates at work in 3 distinct areas: physical activities; artistic activities; and social interchange (Be sure your school has written permission from parents to use their child’s photos)
- Field Trips and Special Curriculum-related Projects
- Child Study if assigned

Working with Students with Special Needs Candidates:

- Artistic work to enhance the classroom beauty, & artistic work with students
- Pictures of candidates at work with students in their small group class(es).
- Students doing Extra Lesson exercises to strengthen areas needing remediation; physical activities; artistic activities; and social interchange (Be sure your school has written permission from parents to use their child’s photos)
- Field Trips and Special Curriculum-related Projects
- Child Study if assigned

These examples should be put into PowerPoint slides by each candidate and uploaded into TS under the Waldorf Curriculum Course. The number of slides per candidate is determined by how many candidates the grade-level instructor has at their grade level, however at least 3 will be required per month. Multiple examples of teacher or student work may be added to each slide, as long as it can be seen easily. Candidates should expand their photos to fill the slide(s) so they may easily be copied and pasted in the grade level webinars. These Glimpses from the Classroom are due on the last day of each month prior to the month when there is a Grade Level webinar scheduled.

GRADING

Instructors are expected to Grade candidates’ homework within a week of submission in case there is need for revision. They are also expected to grade the rubrics as described therein, and not be lenient to provide clarity of expectations to students and to assure inter-rater reliability for all students. Should specific criteria in a rubric not apply, instructors should choose N/A for not applicable.

Instructors grading each course must become familiar with the instructions given in TS as well as the grading rubric for assignments and homework. Often, when more than one instructor is grading for a course, a conversation with other graders assists in providing consistent “inter-rater reliability”. It is the responsibility of instructors to seek out and plan for such conversations prior to grading candidate work in these cases.

Candidates must receive an overall grade of 3.0 (meets expectations) or 4.0 (exceeds expectations) in each course each semester over all 7 semesters to receive a certificate at the end of the training. GRADALIS instructors grade candidates based upon Rubrics located in TS for each assignment. All rubrics are made available to candidates in TS to use as a guide for their assigned homework. Participation and engagement in all aspects of the program are highly valued. The Participation Rubric is utilized for all face-to-face components, as well as all webinars and on-line components of the program. Writing assignments are graded using the Reflective Writing or Analytical Writing Rubrics. The Curriculum Project, assigned in the second year of the program is graded using the Curriculum Project rubric.

Grade Level Instructors, Field Mentors and Department Chairs grade homework using the TS system. Graders for each course are as follows:

- Waldorf Curriculum/Methodology—GL Instructors
- Visual Arts—Visual Arts Instructor
- Philosophical Foundations—Philosophical Foundations Instructor
- Inner Development Course (Journals)—Inner Development Instructors or Designees
- Temporal Arts—Executive Director with input from the instructors
- Waldorf Culture--Instructor
- Student Study—Instructor
- Field Work: Following Field Mentor Visits, Field Mentors grade their candidates' Field Workbooks and Field Mentor Reports. This is overseen by the Field Supervisor.

Any concerns about a candidate's progress in the course will be communicated via e-mail and phone conversations with the individual candidate by instructors and Department Chairs. Instructors keep a log of such communications for the candidate's file. Improvement plans will be put in place to support candidates who are falling behind and are at-risk of failure. Participation in all components of the program is essential to pass the course. Make-up assignments will be required for missed components. It is essential that Instructors communicate any concerns about a candidate's progress to the Department Chair as soon as possible. This includes situations where a candidate falls below the overall score of 3 in a grading rubric on any assignment.

It is GRADALIS' intent that candidates should fully engage in the learning by attending all lectures, webinars and artistic components of the training to gain the most from the program. The GRADALIS design seeks to be respectful of candidates'/teachers' time and asks only what is truly valuable as homework that can assist the candidate in developing their understanding of what it means to be a successful Waldorf teacher.

Satisfactory Academic Progress

To make satisfactory progress in the GRADALIS Training, candidates must be in attendance at least 90% of the time throughout the entire training. They must receive a 3.0 GPA or better on all assignments in each course each semester. In cases where a candidate falls below the 3.0 GPA or better grade to pass the course, or if a class was missed, make-up assignments will be assigned by the instructor of the class. To make up a missed webinar, the same content must be given to receive credit for the class. Students will be asked to review the recorded webinar and submit a written paper on the content of the webinar. An agreed upon due date for a make-up assignment will be decided with both the instructor and the candidate and this deadline must be met. If, by the end of the semester, a candidate has not met these requirements, he/she will not pass the course. If a candidate does not

pass more than one course per semester, the candidate will fail the semester based on a recommendation by the Stewards.

It is expected that candidates who must miss a class will inform the instructor prior to the class and will request a make-up assignment. The instructor can grant that assignment and will not unreasonably withhold such as request. If a candidate will miss the due date for submission of homework, then it is expected that the candidate will request an extension prior to the due date from the instructor who will not unreasonably withhold such an extension. However, the due date of the extension must be adhered to in order to receive credit for the make-up or late assignment.

If a candidate fails only one assignment in a course in a semester, a make-up assignment may be given for that one assignment and will be allowed if the quality of work is such that it receives a 3 or better on the grading rubric, and if the assignment is submitted by the agreed upon due date. If the candidate completes these requirements, the candidate will successfully pass the course and hence, the semester. Candidates must maintain an average of 3.0 or better in a course to Pass. To remain in Good Standing in the GRADALIS Training, candidates must pass all courses and all semesters. Not meeting these requirements of Satisfactory Academic Progress may result in the institution of an Academic Improvement Plan (AIP) and/or Probation. The AIP will include agreed upon due date(s) for all incomplete work. Based on fulfillment of the conditions stated in the AIP, the candidate may be removed from probationary status. Not meeting the requirements of the program and/or plan will result in the candidate being dropped from the program.

To APPEAL such a ruling, the candidate must put in writing the reasons for the appeal, give this to the Executive Director who will take it to the Board of Stewards for consideration. The final ruling of the Stewards will stand.

STATEMENT ON PLAGIARISM

Ensuring authenticity of candidate work is essential in the training as well as verification of identity during IDL classes. Therefore, GRADALIS has systems in place to assure attendance and integrity when it comes to grading of candidate work and assurances that candidates are highly involved and participating with GRADALIS content and components of the training. **(See Addendum F: Copyright and Fair Use Policies)**

GRADALIS encourages fairness and equity for all candidates in an environment where discovery and communication of knowledge are valued and protected. By enrolling in the GRADALIS training, candidates commit themselves to goals of academic integrity and expect to find them practiced and defended. Academic integrity in all its forms enhances the intellectual development of each candidate and the integrity of the institution. Because much of what GRADALIS asks of candidates is based on your experience with the subject matter, there is less likelihood of plagiarism in the training. However, in the writing of formal papers, academic misconduct harms both candidates and GRADALIS. Plagiarism and academic misconduct include, but are not limited to, the following:

1. Copying any other person's work and submitting it as one's own, whether as a written document or an oral presentation.
2. Copying or paraphrasing passages, sentences, phrases, data, statistics, isolated formulas, and visual aids from print, oral, or Internet sources without proper acknowledgment.
3. Using someone else's ideas without giving credit to the source.
4. Submitting work that resulted from an unauthorized collaborative effort as individual work.

5. Reusing or recycling a paper or research done for credit in a previous course without the permission and approval of all the instructors involved.
6. Offering material assembled or collected by others as one's own project or collection.
7. Fabricating or creating material (statistics, text, etc.) to cite as a legitimate source.
8. Documenting a source inaccurately.

Acceptable practices

To avoid plagiarism, candidates may use any of the following:

1. **Direct quotations** that are placed within quotation marks or indented in block form, with sources acknowledged within the candidate's own text or in in-text notes, footnotes, endnotes, or acknowledged orally.
2. **Paraphrases and summaries** of another's words with acknowledgment of the source.
3. **Ideas in general** taken from a source if the source is adequately acknowledged.
4. **References and resources** such as dictionaries and textbooks to correct and revise work. Candidates may also consult their instructors or others for help with correcting and revising their work, but they may not have another person correct and revise their work in its entirety.
5. **Keyboarding or typing** that is performed by another person. The keyboarder may not, however, change the content, organization, spelling, punctuation, words, or ideas of the writer.

Any violation of these principles may result in serious academic penalty, ranging from receiving a warning, to redoing the assignment, to receiving a grade of 1 for the assignment, to failing the course. If you have any questions, please contact your Department Chair or the Executive Director.

ATTENDANCE

It is essential that candidates are in attendance to meet GRADALIS expected requirements and responsibilities for completion of the Program. A high absentee level creates serious difficulties for candidates and for GRADALIS. Candidates are expected to contact their Instructor as well as their Department Chair and copy the Executive Director when they will miss a class. The minimum acceptable attendance for students enrolled in the GRADALIS training is a **90% attendance rate** for completion of the entire training. An absence is considered an absence by our accrediting agency. If a student missed a class, they are expected to make it up through means provided by instructors. Such make-ups are documented in the student's file. See below.

There are four definitions of Absence from a class or webinar:

1. Absence before the fact (informing the instructor prior to missing the class)
 2. Absence after the fact (not showing up for the class and not informing the instructor prior to missing the class)
 3. Arriving to class 30 minutes late is considered 1 absence
 4. Leaving a class 30 minutes early is considered 1 absence
- Tardy (Arriving late to a class or webinar)**
1. Tardy is defined as 10 minutes late
 2. Three Tardies = 1 Absence i.e. 30 minutes

Early Departures (Leaving early from a class or webinar)

1. Departing 10 minutes early from a class is defined as an Early Departure
2. Three Early Departures = 1 Absence i.e. 30 minutes

Student attendance is tracked in the **aPlus+Attendance Management System** (aPlus) where reports on student attendance are accessible to instructors and the Executive Director. Instructors teaching face-to-face classes, as well as IDL on-line classes are responsible to submit attendance in the **aPlus+Attendance Management System** within 30 minutes of completion of the class. Should a candidate miss one or more days in a Practicum Weekend or the Summer Intensive, the Executive Director will work with student and the instructor(s) to determine the best course of action to make up for such a large portion of the training content. Students are responsible to design a plan for approval by the Executive Director that will make-up the content of classes missed to receive credit for missed days throughout the training.

MAKE-UP WORK

At GRADALIS, there shall be no such thing as an excused absence. All classes and webinars must be attended to receive credit, or a make-up assignment shall be given with an agreed upon Due Date that should be met to receive a three (3.0) GPA or better including the Attendance Criteria on the grading rubric. Make-up assignments shall be created by design, not for convenience. Missed classes require make-up of the content missed.

Absence is absence in the training program and all absences must be made up in a way that will cover the content missed in a class as determined by the instructor. It is incumbent upon the candidate to come up with a plan that identifies an approved equivalent to make up the content missed. This then goes to the instructor for approval. Signed proof of made-up content will be provided by the candidate to the Instructor with a copy to Executive Director for his/her student file.

To make up a missed webinar, the instructor will send candidates the link to the webinar recording, along with instructions for the assignment, and a due date agreed upon by the instructor and the student will be established. Instructors keep track of candidates missed due dates and make-up assignments and share this information with the Executive Director and Associate Administrator when concerns arise. Such make-up assignments are kept in the candidate's file and attached to the semester report card where attendance was missed. It is expected that absences will only be for illness, family observed religious holidays, or family emergencies. Any other extenuating circumstances will be reviewed by the Stewards when determining the 90% attendance requirement.

LEAVE OF ABSENCE (SEE ADDENDUM I: LEAVE OF ABSENCE POLICY)

RESCHEDULING DUE TO UNAVOIDABLE CIRCUMSTANCES

GRADALIS training dates are set up ahead of time for each year. Rescheduling of webinars or other program components is absolutely discouraged, unless there are extreme extenuating circumstances. Candidates plan according to the Annual Candidate Program Calendar published in June for the coming school year. There may be instances where face-to-face classes may be cancelled for weather or other unavoidable circumstances that pose significant risks to candidates and staff. GRADALIS will contact candidates and staff should a closure be necessary. Re-scheduling of webinars rarely occurs, however extenuating circumstances may warrant such re-scheduling such as technology difficulties that cannot be addressed in a timely way. In such a case, an alternative

make-up date will be chosen by GRADALIS and communicated to staff and candidates.

