



**TEACHING FIELD EXPERIENCE GUIDE BOOK
FIRST FIELD EXPERIENCE
STUDENT-TEACHER MANUAL**

Waldorf -Student-Teacher Enquiries and Activities

First Practicum

*For teachers intending to teach in either an Independent Waldorf School or a
Public School inspired-by Waldorf Education*

*This portfolio could serve the student in gaining field supervision credit for the
California Teaching Credential*

Activities in partial fulfillment of requirements for AWSNA-approved
Waldorf Teacher Certification

Student name:

Dates of Field Experience:

If found please call:

Dear Student teacher,

This journal-type booklet of activities is created to serve your progress in becoming a Waldorf Teacher. Please take some time to look through it and see what kinds of activities you will be engaged in as you work with your mentor teacher and acquire the knowledge and competencies of a teacher in Waldorf Education.

At least One Month BEFORE YOU START YOUR FIELD EXPERIENCE, DECLARE YOUR INTENT.

You have the possibility of a **singular intent**: to gain the M.A. in Waldorf Teaching with focus toward teaching in an independent Waldorf School. If you do not declare your intent, your faculty will assume that you are selecting the singular intent.

You have the **possibility** of dual intent: the above-stated intent and retroactively applying this field experience toward a California Teaching Credential. This is ONLY A POSSIBILITY at this time as we have not yet achieved the accreditation by the Western Association of Schools and Colleges and the latter is a prerequisite to our approach to the California Commission on Teacher Credentialing (CCTC). It is hoped that your official records of this work could help you in getting the credential. If you choose this option, it will affect the amount of visits to you by a field supervisor, it will also mean that your field supervisor must hold a valid California Credential and be an experienced Waldorf Teacher as well.

THE JOURNAL PROCESS

Research shows that teachers, who reflect and think about how they teach, how they meet students, and students needs and what they are feeling as they teach, become more engaged and thus strive to always improve their teaching skills.

Please keep a journal of your activities, your reflections and your sense of what you are learning. Please use the following guiding enquiries to help you think about what you are doing

Enquiries for reflective journal process

Guiding Enquiries: These are guiding questions for self-reflection, however, please see them as guides – only. For example, two or more enquiry areas could be done in a single entry or none could be done in an entry. These inquiries can be repeated and are meant to help the student see his/her growth of teaching and observation skills over the course of the practicum. Please use the sheets provided for the journal entries as they are a course requirement.

In addition, it is most important that the student-teacher be candid and write in a familiar and relaxed tone. If you are struggling, say it! If you have a triumph, say it! Use the enquiries to guide your self-reflection, but do not be hemmed in by them.

The lists of Teaching Profession expectations for the California Credential and the expectations for Waldorf Teaching are on the journal pages for you to refer to. If you think, you may want to gain the California Credential, though we cannot assure you that the field experience could be applied toward this, we will then, provide for some of your

supervising visits to be done by a Credential-holding teacher/supervisor who can and will focus comments also to the California Teaching Profession Expectations (13 TPEs).

Student Enquiries for Guidance in Journal Entries

- Journal Enquiry #1: (use reflection journal form) What is your/your mentor teacher's primary mode of classroom management? Rules, songs, gestures, pace, attention... Describe subtle and explicit ways s/he conducts the rhythm of class activities. Research classroom management styles. (refer to class handouts, if given) Are you too authoritarian or too laissez-faire or do you have a balance? (TPE 5,6,10,11)
- Journal Enquiry #2: What is the Waldorf Main Lesson Block being taught? What main core subject area is emphasized? (math, language arts, sciences). What skills are you fostering or explicitly teaching. What is your core knowledge of the core subject area and how are you making it comprehensible to the students? Are you noticing that the instruction is implicit, embedded, experiential... what skill is being learned without you explicitly naming it? (TPE 1a, TPE 4, 5,6)
- Journal Enquiry #3: How do you notice what the students are understanding, or able to do? Can you quote words used or gestures or...? (TPE 2,3)
- Journal Enquiry #4: What is the most challenging part of your(the) teaching work? What gives you (the teacher) a sense of ease? Are you working inwardly, could you describe how this may be affecting you?
- Journal Enquiry #5: What is the timing of the activities Main Lesson (or subject lesson, or kindergarten)? Regarding skills: introduction, practice, you (or the teacher) is using... is there a rhythm? (TPE 9,10)
- Journal Enquiry #6: How is healthy social environment fostered? (TPE 11) Is there a campus-wide agreement on healthy social conduct? What form does this take and what is the evidence that it is weaving-working throughout the campus?
- Journal Enquiry #7: How do you know the students? Could you characterize the class... by temperament, by types, by affinities, by gender? What children have been brought to child study? Are any children doing activities that offer extra support to their learning process? (TPE 8,12,13)
- Journal Enquiry #8: How is student learning assessed? What records are kept? Ask your mentor teacher to share with you what his/her process is for monitoring and tracking student progress in core academic skill-areas (reading, writing and mathematics). Does she/he do formative, on-going and summative assessments?
- Journal Enquiry #9: Are there English Language Learners or Different Learners in the class? How are lessons adapted so that the students comprehend and participate?