BEHAVIOR EXPECTATIONS

BUSINESS CONDUCT AND ETHICS

Candidates who witness unprofessional conduct or ethics should contact the GRADALIS Executive Director or one of the Stewards to report the concern. Such concerns should be put in writing and will be dealt with swiftly and fairly. It is the expectation that GRADALIS instructors and staff should be professional at all times. As GRADALIS instructors modeling appropriate teaching behavior, such conduct is essential.

DRESS CODE FOR CANDIDATES AND EMPLOYEES

Candidates and Employees will dress in a modest manner with clothing that is not distracting to learning. Clothing shall be loose and conducive to movement.

EMPLOYEE AND CANDIDATE BEHAVIOR EXPECTATIONS

All employees and candidates are expected to behave in a professional manner

- Respect for self and others
- Creating a safe and secure environment where all candidates can learn
- Exhibit respect for all cultures
- Respect for individual differences
- Professionalism at all times
- Sensitivity to others' learning needs
- Assume positive intention in others

GRIEVANCE POLICY

(SEE ADDENDUM B)

GRADALIS encourages open and honest communication. However, there may be times when such communication is too difficult, and a grievance must be filed. Candidates and Employees who have a grievance or serious concern should follow the steps in the Grievance Policy found at the end of this Handbook. For any concern that deals with the immediate safety and welfare of any candidate or employee of GRADALIS, contact the Executive Director or a Steward immediately.

HARASSMENT AND SEXUAL HARASSMENT POLICY

(See Grievance Policy Addendum B) It is the policy of GRADALIS to provide an environment free from harassment of any kind. Harassment, whether because of age, race, color, religion, gender, creed, national origin, disability, gender identity, sexual orientation, or any other factor, will not be tolerated. Sexual harassment violates an individual's fundamental rights and personal dignity, is unlawful, and will not be tolerated by

GRADALIS. GRADALIS considers sexual harassment in all its forms to be a serious offense. **(See full Sexual Harassment Policy posted as Addendum C at the end of this Handbook).**

ACCET GRIEVANCE POLICY:

ACCET, our accreditation agency, provides a Grievance Policy both for grievances against ACCET and also against GRADALIS. The ACCET Grievance Policy can be found on page 43 of this catalog. Should you have a grievance you feel should be reported to ACCET, the form and policy are also posted on the GRADALIS website: gradalis.edu

COMMUNICATION POLICIES

COMMUNITY COMMUNICATION

GRADALIS staff and faculty are dedicated to clear and timely communication with candidates. Communication of faculty expectations and guidance are also taken seriously by GRADALIS Stewards, Department Chairs, and Administration. It is the hope of GRADALIS that all candidates and employees become knowledgeable about GRADALIS policies, procedures, course content and all expectations of GRADALIS programs.

TASKSTREAM AND GRADALIS GMAIL

Taskstream (TS) provides a platform for all communications through its e-mail system. All candidates will receive information to log into TS and set up his/her account upon admission to the GRADALIS training. If a candidate needs help, contact the Associate Administrator or Executive Director. We ask all assignment-related communications with candidates and staff be done using TS. This allows GRADALIS to have a record of these communications.

GRADALIS uses 4 e-mail forms of communication with candidates and staff:

1. Taskstream (TS) Communications via TS e-mail
2. Instructor's Gradalis e-mail
3. Tuition and enrollment related communication through dnloug@gradalis.edu
4. Tuition Invoices from dpavek@gradalis.edu

Taskstream (TS) Instructions: Important communications from GRADALIS administration, department chairs and instructors are disseminated through TS or through the instructor's GRADALIS e-mail. GRADALIS instructions and documents that guide the training are also kept in TS. Instructors and candidates are responsible to make themselves aware of the contents of the documents and coursework in TS, including assignments, due dates, and rubrics for grading in each course. This includes all courses and their corresponding assignments. Each semester, homework will be posted under each course in TS. When logging into TS, candidates click on the assignment and then submit their work by the published Due Date. Rubrics for grading are posted along with each assignment. To meet the expectations of each assignment, read the accompanying rubric and the instructions. Different instructors are responsible for grading assignments in different courses. For questions regarding TS,

contact the Executive Director. Also, located in TS are Grade Level Libraries where instructors are asked to submit helpful documents and resources to assist candidates in their classrooms.

GRADALIS E-Mail: GRADALIS Instructors, Stewards and Administration may frequently communicate GRADALIS business to candidates through our GRADALIS e-mails.

GRADALIS advises candidates and employees to check for e-mail in TS and GRADALIS e-mail daily to keep informed of updates and instructions for upcoming events, program components, instructions and homework. Employees may wish to roll their TS e-mail over to the e-mail checked regularly to fulfill this responsibility. To respond to TS e-mails, employees and candidates must go into TS to do this or respond to instructor's e-mails sent to students through GRADALIS g-mail accounts. It is the responsibility of candidates to check their e-mail on a regular basis. Any changes to contact information must be reported immediately to the Executive Director.

WEBSITE

GRADALIS has a website (www.gradalis.edu) that contains important information and updates about GRADALIS. Faculty members and candidates are welcome to contribute articles and submissions. Any submissions to the website from candidates and/or faculty (white papers, articles, editorials, photos, etc.) should be submitted to the Associate Administrator who will send them on to Department Chairs and Executive Director for approval before posting. All such submissions are appreciated and allow GRADALIS to share our work and valuable resources with the general public.

Candidates may submit photos of their work in the program and in their classrooms. To do so, candidates and employees should seek signed approval by the parents or the person photographed. If candidates are including pictures of candidates to be posted on the website, ask the school's administrator for this information as most schools have parents sign this waiver at the beginning of the school year.

CONFIDENTIALITY

(See Schedule D—FERPA Requirements) GRADALIS follows FERPA policies regarding privacy of candidate records. All candidate records are kept in a secure location, many in both electronic and hard copy. Candidate records are kept for seven (7) years after graduation from training, however transcripts are kept indefinitely or for as long as Gradalis provides the training. Gradalis instructors and employees must follow these privacy policies and candidate information is shared with staff on a need-to-know basis.

The Executive Director maintains and secures all student files according to acceptable best practices for the candidate's confidential file. All candidate records and privacy policies refer to all components of the training including IDL. Each employee is responsible for safeguarding the confidential information obtained during employment. In the course of this work, employees may have access to confidential information regarding GRADALIS Waldorf Consulting & Services LLC, its suppliers, its candidates, or perhaps even fellow employees. Employees have a responsibility to prevent revealing or divulging any such information unless it is necessary to do so in the performance of one's duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by the employee's supervisor. Any breach of this policy will not be tolerated.

INSTRUCTOR EVALUATION AND PERFORMANCE ASSESSMENT PROCESS

GRADALIS is committed to continual growth and development of its employees and instructors. Each employee will receive periodic (one time per year at least) performance reviews conducted by his/her supervisor or a GRADALIS Steward. During the year, Stewards and supervisors attend classes taught by each instructor. Based on the evaluation rubric, GRADALIS looks for quality instruction from its teachers.

Candidate input on the quality of our training is solicited throughout the training through anonymous surveys sent out through Taskstream. GRADALIS Stewards and staff appreciate both positive and constructive feedback from our candidates regarding quality of the program and areas needing improvement. Annual planning meetings takes place among faculty and Stewards within which candidate and faculty feedback is seriously considered. Upon occasion, a candidate may be invited to share insights with the committee. GRADALIS Stewards do reserve the right to manage the training based on years of experience with the program's successes, however candidate input will be taken into consideration when appropriate and necessary. Again, such input is also appreciated and valued. Curricula concerns will be shared with the Academic Senate who reviews coursework in the Program.

RESPECT FOR INTELLECTUAL PROPERTY

GRADALIS Teacher Training is the intellectual property of its Stewards. Materials published for use in the Program should never be shared by candidates with others outside the program unless he/she has received permission from the developer of the webinar or handouts, etc. When and if permission is granted, it is essential that credit be given to the party or parties who developed the materials and ideas.

PERSONAL SELLING OF GOODS OR SERVICES ON CAMPUS

Upon occasion, GRADALIS instructors may have goods and/or services they provide outside of their instruction time. Such marketing of these personal items must not be done during the time of instruction. Should someone wish to speak with an employee about such goods and/or services, the employee should ask them to contact them at a later time outside of class time. Any employee wishing to have GRADALIS market materials belonging to the employee, arrangements can be made through the Executive Director. If approved, GRADALIS may do such things as include such materials and services in marketing materials such as mailers and/or on the website.

Candidates wishing to sell goods or services on campus should make a formal written proposal to the Executive Director who will determine whether such an opportunity is in alignment with GRADALIS policies. Approval from the ED is required before any sales or marketing can take place.

CANDIDATE RECORDS/PRIVACY

(SEE ADDENDUM D—FERPA REQUIREMENTS)

GRADALIS follows FERPA policies regarding privacy of candidate records. All candidate records are kept in a secure location in both electronic and hard copy. Candidate records are kept for seven (7) years after graduation from training, however transcripts are kept indefinitely or for as long as Gradalis provides the training. Gradalis

instructors and employees must follow these privacy policies and candidate information is shared with staff on a need-to-know basis.

To view candidate records, contact the Executive Director. It is important for instructors to document all communications with candidates over the course of the training. Any verbal warnings and/or communication of concerns about candidate progress or behavior should be documented and turned into the Executive Director for the candidate's confidential file. All candidate records and privacy policies refer to all components of the training including IDL.

CANDIDATE AND EMPLOYEE WELFARE/SAFETY POLICY

GRADALIS employees shall comply with all Steward-approved policies, and applicable federal and state laws, concerning candidate welfare, safety, and health issues, including, without limitation, the requirements of federal law for a drug-free workplace.

We believe employees and candidates should work in an environment without intimidation, threats, or violence. Any action, which, in the Stewards' opinion, is inappropriate in the workplace, will not be tolerated. Such behaviors may include, but are not limited to, physical and/or verbal intimidation, threatening or violent conduct, vandalism, sabotage, arson, use of weapons, and/or carrying weapons onto the property where GRADALIS is conducting operations.

Employees and Candidates should immediately report any such occurrences to the Stewards and/or Administration. We will investigate complaints, and action will be taken which the Stewards believe is appropriate when employees or candidates are found to have engaged in any of the above conduct.

Every guest at GRADALIS is required to follow GRADALIS policy for welcoming guests that may include: sign-in at the front desk, receipt and wearing of a name badge, and stating the purpose for their visit. Safety in the workplace is the responsibility of all candidates & employees. As GRADALIS training is generally located in a state-approved school in a particular region, safety codes and conditions have been approved and should be met, including a certificate of occupancy from local and state authorities. GRADALIS carries liability insurance with the school named as additionally insured in case a situation arises that is not covered by the school. Safety and security are extremely important to GRADALIS as we work with the school to assure quality conditions for our candidates.

Candidates & Employees should directly contact law enforcement, security and/or other emergency services if they believe there is a bona fide threat to the safety and health of co-workers, volunteers, children, or candidates.

GRADALIS RELATED INJURIES

The goal of GRADALIS is to provide a healthy and safe work environment. Candidates should report any unsafe practices and/or conditions to the GRADALIS Administration immediately so corrective action can be taken.

Candidates should report all accidents in writing, no matter how minor, to Administration. Candidates should carry their health coverage document(s) in their wallet should there be need for any emergency care.

CANDIDATE UPDATED CONTACT AND EMERGENCY HEALTH INFORMATION

GRADALIS Waldorf Consulting & Services LLC is required by law to keep current each candidate's name, address, and contact information. At orientation or upon hiring, each candidate will fill out the Emergency Health Information Form to provide needed information about candidate's contact information, emergency contact and other information pertinent to the health and welfare of candidates should a situation arise. Candidates are responsible for immediately notifying the Executive Director in the event of a name, address or emergency information change.