What do you notice about these students? Are you (the teacher, or others) helping them build vocabulary, if so, how? (TPE 4,5,6,7)

- Journal Enquiry #10: Planning to teach. Reflect on your (or the teacher's) process and what you have learned from (about) the planning process. Do you go over what happened in the previous lesson in order to scaffold to the next? Are you (the teacher) spontaneous with teaching and feeling successful? If so, what is your (or the teacher's) evidence of success? Are you more spontaneous than you are comfortable with? (too much sanguinity?) How do you (or the teacher) organize/plan what you are teaching? Waldorf teachers generate lessons, are you sensing a good sequence to your (the teacher's) lessons?
- Journal Enquiry#11 Reflect on teaching skills...What were your strengths (the teachers) and what is your opportunity for growth? Are you (the teacher) using imaginative picture-building in teaching? What do you notice about: storytelling, speech, movement, singing, recorder playing, attention to detail, attention to both individual and group, responsiveness to in-the-moment occurrences, etc. ?
- Journal Enquiry # 12 Reflect on the use of art as making-meaning... the art process... what was done? What do you notice the mentor teacher doing? If you were able to do an artistic process, how do you feel about your artistic ability ? Do you need help, have you asked for it? Have you tried different mediums (i.e. crayon, paint, pastels, chalk drawings, constructions, geometric drawing etc.)
- Journal Enquiry#13 Assess yourself using the Waldorf Teacher Expectations. What are your strengths and what do you see as opportunity for growth? Please, only rate yourself, either from real experience or from an assessment of your potential during the field experience #2. These are not meant for rating a mentor teacher.
- Journal Enquiry #14 What do you want to say, express about your journey into teaching? Prepare for your 2-3 page paper for your final portfolio. (statement of intention and motive for teaching)

Supervisor-
teacher initials

Name _____ day _____ week# _____ field experience # 1
Date _____

Entry #(s)

_____ (enquiry # and TPE, if applicable)

TPEs of the California Credential

1. Subject Specific Pedagogical Skills/multiple subject . What subject area? Math, Reading/language arts, science, history, social science, health, visual and performing arts.
2. Assessing student learning: formative (preteaching), on-going (observations and coaching and notetaking), summative (final quizzes etc.)
3. How the teacher uses these assessments and interpret them
4. How the teacher makes the lesson content accessible to all students
5. How the teacher engages the students in learning
6. How the teacher uses developmentally appropriate teaching practices
7. How the teacher makes content accessible to English Language Learning Students
8. How the teacher knows about the students. What resources (observation, homevisits, cum files, parent conferences, meditation, engagement)
9. How the teacher plans instruction... lesson plans and adjustments
10. How the teacher manages instructional time
11. The social environment of the class. How it is fostered
12. How the teacher knows/uses professional, legal. Ethical observations
13. How the teacher plans for professional growth

Additional Waldorf Teacher Expectations

1. Teacher's use of art as meaning-making for the students
2. The sense of aesthetics in the environment and in the carriage of the teacher
3. Teacher's diction and use of speech
4. The teachers memorization of verses, songs, activities
5. Teacher-developed Main Lessons, individual student verses, art
6. The teacher's use of inner work in relationship to his/her vocation
7. The teachers authentic engagement with the students
8. The teacher's process for watching student acquisition of critical thinking skills.
9. The teacher's sense of gratitude, awe and positivity.
10. The teachers engagement with other adults as partners in creating the community of learning

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_____ (enquiry # and TPE, if applicable)

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14. Subject Specific Pedagogical Skills/multiple subject . What subject area? Math, Reading/language arts, science, history, social science, health, visual and performing arts.
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16. How the teacher uses these assessments and interpret them
17. How the teacher makes the lesson content accessible to all students
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22. How the teacher plans instruction... lesson plans and adjustments
23. How the teacher manages instructional time
24. The social environment of the class. How it is fostered
25. How the teacher knows/uses professional, legal. Ethical observations
26. How the teacher plans for professional growth

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11. Teacher’s use of art as meaning-making for the students
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TPEs of the California Credential