Should a candidate have a health condition GRADALIS instructors and administration should be aware of, please report these confidentially to the Executive Director on this Emergency Health Form and in a conversation. The ED will share these with instructors on a "need to know" basis. Any documentation of the condition to accompany this report would be appreciated so we can provide the best care in case of an emergency.

CANDIDATE SERVICES

GRADALIS offers Candidate Orientation for those new to Waldorf education. This is offered to provide a foundational understanding of this methodology to facilitate ease of integration into the course content no matter what semester a student enters the program. The Summer Orientation takes place 2 days prior to the 2-Week Summer Intensive and goes over the foundations of Waldorf education, its history and biography of founder Rudolf Steiner. Included are the basics of terminology used in Waldorf schools and in Waldorf approaches. Introduction to the arts, curriculum, child development and the importance of the coursework candidates are about to take is covered. The orientation is required for those new to Waldorf education and optional for those who have been teaching in Waldorf schools for a number of years. This orientation is provided to allow candidates to transition smoothly into the cohort with other candidates have already completed prior semesters in the training. For those entering in the Fall Semester, the Executive Director will orient candidates to the systems and expectations of the program. Students who will benefit from the 2-day Summer Orientation shall be asked to participate during their first summer session.

Orientation to technologies used in the training to access candidate management systems (Taskstream) and webinars (Zoom) & PowerPoint as required for homework submissions. Candidates must supply their own laptop computers for this training and at home for attendance at webinars (the IDL portion of the training).

Technology support for those with additional questions and/or in need of assistant to become proficient users of these technologies.

Support for linking up with others coming from out of state to attend the training in Utah for the following purposes:

- Shared housing options
- Shared transportation options
- Activities while visiting in Utah over the 2-week training
- Restaurants and eating options in the area

- Consulting Services for those with questions or difficulties that require an instructor's help
- Academic counseling and support
- Career Counseling if needed

On-going mentoring from Grade Level Instructors provide monthly grade level instruction during the months while school is in session. Field Mentors visit candidates in their classrooms two times per year in the fall and spring throughout the training. This relationship welcomes open and honest communication that can grow over time. GRADALIS mentors are dedicated individuals committed to their candidates and who make themselves available for periodic check-ins and support.

We value the success of our candidates in completion of the program and on this path of developing their Waldorf expertise. Candidates should feel free to contact the Executive Director, their Grade-Level Instructor, Field Mentor or Department Chair for support and assistance. With questions about assignments or grading, contact the Executive Director.

For candidates needing financial assistance, GRADALIS does not offer scholarship support at this time. FRIENDS OF GRADALIS, a non-profit organization, has been established to explore scholarship and program development similar purposes. Its Board of Trustees hopes to provide grants and assistance to candidates in need. Anyone interested in helping to get this 501(c)(3) off the ground, contact the Executive Director of GRADALIS Waldorf Consulting & Services, LLC.

CANDIDATE WITHDRAWAL FROM THE PROGRAM

A candidate considering voluntary withdrawal from the training is encouraged to speak with their Department Chair and/or Executive Director to share any concerns he/she may have about the training before withdrawal. Such counseling by GRADALIS instructors and staff is made in hopes of retaining the candidate if possible in the program. Any grievances may be filed following the policy in this handbook. It is the hope of all GRADALIS staff that any concerns be addressed and corrected in a timely way to the satisfaction of the candidate.

Should a candidate fail to meet the expectations of the program, after fair feedback, communications, and opportunity to correct the situation, the candidate will be asked to withdraw from the Program. Improvement plans will be put in place to support candidates who are falling behind and are at-risk of failure. Participation in all components of the program is essential to pass the course. Make-up assignments will be required for missed components. It is essential that Instructors communicate any concerns about a candidate's progress to the Department Chair and Executive Director as soon as possible. This includes situations where a candidate falls below the overall score of 3 in a grading rubric on any assignment. The process by which a candidate can be dropped from the program must include a final decision, set forth in writing, by the Stewards with input from the Department Chair and pertinent faculty of the Collegium. Failing to pay tuition on time or failing to respond to cure the situation in a reasonable amount of time will also lead to a candidate being dropped from the program. Any concerns about a candidate's progress in the course will be communicated via TS e-mail and phone conversations with the individual candidate by instructors and Department Chairs. Instructors keep a log of such communications for the candidate's file.

Candidates wishing to withdraw from the program should give notice, preferably in writing, to the Department Chair with a copy sent to the Executive Director. Tuition refunds are based on the terms stated in the Cancellation & Refund Policy attached to candidates' signed Tuition Agreements (SEE ADDENDUM E). Calculations for refunds are applied universally according to the formula stated in the policy. All refunds are paid to the candidates within 45 days of withdrawal.

The Last Date of Attendance (LDA) is determined as the last day the candidate was in attendance in any of the components of the training. It is verified by instructors and reported to the Executive Director who begins the process of withdrawal and determining if a refund is due. Withdrawal is preferred in writing to the Executive Director however, it is not required. Attendance is monitored by instructors for all classes and components of the program. (See Attendance Policy in this handbook)

Enrollment in GRADALIS' Teacher Training is dependent on the candidate having a position in a school as a Class Teacher or an Assistant with a sponsoring teacher. Should a candidate no longer have a class within which to do their training and Internship, a candidate may need to withdraw from the training. A candidate-teacher who is let go from his/her position as a Class Teacher may find another teaching situation to remain in the training, or find a sponsoring teacher who will provide oversight of the candidate and allow him/her to teach certain classes and/or activities that can lead to competent skills in teaching. It is important all candidate-teachers in the training have ample opportunity to teach and implement what is learned in the training.

Once withdrawn or dropped from the program, a candidate wishing to reinstate must re-apply and be approved for admission into the program at the level and timeline determined by the Department Chair and Executive Director. Stewards of GRADALIS may also be involved in the decision.

CANCELLATION AND REFUND POLICY AND TUITION AGREEMENT

(See Addendum E)

GRADALIS POLICIES--ACCESS

Many policies & procedures affecting GRADALIS candidate-teachers are incorporated within this catalog. All GRADALIS' Policies & Procedures can be accessed at any time in Taskstream under General Information for easy student access. They are also posted on the GRADALIS website at gradalis.edu. They can also be provided upon request from the Executive Director.

ADDENDUM A: INTERNSHIP

GRADALIS TEACHER TRAINING INTERNSHIP FOR GRADALIS CANDIDATE-TEACHERS **DUTIES OF ON-SITE SCHOOL SUPERVISOR**

Gradalis Candidate-Teachers are required to visit the classroom and observe an experienced Waldorf teacher in another at least once during their training. In addition, Gradalis Candidate-Teachers are awarded clock hours for work done in their own classrooms in the course entitled FIELD WORK. This Internship requires On-Site Supervision by qualified evaluators at the School, in addition to Field Mentoring services provided two times per year during the training by qualified Gradalis Field Mentors.

Rationale: Gradalis seeks to provide meaningful oversight of Candidate-Teacher work in the classroom. To do this, there must be sufficient oversight by a School Supervisor who annually evaluates teachers. School On-Site Supervisors work in coordination with Gradalis to understand progress of Candidate-Teachers in meeting the objectives of the Internship. This coordinated effort provides the Candidate with the support he/she needs to succeed in the program.

Requirements for On-Site Supervision of Candidate-Teachers:

Periodic Drop-in Observations of Candidate-Teacher's Classroom & Practice

1. Designated On-site Supervisor periodically drops into the Candidate-Teacher's classroom to observe for a few minutes throughout each semester (fall and spring) and takes anecdotal notes on the form provided for Internship Observation. On-Site Supervisors are encouraged to share these observations with the candidate-teacher.
2. On-Site Supervisor meets with Field Mentor or the Gradalis Executive Director to share areas of strengths and areas needing improvement witnessed during Drop-in Observations. The Field Mentor is then able to support the candidate-teacher in their striving if needed.

Formal Observation for Evaluation Purposes:

1. The On-Site Supervisor fills out the Criteria for the Internship form in the Spring, and sends it to the Gradalis Executive Director by May 1 of each year. This form is reviewed by the Field Mentor and Department Chair to assess adequate progress in the Internship. Adequate Progress is considered an overall score of 3 or above on the Criteria for Internship.

Criteria for the Internship of each Candidate-Teacher:

1. All teachers have areas of strength and areas where they need to improve. To be a Waldorf teacher in grades ECE through Grade eight, courage and striving are needed. Becoming a Waldorf teacher is a path of continual growth.

Full Charge and Assistant Candidate-Teachers:

1. A Full Charge teacher is one who has his/her own class and plans all his/her own lessons as well as delivering them and directing the children under his/her care.
2. Gradalis accepts into our program Assistants whose lead teachers are willing to allow the Assistant to take periodic charge of the class, especially during Field Mentor Visits. Assistants receiving Waldorf training must meet periodically with the Class teacher to understand the lesson planning process used by the Class teacher to support the Waldorf approach. This sharing is essential for the success of the Assistant who will be prepared to become a Full Charge teacher one day. On-Site Supervisors do drop-ins for Assistants and evaluate them in their positions as Assistants. The On-Site Supervisor may meet with the lead teacher to discuss the strengths and areas needing improvement in order to fill out the Criteria for Internship form.
3. **The Field Work course includes a total of 224 hours of work over the course of the Training:**
 - a. **200 hours is credited for teaching per semester in the student's own classroom**, implementing what he/she is learning in the Early Childhood courses.
 - b. **Twenty-four (24) hours is credited to the Gradalis Field Mentor visit explained in bullet #2 below.**
 - c. **Glimpses from the Classroom:** Candidate-teachers take photos of work in their classrooms (handwork, nature tables, puppet plays, classroom photos) to share with their fellow students and instructors in 8 monthly EC Webinars each year. These photos are put into a PowerPoint and uploaded into Taskstream, our Student & Course Management System. These give the instructor a picture of how they are doing and the quality of work in the classroom.
4. **Field Mentor Visits:** A consistent Gradalis ECE mentor teacher visits the candidate-teacher and works to help this teacher identify areas of strength and challenge. This visit takes place **two (2) times yearly during the school year (each fall & spring) over the course of the 26-month training equaling 4 total visits during the training.**

5. **Addition of a minimum three (3) week (15-day) practicum for in-service teachers.** This includes at least two (2) weeks in another school under the supervision of a highly qualified Waldorf teacher. One of the three (3) weeks required may be done in the candidate's school but must be in a classroom other than their own. In cases where the candidate is an assistant in the classroom of a Waldorf teacher, then the one week can be completed by teaching for a week in that classroom under the lead teacher's supervision. In-Service EC teachers will be visited 4 times by a qualified EC mentor during their training.
6. **For Pre-Service teachers, those not working at least 3 days per week in a Waldorf early childhood setting,** must have a minimum of two weeks of observation and six weeks of practicum with experienced Waldorf Early Childhood teachers. During this practicum, he/she will be visited and mentored by a Gradalis EC Field Mentor 4 times during their training.
7. **Regular and rhythmic interaction with the faculty of the program.**
Through journals, readings, homework, and attendance in webinars, practicum weekends and the summer intensives.
8. **Memorandum of Understanding for Internships** with the Pedagogical Director or assigned On-Site Supervisor is signed and agreed upon between Gradalis and the school. This **School On-Site Supervisor** provides oversight of the candidate-teacher during the school year and is involved in the teacher's annual school evaluation. He/She is responsible to provide Gradalis with an annual **ECE Evaluation Criteria Sheet** emailed to the Gradalis Director each year by May 1st for the student's file. During the Field Mentor Visit twice per year, there is a **meeting with the School's On-Site Supervisor** to touch in about the Candidate-Teachers goals and what they are working on. Mentoring is different than evaluating. Gradalis Field Mentors are mentors. The School evaluates its own teachers. Gradalis wishes to not interfere with the mentor relationship that allows for free and honest mentoring by being asked by the school to evaluate the teachers. Gradalis feels this is the task of the school.
9. **Candidate-Teacher Maintenance of the Field Manual & Workbook:** through this document, self-evaluation, formulation of plans of action to guide and aid the candidate in making a successful passage into recognition as a fully and well-trained teacher. This is submitted within two (2) weeks following the Field Mentor Visit. (4 times over the course of the training).

CRITERIA FOR CANDIDATE PERFORMANCE DURING INTERNSHIP OF CANDIDATE-TEACHERS

All teachers have areas of strength and areas that are not as well developed. Gradualis teachers are taught to have courage and endeavor to learn all that is needed to be a competent generalist in all areas of elementary teaching. The following scale is used to score performance.

1 - Emerging (Almost never)	2 - Developing (Sometimes)	3 - Proficient (Most of the Time)	4 - Exceeds Expectations (Consistently)
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Observation Criteria are articulated as objectives. They are as follows.

Candidate-Teacher works toward the following objectives:

1. Objective #1: Plans lessons based on daily Waldorf rhythm for ECE; 2-day rhythm in older grades; 2 to 3-day rhythm in early grades
2. Objective #2: Is on task with their Annual Block Plan
3. Objective #3: Demonstrates good Classroom Management
4. Objective #4: Is growing in their ability to tell imaginative stories
5. Objective #5: Plans age-appropriate circle activities
6. Objective #6: Receives feedback in a healthy way and endeavors to readily improve his/her teaching
7. Objective #7: Meets the needs of diverse learners
8. Objective #8: Demonstrates thoughtful and successful transitions between classes
9. Objective #9: Works well with colleagues and parents
10. Objective #10: Is growing in their ability to observe children and appropriately address individual needs
11. Objective #11: Plans meaningful lessons
12. Objective #12: Is continually striving in artistic work

**INTERNSHIP REPORT FORM
 CRITERIA FOR EVALUATING ECE STUDENT PERFORMANCE
 DURING INTERNSHIP OF CANDIDATE-TEACHERS**

Candidate-Teacher Name: _____

On-Site Supervisor Name: _____

Date of Report: _____

Rate each objective as follows:

1- Emerging (Almost never)	2- Developing (Sometimes)	3 -Proficient (Most of the Time)	4 -Exceeds Expectations (Consistently)
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Observation Criteria:

Candidate-Teacher...

- | | |
|---|-----------------|
| 1. Objective #1: Plans lessons based on meeting ECE developmental needs
(3-4 week rhythm/block for circle, story, finger plays, festivals, etc.) | Score = |
| 2. Objective #2: Is on task with their Annual 3-4 Week Seasonal Plan | Score = |
| 3. Objective #3: Demonstrates good Classroom Management | Score = |
| 4. Objective #4: Is growing in their ability to tell imaginative stories | Score = |
| 5. Objective #5: Plans age-appropriate circle activities | Score = |
| 6. Objective #6: Receives feedback in a healthy way and endeavors to readily improve his/her teaching | Score = |
| 7. Objective #7: Differentiates to meet the developmental needs | Score = |
| 8. Objective #8: Demonstrates thoughtful and successful transitions between activities | Score = |
| 9. Objective #9: Works well with colleagues and parents | Score = |
| 10. Objective #10: Is growing in their ability to observe children and appropriately address individual needs | Score = |
| 11. Objective #11: Plans & executes artistic lessons on weekly basis | Score = |
| 12. Objective #12: Is continually striving in artistic work | Score = |
| | Average Score = |

ADDENDUM B: GRIEVANCE POLICY

GRADALIS encourages open and honest communication. However, there may be times when such communication is too difficult and a grievance must be filed. Students and Employees who have a grievance or serious concern should follow the steps in the Grievance Policy found at the end of this Handbook. For any concern that deals with the immediate safety and welfare of any student or employee of GRADALIS, contact the Executive Director or a Steward immediately.

STEPS FOR RESOLVING GRIEVANCES:

Responsibility for Grievance Procedure

The Stewards are ultimately responsible for ensuring that the process for resolution of grievances is followed. Authority for the process is routinely delegated as described below.

Basic Principle

Ideally, grievances should be resolved at the lowest level possible. The GRADALIS Directors may elect to be present during any level of the resolution process after Level 1, as may a representative from the Stewards group.

Levels of Resolution

Level 1: Direct Resolution

The direct resolution process consists of a meeting or meetings between the parties involved without others in attendance. Unless there is a bona fide safety concern, an attempt at direct resolution is to be made prior to requesting Administrative Resolution.

Level 2: Administrative Resolution

The administrative resolution process consists of a meeting between the parties involved with an uninvolved GRADALIS Director or Dept. Chair in attendance. At least one of the involved parties must request administrative resolution in writing to the Executive Director and/or Department Chair and state explicitly that it is being requested under Level 2 of the GRADALIS Grievance Procedure. An attempt at Administrative Resolution is to be made prior to requesting assistance from the formal Stewards group.

Level 3: GRADALIS Stewards

If Administrative Resolution did not resolve the issue, any party may file a **written appeal** to the GRADALIS Stewards. The Stewards shall decide at a specially called meeting to be held within 2 weeks to hear the matter and set a date. The Stewards will hear both sides of the conflict and decides the matter, or make a recommendation. The decision of the Stewards shall constitute the final decision of GRADALIS. Any Steward involved in such a conflict, shall recuse him/her self from the decision-making process.

Complaint Policy—Accet

The Accrediting Council for Continuing Education & Training (ACCET) requires all students and faculty know about its Complaint Policies. Should a student have concerns about ACCET or GRADALIS or both, contact ACCET and follow its grievance policy.

The purpose of this policy is to establish a standard method for processing complaints involving ACCET standards, policies, and procedures about a member institution or an institution whose submitted application for initial accreditation remains active. **POLICY REQUIREMENTS:** Accreditation is a partnership for quality in which an institution must meet established standards of educational quality. Toward that end, ACCET accredited institutions are responsible for maintaining ongoing compliance with the ACCET Standards for Accreditation and must inform participants of their right to communicate with ACCET regarding complaints relative to noncompliance with those standards. (See <http://accet.org/documents-forms>.

Document names and numbers:

1. POLICY ON ADVERSE ACTIONS AND OTHER NEGATIVE ACTIONS BY FEDERAL, STATE, AND OTHER ACCREDITING AGENCIES Document 48
2. POLICY AND PROCEDURE FOR PROCESSING COMPLAINTS INITIATED AGAINST ACCET ACCREDITED INSTITUTIONS Document 49
3. NOTICE TO STUDENTS: ACCET COMPLAINT PROCEDURE Document 49.1
4. POLICY AND PROCEDURE FOR PROCESSING COMPLAINTS INITIATED AGAINST ACCET Document 49.2

The purpose of this policy is to provide guidelines and directions for the resolution of grievances. Filing a grievance begins with an attempt at amicable resolution. There are six steps to the grievance process. If no resolution has been achieved in this manner, the person should then turn to GRADALIS' Grievance Policy posted in this handbook and on the website.

NOTICE TO STUDENTS: ACCET COMPLAINT PROCEDURE

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. When problems arise, students should make every attempt to find a fair and reasonable solution through the institution's internal complaint procedure, which is required of ACCET accredited institutions and frequently requires the submission of a written complaint. Refer to the institution's written complaint procedure which is published in the institution's catalog or otherwise available from the institution, upon request.

Note that ACCET will process complaints which involve ACCET standards and policies and, therefore, are within the scope of the accrediting agency. In the event that a student has exercised the institution's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:

1. Complaints should be submitted in writing and mailed, or emailed to the ACCET office. Complaints received by phone will be documented, but the complainant will be requested to submit the complaint in writing.
2. The letter of complaint must contain the following:
 - a) Name and location of the ACCET institution;
 - b) A detailed description of the alleged problem(s);
 - c) The approximate date(s) that the problem(s) occurred;
 - d) The names and titles/positions of all individual(s) involved in the problem(s), including faculty, staff, and/or other students;
 - e) What was previously done to resolve the complaint, along with evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
 - f) The name, email address, telephone number, and mailing address of the complainant. If the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved; and
 - g) The status of the complainant with the institution (e.g. current student, former student, etc.).
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g. student's enrollment agreement, syllabus or course outline, correspondence between the student and the institution).
4. SEND TO: ACCET CHAIR, COMPLAINT REVIEW COMMITTEE

1722 N Street, NW Washington, DC 20036

Telephone: (202) 955-1113

Fax: (202) 955-1118 or (202) 955-5306 Email: complaints@accet.org Website: www.accet.org

Note: Complainants will receive an acknowledgement of receipt within 15 days.

ADDENDUM C: SEXUAL HARASSMENT POLICY

Sexual Harassment raises issues that are, to some extent, unique in comparison to other forms of harassment, thus, GRADALIS believes it warrants separate emphasis.

GRADALIS strongly opposes sexual harassment and inappropriate sexual conduct. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- Submission to such conduct is made explicitly or implicitly a term or condition of employment or candidates' advancement.
- Submission to or rejection of such conduct is used as a basis for decisions affecting an individual's employment or status as a candidate; or
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work or school environment.

All employees are expected to conduct themselves in a professional and businesslike manner at all times. Inappropriate sexual conduct that could lead to a claim of sexual harassment is expressly prohibited in this policy. Such conduct includes, but is not limited to, sexually implicit or explicit communications whether in: Written form, such as cartoons, posters, calendars, notes, letters, E-mail; Verbal form, such as unwanted sexual comments, jokes, foul or obscene language of a sexual nature, gossiping or questions about another's sex life, or repeated unwanted requests for dates; etc. Physical gestures and other nonverbal behavior that is unwanted by either party shall be considered sexual harassment.

Grievance Process

To report a concern, follow the Grievance Process published in GRADALIS Policies in the Candidate and Employee Handbooks. If you consider the situation to be extremely serious, you should contact administration or a Steward immediately.

ADDENDUM D: FERPA NOTICE TO CANDIDATES

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law that pertains to the release of and access to educational records. Under FERPA a candidate has a right to inspect, amend and have some control over the disclosure of information from his or her educational records. To learn more, go to www.ed.gov/policy/gen/guid/fpco or contact the Family Policy Compliance Office at the Department of Education, 400 Maryland Ave SW, Washington DC 20202-5920.

What are educational records? Educational records fall into two general categories:

- a) Directory information—which is public information and
- b) Candidate records—which are not public information. Educational records are official records which are directly related to a candidate and are maintained by the School or Training. A record can be information recorded in any medium, including but not limited to handwriting, print, tape, film, microfilm, microfiche, CD archives, and digital images. Candidate records do not include medical or psychological records; employment records, law enforcement records; records of violation of candidate conduct; thesis or research papers; and alumni records collected after leaving the program.

What is “directory information?” FERPA identifies certain information, called directory information, that may be disclosed without the candidate's permission. GRADALIS has designated the following information as directory information:

Candidate’s name; local, permanent e-mail and home addresses; telephone listing; dates of attendance; marital status; date and place of birth; registration number; expected graduation date; enrollment status/class level; degrees and awards received; undergraduate institute and degree; major fields of study; minor fields of study; grades and transcripts; other as requested.

How do I obtain copies of my educational records? Copies of application documents can be requested from the Executive Director for a charge of 50 cents per page and will be provided within 30 days. For a transcript, contact the Executive Director and complete a *Transcript Request Form*. As GRADALIS does not provide credit for its program at this time, only unofficial transcripts will be provided. The cost of this record is \$6. A current candidate may request a summary of attendance for free prior to the last term of their program. General categories of educational records that are not related to transcripts are periodically reviewed and obsolete information is destroyed in accordance with our established retention schedule.

How do I change my educational records? A candidate may challenge the contents of their educational records by submitting a written statement to the Department Chair with a copy to the Executive Director detailing how the records are inaccurate, misleading, or otherwise in violation of the privacy rights of the candidate, and what the candidate believes to be the correct information. The Department chair will review the request. A favorable decision will allow the Executive Director to correct the record. A decision not to make a change will be made in writing and include the reasons for the decision. The candidate will be advised of their right to a hearing with the GRADALIS Stewards. The outcome will become part of the candidate’s records. The candidate may also place their own comments about the record in question. These statements will be released whenever the record in question is disclosed. If the outcome requires legal action, the candidate is responsible for all legal fees.

How do I restrict access to my directory information? A currently-enrolled candidate may restrict access to their directory information by submitting a written request to the Executive Director within 10 days of enrolling in fall/winter programs and 5 days in part-time and summer programs. Restricted information remains so until revoked by the candidate. A candidate may not have the right to remain anonymous in the classroom or to impede routine classroom communication and interactions. GRADALIS will make an effort to maintain the confidentiality of directory information that a candidate properly requests to not be publicly disclosed. GRADALIS disclaims any and all liability that may arise or be alleged as a result of honoring a candidate's instructions that directory information be withheld, or for the inadvertent disclosure of such information.

How do I see my educational records? Turn in written request to the Executive Director. Educational records will be provided within 30 days, except for financial records of parents or guardian, and confidential letters of recommendation where a waiver-of-right-of-access has been signed by the candidate.

Who has access to my educational records? According to FERPA, non-directory information of current candidates may not be released without prior written consent of the candidate. Exceptions include access by appropriate GRADALIS administrators, faculty, staff, and contractors acting on behalf of GRADALIS, who require access to educational records in order to perform their legitimate educational duties; officials of other schools in which the candidate intends to enroll; those in connection with a candidate's application for, or receipt of, financial aid; accrediting agencies conducting educational studies; federal, state or local officials or agencies authorized by law; a judicial order or subpoena, provided a reasonable effort is made to notify the candidate in advance, unless the subpoena specifically directs the institution not to disclose the existence of a subpoena; and, the parents of a dependent candidate as defined in section 152 of Internal Revenue Code of 1954, provided a reasonable effort is made to notify the candidate in advance.

Whom should I contact with questions or concerns? General questions or comments may be directed as appropriate to the:

- Executive Director by e-mailing dnloug@gradalis.edu or calling (720) 464-4557
- For forms or assistance with processing requests please contact:
- Department Chair for Early Childhood at briver@gradalis.edu
- Department Chair for Elementary Grades 1-8 at tschaefer@gradalis.edu
- Associate Administrator at cdrews.gradalis@gmail.com

If you feel there has been a violation of FERPA guidelines, contact Family Policy Compliance Office at the Department of Education, 400 Maryland Ave SW, Washington DC 20202-5920.



ADDENDUM E: CANCELLATION & REFUND POLICY

GRADALIS WALDORF CONSULTING & SERVICES, LLC (Revised April 16, 2021)

GRADALIS' Cancellation and Refund Policy complies with applicable federal and state laws and regulations, and ACCET policies. This policy has been compared to Colorado State and ACCET policies and follows the policies most lenient to the student. **Rationale:** GRADALIS seeks to promote goodwill through the use of explicitly stated fair and equitable cancellation and refund practices pertaining to cancellations, withdrawals, and terminations. GRADALIS takes into consideration: 1. Legitimate reasons why an applicant or student may not be able to either start or complete the training; and, 2. Reasonable expenses incurred by the institution.

GRADALIS **Tuition Agreements:** Student will be required to sign a Tuition Agreement before being admitted to the program. GRADALIS may hold student accountable financially for each 12-month period of the 26-month training, as required by ACCET. All charges attributable to each 12-month period are stated in the Tuition Agreement.

Application Fee: An initial non-refundable application processing fee of \$50 is due at the time of application. Upon application, the applicant will receive an invoice for \$50 after which the application will be processed for acceptance.

Refunds for Cancellations:

1. **Rejection of Applicant:** If GRADALIS rejects a student, a full refund of all monies paid will be made to the applicant, less a non-refundable application fee of \$50.
2. **Program Cancellation:** If GRADALIS cancels a program subsequent to a student's enrollment, GRADALIS will refund all monies paid by the student.
3. **Cancellation Prior to the Start of Class or No Show:** If an applicant accepted by GRADALIS cancels prior to the start of scheduled classes or never attends class (no-show), GRADALIS will refund all monies paid, less non-refundable application fee. (See this fee above)
4. **Cancellation After the Start of Class:** For enrolled and attending students, refunds are calculated using the Last Day of Attendance (LDA) and paid within forty-five (45) calendar days from the documented Date of Determination (DOD). The DOD is the date the student gives written or verbal notice of withdrawal to GRADALIS or the date GRADALIS terminates the student by applying GRADALIS' attendance, conduct or Satisfactory Academic Progress policy. A refund will be given based on a pro-rata basis (see full policy below) less the non-refundable application processing fee of \$50.
5. **Cooling off Period:** a three-business-day cooling off period, shall be honored, commencing with the day an enrollment agreement with the applicant is signed or an initial deposit or payment toward tuition and fees is made, until midnight of the third business day following such date or from the date that the students first visited the institution on-line or in-person, whichever is later, during which time the contract may be rescinded and all monies paid refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling-off period.

All refunds are paid by GRADALIS within forty-five (45) calendar days. Refund amounts for enrolled and attending students are based on a student's LDA (Last Day of Attendance) and the number of days completed by the student. A partial day is considered the same as a whole day provided the student was present. **Fifty percent (50%) of the Year's Program will be defined by the number of days completed out of the full number of days provided over the twelve-month period. Upon completion of "50% of the days," this will be deemed equivalent to a full year's Tuition financial obligation.** Tuition charges retained by GRADALIS will not exceed a pro rata portion of Tuition for the training period completed, plus ten percent (10%) of the unearned tuition for the period of training not completed up to a maximum of \$1,000. To be said in other words, "After fifty percent (50%) of the year's training days are completed by the student, **GRADALIS will be awarded a full 12-month tuition** for a student's (and by inference to a School's) financial obligation.

ADDENDUM F: COPYRIGHT AND FAIR USE POLICIES

What Is Copyright?

Simply put, "copyright is a legal device that provides the creator of a work of art or literature, or a work that conveys information or ideas, the right to control how the work is used" (Fishman, 2008, p. 6). The intent of copyright is to advance the progress of knowledge by giving an author of a work an economic incentive to create new works (Loren, 2000, para. 12).

What Cannot be Copyrighted?

- Works in the public domain:
 - Ideas are in the public domain.
 - Facts are in the public domain.
 - Words, names, slogans, or other short phrases also cannot be copyrighted. However, slogans, for example, can be protected by trademark law.
 - Blank forms.
 - Government works, which include:
 - Judicial opinions.
 - Public ordinances.
 - Administrative rulings.
 - Works created by federal government employees as part of their official responsibility.
 - Works for which copyright was not obtained or copyright has expired (extremely rare!) (U.S. Copyright Office, 2008, p. 3).

What Does Copyright Protect?

Copyright provides authors fairly substantial control over their work. The four basic protections are:

- The right to make copies of the work.
- The right to sell or otherwise distribute copies of the work.
- The right to prepare new works based on the protected work.
- The right to perform the protected work (such as a stage play or painting) in public (U.S. Copyright Office, 2008, p. 1).

What is Fair Use?

Fair use is the most significant limitation on the copyright holder's exclusive rights (United States Copyright Office, 2010, para. 1). Deciding whether the use of a work is fair IS NOT a science. There are no set guidelines that are universally accepted. Instead, the individual who wants to use a copyrighted work must weigh whether the use is reasonable or if permission should be sought from the originator first.

What are the Rules for Fair Use for Instructors?

Copying by instructors must meet tests for brevity and spontaneity:

- Brevity refers to how much of the work you can copy.
- Spontaneity refers to how many times one can copy and how much planning it takes to other-wise seek and obtain permission from a copyright holder (U.S. Copyright Office, 2009, p. 6).
According to the rule, the need to copy should occur closely in time to the need to use the copies. If you use something repeatedly, it is less likely to be considered fair use. The expectation is that you will obtain permission from the copyright holder as soon as it is feasible. Using something over a period of multiple semesters or years is not within the spirit of the fair use exception.

In addition, there are recommendations for what the U.S. Copyright Office calls "special" works.

- "Certain works in poetry, prose, or in 'poetic prose' which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety"(U.S. Copyright Office, 2009, p. 6).
- Special works should never be copied in their entirety.
- An excerpt of no more than two pages or 10 percent, whichever is less, is the rule for special works (U.S. Copyright Office, 2009, p. 6).

The use of the copies should be for one course at one school. The copies should include a notice of copyright acknowledging the author of the work (U.S. Copyright Office, 2009, p. 7).

In General, What Counts as Fair Use?

Keeping in mind the rules for instructors listed above, and that the source(s) of all materials must be cited in order to avoid plagiarism, general examples of limited portions of published materials that might be used in the classroom under fair use for a limited period of time, as discussed by the U.S. Copyright Office (2009, p. 6), include:

- A chapter from a book (never the entire book).
- An article from a periodical or newspaper.
- A short story, essay, or poem. One work is the norm whether it comes from an individual work or an anthology.
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.
- Poetry
 - Copies of a poem of 250 words or less that exists on two pages or less or 250 words from a longer poem.
- Prose
 - Copies of an article, story or essay that are 2,500 words or less or excerpts up to 1,000 words or 10 percent of the total work, whichever is less.
- Illustrations
 - Copies of a chart, graph, diagram, drawing, cartoon, or picture contained in a book or periodical issue (U.S. Copyright Office, 2009, p. 6).

What Should Be Avoided?

- Making multiple copies of different works that could substitute for the purchase of books, publisher's reprints, or periodicals.
- Copying and using the same work from semester to semester.
- Copying more than 9 separate times in a single semester (U.S. Copyright Office, 2009, p. 7).

When is Permission Required?

- When you intend to use the materials for commercial purposes.
- When you want to use the materials repeatedly.
- When you want to use a work in its entirety, especially when it is longer than 2,500 words (U.S. Copyright Office, 2009, p. 7).

Tips for Using Online Information

- Always credit the source of your information. **Credit Pinterest if using artwork from that source.** This can be done on the Title Page of your Webinar for instance. **If borrowing artwork from another teacher,** ask their permission and give them credit at the beginning of the webinar.

- If you do not see an individual named as the author, do not forget that the author may in fact be the organization responsible for the Web site. Credit the organization.
- Whenever feasible, ask the copyright holder for permission. If no copyright holder is specifically named, do not assume that the material is in the public domain. Assume that the copyright holder is the author, whether it be an individual or an organization. Keep a copy of your request for permission and the permission received.

Candidate Guidelines

- Candidates may incorporate portions of copyrighted materials when producing a project for a specific course.
- Candidates may perform and display their own projects and use them in their portfolio or use the project for job interviews or as supporting materials for application to graduate school (Lehman, 1998, p. 52).

Faculty Guidelines

- Faculty may include portions of copyrighted works when producing their own multimedia project for their teaching in support of curriculum-based instructional activities at educational institutions.
- Faculty may use their project for:
 - Assignments for candidate self-study
 - For online instruction provided that the network is secure and is designed to prevent unlawful copying (**send to candidates or upload only presentations that are in pdf, e.g. webinar handouts**)
 - For professional conferences, presentations, or workshops
 - For their professional portfolio (Lehman, 1998, p. 52).

Time Restrictions

- The fair use of copyrighted material in multimedia projects lasts for **two** years only. After two years, obtain permission before using the project again (Lehman, 1998, p. 53).

When Should You Get Permission?

- When you intend to use the project for commercial or non-educational purposes.
- When you intend to duplicate the project beyond the two copies allowed by the guidelines.
- When you plan to distribute the project beyond the scope of guidelines (Lehman, 1998, p. 54).
- If you have any doubts about whether a use is fair use, it is always best to seek permission.

What is software piracy?

It is the unauthorized duplication, distribution or use of computer software -- for example, making more copies of software than the license allows, or installing software licensed for one computer onto multiple computers or a server. Copying software is an act of copyright infringement, and is subject to civil and criminal penalties. It's illegal whether you use the copied software yourself, give it away, or sell it. And aiding piracy by providing unauthorized access to software or to serial numbers used to register software can also be illegal.

ADDENDUM G: FACULTY & STAFF

GRADALIS Administration:

1. **Executive Director: Donna Newberg-Long, Ph.D.**
 - a. Ph.D. in Educational Leadership, Donna has been principal of 3 schools and has taught grades 1-8 in Waldorf schools for over 20 years. She is founder of an independent Waldorf school in Hawaii.
2. **CFO: Tim Long MBA**
 - a. Tim is a trained hospital administrator with extensive experience in operations, accreditation and finances in both the hospital and charter school environment.

GRADALIS' Course Department Instructors:

1. **Philosophical Foundations; Thom Schaefer M.A., Bonnie River M.Ed., Karl Johnson M.A.**
 - a. Thom earned his Masters' Degree at Touro University and has over 30 years of experience working as a teacher or administrator in Waldorf schools. He is currently Pedagogical Director at Credo High School.
2. **Inner Development: Prairie Adams, B.A.; Thom Schaefer**
 - a. Prairie is a trained eurythmist and long-time member of the Anthroposophical Society of North America. She is a member of the Pedagogical Section which oversees Waldorf schools guided by Steiner's work.
3. **Waldorf Culture: Bonnie River M.Ed.**
 - a. Bonnie has her own preschool/kindergarten in Truckee, California and is the founder/designer of the Hybrid Waldorf Training at Touro University & Rudolf Steiner College.
4. **Waldorf Curriculum Grades 1-8: Thom Schaefer M.A.** (Same as above); ECE: Bonnie River M.Ed.
5. **Student Study** (Accountability, Waldorf Standards, Assessment & Remedial Approaches in Waldorf Schools: **Bonnie River M.Ed.** (Same as above); **Cristina Drews M.S.Ed.**; Karl Johnson, M.A.
6. **Field Work: Internship & Field Supervisor: Donna Newberg-Long Ph.D.** (Same as above)
7. **Temporal Arts: Prairie Adams B.A.**
 - a. Prairie's experience and love of the arts in Waldorf education led to her pursuit of eurythmy. She has been a eurythmist in Waldorf schools and is currently Pedagogical Director at Wasatch Waldorf Charter School.
8. **Visual Arts: Thesa Callinicos; Van James; Jennie Baudhuin; Thomas Baudhuin**

Grade-Level Instructors:

1. **Early Childhood:** Bonnie River M.Ed. (Same as above); Martha Gollogly, B.A.; Lin Welch, M.A.; Lori Daniels, B.A.
2. **First Grade:** Cristina Drews M.S.Ed.
 - Cristina has her Masters in Reading and has completed the Remedial Training. She is an active consultant in many Waldorf schools, gives evening lectures and educates candidates, teacher and parents in early grades literacy & math and other approaches in Waldorf Schools.
3. **Second Grade:** Cristina Drews M.S.Ed.
 - Cristina has taught many years in Waldorf schools.

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4. **Third Grade:** Janis Williams M.A.
 - Janis has been a teacher of Waldorf education for over 25 years. She is trained in Waldorf education & special education and completed the Remedial Training with **Audrey McCallen**. **She consults in Waldorf schools both public & private.**
 5. **Fourth Grade:** Sandra Kirschner B.A.
 - Sandra is currently a class teacher at Shining Mountain Waldorf School in Boulder, Colorado, and has been a class teacher for many years. She did her training in Los Angeles, CA.
 6. **Fifth Grade:** Thesa Callinicos
 - Thesa has taught Waldorf education as a class teacher for over 25 years, from Hawaii to California to Colorado. She did her Waldorf training at Emerson in England. She is currently a consultant for the new Waldorf initiative in Paonia, Colorado.
 7. **Sixth Grade:** Donna Newberg-Long Ph.D.
 - Donna is founder and a class teacher in Hawaii and Seattle. She has been principal of 2 charter school in Colorado and has worked in both public & independent Waldorf schools. She did her Waldorf training at Antioch University, New England.
 8. **Seventh Grade:** Jane Mulder B.A.
 - Jane is a long-time Waldorf class teacher and mentor. She takes blocks at a Waldorf school in California and brings years of insight to her mentoring of teachers at GRADALIS.
 9. **Eighth Grade:** Jane Mulder B.A.
 - Same as above.

Field Mentors:

1. Early Childhood: Martha Gollogly, Bonnie River
 - a. Martha trained in Germany and has her B.A. in Early Childhood. She has taught KG in Waldorf school for 17 years.
 - b. Bonnie River (see above)
2. First through Third Grade: Cristina Drews, Karl Johnson, Janis Williams
 - a. Cristina (same as above)
 - b. Karl is a long-time Waldorf educator & consultant for Waldorf schools. He was pedagogical director at a private Waldorf school in Oregon & a public Waldorf school in Hawaii. He has mentored teachers within the Waldorf movement for many years and brings lovely singing & instrumental music instruction as well as his passion for lecturing in Waldorf schools.
 - c. Janis Williams: see above for Grade Three
3. Fourth & Fifth Grade: Karl Johnson; Jane Mulder
4. Sixth through Eighth Grade: Karl Johnson, Jane Mulder, Donna Newberg-Long (Same as above)

ADDENDUM I: LEAVE OF ABSENCE POLICY

VIII-B-3 Leave-of-Absence Policy (Doc 36) (revision approved February 24, 2018)

GRADALIS strives to support candidates who experience hardship during the course of their training while also maintaining the integrity of the teacher training program. It is with these intentions that this policy has been created and approved to be fair and consistent.

VIII-B-3(A) WITHDRAWAL FROM THE PROGRAM AND RE-ENTRY

There are a number of reasons why a candidate might withdraw from the training:

1. Family Emergency
2. Illness
3. Overwhelm
4. Financial Hardship
5. Failure to meet the standards of the training

A Leave of Absence is a temporary break in a student's attendance during which he/she is considered to be continuously enrolled. To request a Leave of Absence from the training, the following conditions apply:

1. Student must request the Leave of Absence in writing in advance of the beginning date of the Leave of Absence, unless unforeseen circumstances prevent the student from doing so.
2. If a student does not request a Leave of Absence within 15 days of consecutive absence, the student shall be considered withdrawn.
3. **Leave of Absence is limited to 180 calendar days in any 12-month period**
4. **Multiple leaves of absence may be permitted provided the total of the leaves does not exceed the limit of 180 calendar days**
5. The student must sign and date the Leave of Absence request and specify a reason for the leave. The reason must be specified in order for GRADALIS to have a reasonable expectation of the student's return within the timeframe of the Leave of Absence as requested. This verifies the student attests to understanding the procedures and implications for returning or failing to return to his/her course of study.
6. GRADALIS Executive Director shall document approval of the Leave of Absence in accordance with this published policy and include in the student's permanent file
7. No additional charges shall be assessed as a result of the Leave of Absence
8. An approved Leave of Absence may be extended for an additional period of time provided the extension request meets the above requirements, and the total length of the Leave of Absence does **not exceed the specified limit of 180 calendar days**

At GRADALIS, there is no such thing as an excused absence. All classes and webinars must be attended to receive credit, or a make-up assignment will be given with an agreed upon Due Date that must be met. Make-up assignments are created by design, not for convenience. Therefore, the assignment given to one candidate may differ from that assigned to another candidate. Instructors consider an assignment that will be of value to the candidate and will add to the candidate's knowledge and understanding of the content missed.

VIII-B-3(b) CANDIDATE STATUS AT TIME OF WITHDRAWAL (GOOD STANDING V.S. NOT IN GOOD STANDING)

GOOD STANDING in the GRADALIS Training is determined to mean, at the time of withdrawal from the program:

1. The Candidate passed all attended semesters and all 8 courses with an average of 3.0 GPA or better in each course each semester.
2. Attendance at 90% as per the Attendance Policy
3. The Candidate is up-to-date in all tuition payments in accordance with the Teacher Training Services Agreement for the current 12-month period.

To pass each semester:

Candidates must be in attendance for all webinars and classes at an attendance rate of 90% in all classes and webinars to graduate successfully from the Program. If absence was necessary based on an emergency, illness, religious holiday or other reasonable situation, then the candidate must either request a Leave of Absence or give notice to the instructor prior to the class or webinar of his/her upcoming absence. For a student who missed a class, a make-up assignment of equal value will be given by the instructor and facilitated by the Executive Director, along with an agreed upon due date. This due date must be met and the quality of work must achieve a 3.0 or better on the grading rubric. All homework must be turned in by the Due Date or the candidate must request an extension from the instructor prior to the due date. Exceptions will only apply in rare instances of serious exceptional emergency situations, but still the make-up assignments must be completed to receive credit for that class or course.

NOT GOOD STANDING in the GRADALIS Training is determined to mean the candidate did not complete all courses with a 3.0 GPA or better in the semester when withdrawal occurred and/or was not in attendance 90% of the time for the entire training. Therefore, the candidate did not pass the semester. To remedy this situation, candidates have the following options:

1. If only one course is failed, then the candidate may be allowed to make-up the assignment that was not turned in. In such cases, an appropriate make-up assignment will be given and an agreed upon due date set. This due date must be met and the quality of the work must be at a 3.0 GPA or better on the rubric provided.
2. If more than one course is failed in a semester, the full semester must be repeated. In rare cases, a candidate may be asked to leave the training after failure to meet the standards. Grading is done based on rubrics of participation and performance. It is always the intention of GRADALIS faculty to help our candidates succeed in the training. In cases when a candidate continues to fail to meet the requirements, an Improvement Plan will be put in place and the candidate may be placed on probation in hope the candidate will meet the requirements. If this fails to work, the candidate may be asked to leave the training. In these cases, a candidate will leave the training as someone who is NOT IN GOOD STANDING at the end of their training. If all coursework is passed with a 3.0 GPA or better average per course each semester, then the candidate will be deemed IN GOOD STANDING when he/she withdraws.

The GRADALIS teacher training is made up of 8 courses that span seven (7) semesters. Candidates must meet the requirements of 3.0 GPA or better in each of the 8 courses each semester to be considered IN GOOD STANDING.

GRADALIS shall strive to support students who experience hardship during the course of their training while also maintaining the integrity of the teacher training program. It is with these intentions that this policy has been created and approved.

Prior tuition paid to GRADALIS shall be credited to the student's tuition account. Students may fail one semester and repeat it without having to pay additional tuition. A student who fails a semester more than once will need to pay for that semester again in hopes of passing the semester. To achieve a Waldorf Certificate at the end of the program, students must pass all 7 semesters with an average of three (3.0) GPA or better in each course and meet the 90% attendance rate. Make-up assignments shall be possible for missed webinars, classes and assignments. Instructors and GRADALIS administrators shall care about student success in the program and shall be willing to assist students who need additional support in order to pass assignments. Students should feel free to ask for this support in a timely way so the requirements and due dates can be met.

ADDENDUM J: RECRUITMENT POLICY

GRADALIS exercises due diligence to ensure that clear and accurate information is provided to prospective, current and former candidates, the public, and all interested parties and to guard against any misrepresentation. All communications with prospective candidates must be ethical and honest, including communications through social media, the internet, websites, advertising and promotional materials. GRADALIS cannot imply that employment, occupational advancement, certification and/or licensure are guaranteed. GRADALIS ensures that prospective candidates can reasonably be expected to benefit from the training offered.

GRADALIS or its representative will not make any misrepresentations including any false, erroneous or misleading statements in writing, visually, orally, or through other means that have any capacity, likelihood, or tendency to deceive or confuse a candidate, prospective candidate, member of the public, or accrediting, federal, or state agencies. Misrepresentations are prohibited in all forms, including advertising, promotional materials, or in the marketing or sales of the institution's courses and/or programs.

The institution must only make justifiable and provable claims. The institution must refrain from utilizing superlatives which create a factual impression that may be misleading.

An institution may use external agencies for the distribution of advertising and promotional materials. The institution must sufficiently control and monitor the external agencies to ensure honest and ethical practices. The institution is responsible for the representations made on its behalf by external agencies. Only the institution can enroll its participants.

All advertising, promotional literature, and websites include the full name GRADALIS Waldorf Consulting and Services, LLC (which may subsequently also include within any text the short-form, approved trade name, "GRADALIS").

All promotional materials, such as brochures, flyers, catalogs, candidate handbooks, websites, and other advertising materials will contain an accurate representation of the educational programs and services consistent with usual and customary state and accrediting body approvals, as applicable. Program names and lengths must be advertised and promoted consistent with these programs/coursework approvals.

There will be no confusion or misrepresentation regarding what constitutes the institution known as GRADALIS Waldorf Consulting and Services, LLC, and what constitutes its programs/courses approved to be offered by an accredited institution. Websites and other marketing mediums will not portray GRADALIS as an accredited entity, but GRADALIS will clearly present itself as a program so offered once it has received its accreditation by an accredited institution. GRADALIS programs and courses will refrain from so stating its accreditation in the marketplace until it has become so accredited by an accredited institution.

There will be no confusion or misrepresentation by GRADALIS regarding business endeavors that are outside of the institution's scope of accreditation. Websites and marketing for these business endeavors may not suggest or imply that they have received accreditation.

Advertising referencing accreditation of GRADALIS must include explicit reference to the accrediting institution utilizing its appropriate logo. It is assumed by GRADALIS that such representations and logo will be made available in digitized versions upon request for authorized use when the time becomes appropriate (not before).

For electronic media and websites, GRADALIS may well provide a hypertext mark-up language link (“html”) to an applicable page of the accrediting institution’s website, either directly (<http://www.accet.org>) or through an intermediate page on its website. All such use is predicated upon approval of GRADALIS within the context of the accrediting institution.

If applicable, GRADALIS will clearly identify any programmatic or specialized accreditation it may have and protect against any misrepresentation or misunderstanding regarding that accreditation.

GRADALIS as an institution will disclose to prospective candidates any conditions that may adversely impact the candidates’ ability to benefit from the training, sit for certification/licensure examinations, if applicable, and/or work in the field.

GRADALIS as an institution will not attempt to recruit participants in or around locations operated by a governmental or charitable agency that assists the economically disadvantaged or underprivileged, unless the institution has the express permission from the governmental or charitable agency.

GRADALIS as an educational institution when utilizing classified sections in newspapers or other media to attract participants will only advertise under headings such as, “Education,” “Schools,” or “Instruction,” that are intended to advertise for participants in education and training. Headings such as “Help Wanted,” “Employment,” or “Business Opportunities,” may be used only to procure/solicit employees for the institution.

Letters of endorsement, commendation, or recommendation may be used in advertising and promotional materials provided that: (a) prior consent of the author is obtained; (b) no remuneration is given for the consent; (c) they are strictly factual and portray the institution’s current conditions and circumstances. Such letters of endorsement, commendation, or recommendation and written consent will be kept on file by GRADALIS and subject to review for a period of one (1) year after its last use.

GRADALIS will not represent or create the slightest impression that a participant will be paid for enrolling in, or attending at, GRADALIS training programs.

The GRADALIS website, advertising, and promotional materials will clearly state that its training and education, rather than employment, is being offered. GRADALIS will not, and cannot, guarantee or otherwise assure that its graduates will become employed.

As an institution, GRADALIS’ representations about its completion and, if applicable, job placement statistics will be based upon the definitions and requirements of Document 28 – Completion and Job Placement Policy.

In advertising and promoting GRADALIS programs, as a vocational institution, it may utilize salary trends in the fields of its teacher training programs and the actual salaries of its employed graduates. However, the advertising and promotion must include the full range of salaries in the fields and other information necessary, if so used, for an accurate interpretation of the salary data.

It is understood by GRADALIS that Vocational institutions, such as GRADALIS seeks to become, are subject to the additional requirements of ACCET Document 29 – Catalog Guidelines and Checklist. Additionally, GRADALIS understands that for it to be an institution eligible to participate in Title IV federal financial aid must publish the disclosures and other information required by the U.S. Department of Education on their websites, promotional materials, and/or catalog.

Reference to financial aid availability will include the disclaimer “for those who qualify” at the appropriate time that GRADALIS becomes an accredited institution.

GRADALIS clearly understands that it will not misrepresent its accredited status, services, policies, practices, costs or any other aspect of its operations and, should it ever be challenged to the contrary, GRADALIS understands with clarity that it will demonstrate that it has ceased such conduct and that correct information has been publicly disseminated in a manner to correct the misperceptions so created. Such corrective actions will be reviewed by the accrediting institution for final disposition.

GRADALIS further understands that if an institution resigns its accredited status or has its accredited status denied or withdrawn, the once accredited institution will remove all references to ACCET accreditation and return the certificate(s) of accreditation to ACCET.

ADDENDUM K: BOOK LIST FOR GRADALIS TRAINING



GRADALIS

WALDORF CONSULTING & SERVICES LLC TEACHER TRAINING

BOOK LIST FOR GRADALIS TRAINING

REVISED MAY 2, 2021

PROGRAM GOALS:

1. Candidate acquires a working knowledge of Anthroposophy and integrates the underlying theory of human development (cognitive, soul, and physical) into his/her working in the various positions he/she assumes in his/her school setting. (FACTUAL)
2. Candidate investigates his/her own preset worldview and identifies how he/she has transformed this worldview as a result of activities within the program. (CONCEPTUAL)
3. Candidate formulates lessons within his/her setting that illustrate an understanding of and application of Waldorf teaching methods inclusive of temporal and visual arts. (PROCEDURAL)
4. Candidate actualizes self-knowledge through revision of daily practices that include rhythmic, conscientious inner-development and personal transformation. (META-COGNITIVE)

Required Texts: All Students

(used and new prices listed)

Semester 1:

BOOKS:

- STEINER, R. (1964 OR 2013). *PHILOSOPHY OF FREEDOM: THE BASIS FOR A MODERN WORLD CONCEPTION* (TRANSLATION BY MICHAEL WILSON—DIGITAL PRINT OUT OKAY OR BOOK). RUDOLF STEINER PRESS. FOREST ROW, UK. (\$14-\$29)
- Amrine, F. (2018). *Kicking Away the Ladder: The Philosophical Roots of Waldorf Education*. Waldorf Publications. Hudson, NY. (\$8-\$27)
- Lipson, M. (2002). *Stairway of Surprise*. Hudson N.Y: Anthroposophic Press. (\$12-\$31)
- Steiner, R. edited & introduced by Christopher Bamford (2004). *Start Now: A Book of Soul & Spiritual Exercises*. Great Barrington, MA: Steiner Books. (\$8-\$29)
- Steiner, R. (1994). *How to Know Higher Worlds: a modern path of initiation*. Translated by Christopher Bamford. Hudson N.Y: Anthroposophic Press. (\$7-\$20)
- Sturgeon-Day, L. (). *Biography Workbook and Life Cycles*. Fair Oaks, CA: (\$12.00 on Amazon)
- Petrash, J. (2002). *Understanding Waldorf Education: Teaching from the Inside Out*. Beltsville, MD. Gryphon House Inc. (ISBN-13:978-0-87659-246-5) and (ISBN-10:0-87659-246-9) (\$7-\$16)

(ECE ONLY)

- Foster, N. (2013). *Mood of the Fifth: A Musical Approach to Early Childhood*. Waldorf Early Childhood Association of North America. Spring Valley, NY. (ISBN:10-1936849216) (\$15.93-\$23 on Amazon).
- VON GUGELGEN, H. (1994). *UNDERSTANDING YOUNG CHILDREN: EXCERPTS FROM LECTURES BY RUDOLF STEINER* COMPILED FOR THE USE OF KINDERGARTEN TEACHERS. WALDORF EARLY CHILDHOOD ASSOCIATION OF NORTH AMERICA. SPRING VALLEY, NY. (ISBN: 10-1936849151) (FREE ONLINE)

(GRADES 1-8 ONLY)

- Frongillo, C. (). *The Importance of Being Musical: The Development & Practice of a Waldorf Music Curriculum*. Longmont, CO. AWSNA Publications. (ISBN: 13-978-1888365177) (\$4.99-\$12.00 on Amazon)

Semester 2:

Books:

- STEINER, R. (1964 OR 2013). *PHILOSOPHY OF FREEDOM: THE BASIS FOR A MODERN WORLD CONCEPTION* (TRANSLATION BY MICHAEL WILSON—DIGITAL PRINT OUT OKAY OR BOOK). RUDOLF STEINER PRESS. FOREST ROW, UK: LECTURES 1-7
- Amrine, F. (2018). *Kicking Away the Ladder: The Philosophical Roots of Waldorf Education*. Waldorf Publications. Hudson, NY.
- Lipson, M. (2002). *Stairway of Surprise*. Hudson N.Y: Anthroposophic Press.
- Steiner, R. edited & introduced by Christopher Bamford (2004). *Start Now: A Book of Soul & Spiritual Exercises*. Great Barrington, MA: Steiner Books.

Semester 3:

Books:

- STEINER, R. (1964 OR 2013). *PHILOSOPHY OF FREEDOM: THE BASIS FOR A MODERN WORLD CONCEPTION* (TRANSLATION BY MICHAEL WILSON—DIGITAL PRINT OUT OKAY OR BOOK). RUDOLF STEINER PRESS. FOREST ROW, UK.
- Amrine, F. (2018). *Kicking Away the Ladder: The Philosophical Roots of Waldorf Education*. Waldorf Publications. Hudson, NY,
- Lipson, M. (2002). *Stairway of Surprise*. Hudson N.Y: Anthroposophic Press.
- Steiner, R. edited & introduced by Christopher Bamford (2004). *Start Now: A Book of Soul & Spiritual Exercises*. Great Barrington, MA: Steiner Books.

Semester 4:

BOOKS:

- STEINER, R. (1995). *FOUNDATIONS OF HUMAN EXPERIENCE*. HUDSON, NY: ANTHROPOSOPHIC PRESS. LECTURES 1-5 (\$8-\$30)
- Steiner, R. edited & introduced by Christopher Bamford (2004). *Start Now: A Book of Soul & Spiritual Exercises*. Great Barrington, MA: Steiner Books.

Semester 5:

BOOKS:

- STEINER, R. (1995). *FOUNDATIONS OF HUMAN EXPERIENCE*. HUDSON, NY: ANTHROPOSOPHIC PRESS. LECTURES 6-10
- Steiner, R. edited & introduced by Christopher Bamford (2004). *Start Now: A Book of Soul & Spiritual Exercises*. Great Barrington, MA: Steiner Books.

Semester 6:

- STEINER, R. (1995). *FOUNDATIONS OF HUMAN EXPERIENCE*. HUDSON, NY: ANTHROPOSOPHIC PRESS.
- Steiner, R. edited & introduced by Christopher Bamford (2004). *Start Now: A Book of Soul & Spiritual Exercises*. Great Barrington, MA: Steiner Books.
- STEINER, R. (2007). *BALANCE IN TEACHING*. GREAT BARRINGTON, MA: STEINER BOOKS/THE ANTHROPOSOPHIC PRESS. (\$9-\$18)

Semester 7:

Books:

- Steiner, R. (2007). *Balance in Teaching*. Great Barrington, MA: Steiner Books/The Anthroposophic Press. Lectures 1-4
- Steiner, R. (1996) *The Child's Changing Consciousness*. Great Barrington, MA; Steiner Books. Lectures 1-8 (\$8-\$25)
- Steiner, R. (1995). *Knowledge of the Higher Worlds and its Attainment* Hudson N.Y: Anthroposophic Press.
- Lipson, M. (2002). *Stairway of Surprise*. Hudson N.Y: Anthroposophic Press.
- Steiner, R. edited & introduced by Christopher Bamford (2004). *Start Now: A Book of Soul & Spiritual Exercises*. Great Barrington, MA: Steiner Books.

Recommended Texts: ECE Students

- Jaffke, Freya. (1996) *Work and Play in Early Childhood*. (\$7-\$16)
Jenkinson, S. (1996) *The Genius of Play*. (\$5-\$35)
Schoorel, E. (1996) *The First Seven Years*. (\$16-\$25)
Brothers Grimm. (1996) *The Complete Grimm's Fairy Tales*. (\$2-\$17)

Recommended Texts: Grades 1-8 Students

Rudolf Steiner Archives or

the Online Waldorf Library)

(many available for free download from

- Schmitt-Stegmann, A. (2015). *The Uniqueness of Waldorf Education*. Fair Oaks, CA: Rudolf Steiner College Press (ISBN: 978-0-9818095-5-7) (\$23)
Steiner, R. (1967). *Discussions with Teachers*. London, Rudolf Steiner Press. (\$5 or online free)
Steiner, R. (1976). *Practical Advice to Teachers*. London, Rudolf Steiner Press. (\$10-\$25 or online free)
Steiner, R. (1995). *The Kingdom of Childhood*. London, Anthroposophic Press. Hudson, New York. (\$1-\$15 or online free)
Harwood, A.C. (1958). *The Recovery of Man in Childhood*. London, Anthroposophic Press. Spring Valley New York. (\$4-\$64 or online free)
Niederhauser, G. and Frohlich, M. (1984) *Form Drawing: A Practical Guide to Form Drawing in Waldorf Schools*. Spring Valley, NY: Mercury Press (ISBN: 0-936132-42-6) (\$19-\$57)
Embry, L. (). *Form Drawing Grades One through Four*. (\$10-\$50)
James, V. (2013). *Drawing with Hand, Head, and Heart*. Great Barrington, MA: Steiner Books. (ISBN: 978-1-62148-010-5) (\$21-\$25)
James, V. (2020). *Painting with Hand, Head, and Heart*. Great Barrington, MA: Steiner Books. (ISBN: 978-164786858-1) (\$37-\$47)
Trostli, R. (1998). *Rhythms of Learning: Selected Lectures by Rudolf Steiner*. Great Barrington, MA: Anthroposophic Press. (ISBN: 0-88010-451-1) (\$27-\$43)
Rawson, M. and Richter, T. (reprinted 2010). *The Educational Tasks and Content of the Steiner Waldorf Curriculum*. Forest Rowe, UK: Steiner Schools Fellowship Publications. (ISBN: 1-900169-07-X) (\$24-\$40)
Ramsdan, A. (). *The Storytellers Way*. (\$24-\$30)
Selg, P. (). *The Essence of Waldorf Education*. (\$12-\$14)



ADDENDUM M:

MATERIALS LIST FOR EARLY CHILDHOOD

2021-2022 Early Childhood Materials

Materials needed for every Practicum and Summer Intensive 2021-22

Materials Fees for full Training will be \$45 per summer semester —an invoice will be sent to your e-mail for this fee. Please pay on the invoice or bring a check to the Summer Intensive Registration.

Total cost of materials fees, materials supplied by student & books over the course of the training could be as much as \$845. Books (if new) = \$271.00 or (if used) \$101.00.

Costs can be much less if you are able to borrow items from your school or classroom.

All supplies will be used by the student in their classrooms at school and in their training.

Required for All Candidate-Teachers in the Training:

1. **Working laptop/computer and cords etc.** (laptops will not be allowed to be used in the classroom except for specific purposes, including learning use of technologies used in the training & taking surveys at the end of each training. Turn off all cell phones during classes.)
 - There will be instruction in how to use our training technology.
 - Must have internet capability, good battery capacity, and Microsoft Word or Open Office loaded onto the laptop
 - You will need to be able to download Adobe Connect
 - Bring any other items you will need to support your computer. We do not have chargers or extension cords.
 - We strongly encourage that notes be taken by hand in your Gradalis 3-ring Binder (See #2 below)

1. **Unlined Journal** - we request that you choose a covered, stiff-backed pad bound (moleskin type, or a spiral bound type) journal no smaller than 5x7 and not loose-leaf (NOTE: Wasatch teachers –the journals your school issued to you are the ones you may continue to use) (\$5.00)
2. **Two 3-ring binders** with loose-leaf papers or other notebook paper for notes, and **1 packet of 8-tab dividers** (\$7.00) One for each of the 8 courses.
3. **Pens and Pencils** (\$3)
4. **1-inch flat watercolor paintbrush** (natural blend of bristles is essential) $\frac{3}{4}$ or **1-inch flat watercolor flat paintbrush** (natural blend of bristles works best) (Mercurius Boar Bristle .87 brush is fine at \$8.10, or Polecat .87 brush \$40.00—best)
5. **Eurythmy shoes** if you have them. If not please be prepared to have movement and Eurythmy in bare feet, as socks are too slippery. (\$19.00 at Mercurius)
6. **Camera or smartphone.** You will need to be able to take photos or transfer documents, images or other data to your computer using PowerPoint with your camera or smartphone. We'll teach you how if you don't know. Promise.
7. **A water bottle and any snacks for during class**

Required for all ECE Candidate-Teachers in Training:

- **Pentatonic Glockenspiel** – (\$79.00 from Amazon or \$99 from other Waldorf vendors like Waldorf Supplies or Mercurius) Auris Pentatonic 7-Tone Straight is least expensive with 2 mallets, one rubber, one wood.
- **Pentatonic Harp** (also known as a Kinder Lyre) Highly recommend the **Meadow Lyre from Palumba. \$199.99** Order online. Takes 2 weeks to make. <https://www.palumba.com/meadow-lyre.html>.
 - Or borrow a nice wooden lyre from your school. Consider asking school to purchase one for your classroom if you don't have this already.
- **Pentatonic Flute (Choroi)** Purchase from Mercurius (\$65) or borrow from your school. Let Donna know if you need a loaner. We may be able to secure a few of those. You'll need one for your class and to practice though.

- **Book:** *Mood of the Fifth: A Musical Approach to Early Childhood*. (\$15.93-\$23 on Amazon).
- **Sewing Kit:**
 - **Sewing needles:** Regular, Sharps, and Embroidery (\$3-\$5)
 - **Strong thread such as button and carpet thread thread**—3 colors: white, beige, gray (\$3-\$5 each)
 - **Regular sewing thread** (\$3-\$4 each) 2 colors
 - **Sharp small scissors** (\$12)
 - **Needle threader if needed** (\$3)
 - **Apron for dyeing classes and metal tongs for dipping** (\$8)
- **Beeswax Crayons** (8 block and 15 stick)
 - 15 STICK FABER-CASTELL WORLD COLORS BEESWAX CRAYONS - 15 COUNT, 9 TRADITIONAL AND 6 SKIN COLOR CRAYONS - MULTICULTURAL CRAYONS FOR KIDS (\$5.99) FROM AMAZON
- **3-ring notebook specific to ECE studies** (\$5)
- **Academic planning calendar** (your choice-it must have space for daily, weekly, and monthly planning) (\$6-8)
- **Book for ECE Webinar Study:** *The Red Book: Understanding Young Children* by Steiner (Can be downloaded from Online Waldorf Library for free) file:///C:/Users/Owner/Downloads/D555F773-92D1-FDF9-76B7-C9CAEBDCD22B_Understanding_Young_Children.pdf



MATERIALS LIST FOR GRADES 1-8

2021-2022 Materials

These items will be used throughout your training so please bring art materials and notebooks to each face-to-face session. You can save costs if you can borrow an instrument and art supplies from your school or classroom.

Grades 1 – 8 Total Cost of Materials & New Books = \$452.00

Grades 1 – 8 Total Cost of Materials & Used Books = \$256.00
(Shipping & taxes vary by State)

Working laptop/computer and cords etc. (laptops will not be allowed to be used in the classroom except for specific purposes, including learning use of technologies used in the training & taking surveys at the end of each training. Turn off all cell phones during classes.)

- There will be instruction in how to use our training technology in the Orientation prior to the training.
 - Must have internet capability, good battery capacity, and Microsoft Word or Open Office loaded onto the laptop
 - You will need to be able to download Adobe Connect and register in Taskstream
 - Bring any other items you will need to support your computer. We do not have chargers or extension cords.
- NOTE-TAKING is done by hand in your Gradalis 3-ring binder unless special consideration is needed. Contact the Executive Director for any special considerations.
2. **Colored Pencils**—Mercurius or similar (**Lyra assorted pack of 12 \$21.20; Prisma Color (12) \$14.00**)
 - Softer lead & beautiful colors from your Waldorf school store or from an art supply store. For example, Prisma Colors, or order Lyra soon from Mercurius. They have giants that are good for younger grade 2/3 students)
 3. **Beeswax Crayons** (8 block and 15 stick)
 - 15 STICK FABER-CASTELL WORLD COLORS BEESWAX CRAYONS - 15 COUNT, 9 TRADITIONAL AND 6 SKIN COLOR CRAYONS - MULTICULTURAL CRAYONS FOR KIDS (\$5.99) FROM AMAZON
 - 8 BLOCK BEESWAX CRAYONS (FROM MERCURIUS OR AMAZON) (\$19.40) OR BORROW FROM YOUR SCHOOL/CLASSROOM
 4. **Visual Arts includes Watercolor Painting, Waldorf Drawing and Clay Modeling.** This summer will focus on Watercolor & Drawing. Some Clay Modeling possible for Graduating Year 3 Students.
 - Bring above beeswax crayons and colored pencils
 - 1 Box of Sargent Square Chalk Pastels—24 count (**\$11.99 Hobby Lobby or similar**)
 5. **Ink pens and pencils for taking notes (\$3.00)**
 6. **Pencil/crayon dual sharpener (\$7.10 at Mercurius) and eraser (\$3.00)** Mercurius has dual ones with 2-hole sizes
 7. **Unlined Journal** - we request that you choose a covered, stiff-backed pad bound (moleskin type, or a spiral bound type) journal no smaller than 5x7 and not loose-leaf (NOTE: Wasatch teachers –the journals your school issued to you are the ones you may continue to use) (**\$5.00 at Marshalls or Ross e.g.**)
 8. **New Students. Two 3-ring binders** with loose-leaf papers or other notebook paper for taking notes, and **1 packet of 8-tab dividers (one for each of the 8 courses) (\$7.00)**
 - Returning students, bring your notebook(s) with notes and organized for grading.
 9. **Recorder or Pentatonic Flute**
 - Grades 1-2: Pentatonic Flute (purchase or borrow from your classroom). (Cost is around \$65.00 from Mercurius & Amazon)

- **Grades 2-8:** Soprano Baroque Recorder (No C Flutes, please) (Cost = \$10.00-15.00 for Yamaha white plastic or pear wood) (Grade 2 will learn both pentatonic & soprano baroque instruments during their training) (Best we've found is the black Angel Halo Baroque Soprano recorder for **\$16.00**)
 - If you have an alto, tenor, or bass recorder, please bring it. Label with your name.
 - Purchase at most music stores or online
- 10. Eurythmy shoes** if you have them. If not, please be prepared to have movement and Eurythmy in bare feet, as socks are too slippery. (We'll have a few eurythmy shoes of different sizes on sale (To order from Mercurius = **\$19.00**)
- 11. Camera or smartphone.** You will need to be able to transfer documents, images or other data to your computer using PowerPoint with your camera or smartphone. Take photos of your artwork to submit at the end of each training element into Taskstream.
- 12. Grades 1-8**
- **1-inch flat watercolor flat paintbrush** (natural blend of bristles works best) (Mercurius Boar Bristle .87 brush is fine at \$8.10 or Polecat .87 brush \$40.00—best)
 - **Grade 6 Teachers**—bring good compass (6" radius), 18" metal ruler, triangle & protractor for geometrical drawing (cost: around **\$12 at Michaels** etc.) to Summer Intensive 3rd Week.
- 13. A water bottle** and any snacks for during class if you wish

Please Note: If you can borrow materials or instruments from your school or classroom, this can save costs