27. Subject Specific Pedagogical Skills/multiple subject . What subject area? Math, Reading/language arts, science, history, social science, health, visual and performing arts.
28. Assessing student learning: formative (preteaching), on-going (observations and coaching and notetaking), summative (final quizzes etc.)
29. How the teacher uses these assessments and interpret them
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31. How the teacher engages the students in learning
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33. How the teacher makes content accessible to English Language Learning Students
34. How the teacher knows about the students. What resources (observation, homevisits, cum files, parent conferences, meditation, engagement)
35. How the teacher plans instruction... lesson plans and adjustments
36. How the teacher manages instructional time
37. The social environment of the class. How it is fostered
38. How the teacher knows/uses professional, legal. Ethical observations
39. How the teacher plans for professional growth

Additional Waldorf Teacher Expectations

21. Teacher's use of art as meaning-making for the students
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24. The teachers memorization of verses, songs, activities
25. Teacher-developed Main Lessons, individual student verses, art
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TPEs of the California Credential

40. Subject Specific Pedagogical Skills/multiple subject . What subject area? Math, Reading/language arts, science, history, social science, health, visual and performing arts.
41. Assessing student learning: formative (preteaching), on-going (observations and coaching and notetaking), summative (final quizzes etc.)
42. How the teacher uses these assessments and interpret them
43. How the teacher makes the lesson content accessible to all students
44. How the teacher engages the students in learning
45. How the teacher uses developmentally appropriate teaching practices
46. How the teacher makes content accessible to English Language Learning Students
47. How the teacher knows about the students. What resources (observation, homevisits, cum files, parent conferences, meditation, engagement)
48. How the teacher plans instruction... lesson plans and adjustments
49. How the teacher manages instructional time
50. The social environment of the class. How it is fostered
51. How the teacher knows/uses professional, legal. Ethical observations
52. How the teacher plans for professional growth

Additional Waldorf Teacher Expectations

31. Teacher's use of art as meaning-making for the students
32. The sense of aesthetics in the environment and in the carriage of the teacher
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TPEs of the California Credential

53. Subject Specific Pedagogical Skills/multiple subject . What subject area? Math, Reading/language arts, science, history, social science, health, visual and performing arts.
54. Assessing student learning: formative (preteaching), on-going (observations and coaching and notetaking), summative (final quizzes etc.)
55. How the teacher uses these assessments and interpret them
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57. How the teacher engages the students in learning
58. How the teacher uses developmentally appropriate teaching practices
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61. How the teacher plans instruction... lesson plans and adjustments
62. How the teacher manages instructional time
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64. How the teacher knows/uses professional, legal. Ethical observations
65. How the teacher plans for professional growth

Additional Waldorf Teacher Expectations

41. Teacher's use of art as meaning-making for the students
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TPEs of the California Credential

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67. Assessing student learning: formative (preteaching), on-going (observations and coaching and notetaking), summative (final quizzes etc.)
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Guidelines for Required Activities for Student-Teaching Practicum

Please check off the activities that you have completed as this is an official record of your work with your mentor teacher (note, this form is not interactive so your “x” can go after the box provided)

Week One

Before the week starts!!

- Get to know your mentor teacher...interview him/her and find out how long has s/he taught. What most inspires this teacher? Why did s/he choose the teaching vocation?
 - What is the most challenging and the most rewarding aspect of your mentor teacher’s current teaching situation?

- have a conversation with mentor teacher re: expectations, hopes... dreams
- participate with mentor teacher in planning your teaching/school activities
 - suggested activities to be planned:
 - cleaning and ordering the classroom and the student portfolios
 - Time on the playground
 - Time shadowing the teacher and gaining a picture of your mentor teacher’s typical week
 - Working with or monitoring individual children
 - learn elements of the following, be ready to offer these if asked:
recorder songs, verses, songs, speech work, movement, mental math etc.
by week three (or sooner, see below)
 - prepare a blackboard drawing, painting lesson, drawing lesson

During the first week

- Start A Planning Calendar of future classroom activities
 - Look through this document to identify the activities that you are to do and plan these with the mentor teacher
- Talk with mentor teacher and others...get to know the school
 - review the employee handbook
 - review policies and procedures of the school
 - what is the discipline code, process?
 - When are teachers meetings, parent evenings, festivals, etc.
 - What is the class profile? Does the teacher have a seating chart, or other documents to help you learn the individual children, names, propensities?
- Reflection journal – make entries of observations of students and of teaching

Notes re this week’s activities:

Week Two

- Participation in student supervision on playground or elsewhere
- Participate, as asked with mentor teacher in all teaching/school activities, update your planning calendar page
- Plan and teach an activity daily as recommended by your mentor-teacher (Use appendix 1.4 or 1.5 as appropriate) If you are wanting a Ca. Credential student this activity must be done and must be full-charge teaching for 45 minutes using Waldorf-based lesson plan (appendix 1.4) sent to your field supervisor one day in advance of the field supervisor's visit. If you are not choosing Ca. Cred. and are concentrating solely in the M.A. track for Waldorf Certification, the lesson plan format is the Waldorf Lesson-element Plan (appendix 1.5) and must be shared with your mentor teacher before you teach this lesson however, field supervisors may not need to be present for your full lesson presentations)
- Attend teacher meeting
- Inquire about possibility of attending a student study, child study, or IEP process (this may not be possible in field experience #1 However, if timing can work, try to avail yourself of this experience)
- Begin one in-depth child observation for sharing with your cohort group
(see appendix for support materials)
 - Sketch a ear and a hand of a child (for sharing with your cohort group as part of your child study)
 - Begin to prepare a portfolio of the student's work... you will need to make digital photos of the work. Unless you have permission from the parents, please be sure that the child's name is not visible on this work.
- Help teacher prepare a blackboard drawing or another artistic activity for integration in teaching a lesson.
- Observe the class and help in other subject classes
- Reflection journal (minimum 2 entries)

Notes regarding this week's activities:

Week Three

- Participation in student supervision on playground or elsewhere
 - Participate with mentor teacher in all teaching/school activities
 - Be ready to help with class activities, festivals or what is asked of you by the mentor teacher, update your planning calendar page
 - Plan and teach a daily activity (use appendix 1.3, 1.4 and/or 1.5) of 30-45 minutes or less, depending on your intent statement and your mentor teacher's recommendations.
(Waldorf-based lesson plan (1.4) emailed one day in advance to your field supervisor, if you are doing the credential or use appendix 1.5 , doing ML element for mentor-teacher only)
 - Attend teachers meeting if possible
 - Is there a possibility of attending a student study or IEP process?
 - Continue one in-depth child observation for sharing with your cohort group
 - Sketch a ear and a hand of another child (for sharing with your cohort group)
 - Help teacher prepare a blackboard drawing or another artistic activity
 - Ask the mentor teacher to share the block rotation plan, a single block plan, a weekly lesson planning book or any other planning documents the teacher prepares
 - Reflection journal (minimum 2 entries)
- Notes regarding this week's activities:

Week Four

- Participation in student supervision on playground or elsewhere
- Participate with mentor teacher in all teaching/school activities
update your planning calendar! (1.3)
- (option) Plan and teach a daily activity of 30-45 minutes or less depending upon your intent statement and your mentor teacher's recommendations
(Waldorf-based lesson plan (appendix 1.4) sent to your field supervisor, if you are doing the credential.
Waldorf Element of Lesson Plan (appendix 1.5) given to your mentor teacher or field supervisor prior to teaching)
- Attend teachers meeting if possible
- Is there a possibility of attending a student study or IEP process?
- Continue one in-depth child observation for sharing with your cohort group
- At the suggestion of your mentor teacher, prepare a blackboard drawing or another artistic activity (at least one blackboard drawing must be done, seen by supervising teacher and photographed for your student records)
- Continue to Plan a Block of Teaching and one, or more, lessons you can teach
(Waldorf-based lesson plan sent to your supervising teacher if you are doing the credential)
- if, the above cannot be done, see if you can teach parts of the main lesson at the request of the mentor teacher.
- Reflection journal (minimum 2 entries)

Week Five

- Participation in student supervision on playground or elsewhere
- Participate with mentor teacher in all teaching/school activities
update your planning calendar! (1.3)
- Plan and teach a Main Lesson/Element of 75-120 minutes or less
(Waldorf-based lesson plan sent to your field supervisor (appendix 1.4), if you are doing the credential.
Waldorf Lesson Plan Element (appendix 1.5) , if Waldorf Certification Only)
- Attend teachers meeting, if possible
- attend a student study, child study or IEP process (if none available, go to a parent evening or festival)
- Continue one in-depth child observation for sharing with your cohort group
- prepare a blackboard drawing or another artistic activity (at least one blackboard drawing must be done, seen by mentor teacher and photographed for student records)
- Revise and work on Main Lessons, obtain regular feedback from Mentor teacher.
- Reflection journal (minimum 2 entries) Notes regarding this week:

Notes regarding this week:

Week Six

- Participation in student supervision on playground or elsewhere
- Participate with mentor teacher in all teaching/school activities
update your planning calendar! (1.3)
- Plan and teach a Main Lesson/Element of 75-120 minutes or less
(Waldorf-based lesson plan sent to your field supervisor (appendix 1.4), if you are doing the credential.
Waldorf Lesson Plan Element (appendix 1.5) , if Waldorf Certification Only)
- Attend teachers meeting, if possible
- attend a student study, child study or IEP process (if none available, go to a parent evening or festival)
- Continue one in-depth child observation for sharing with your cohort group
- prepare a blackboard drawing or another artistic activity (at least one blackboard drawing must be done, seen by mentor teacher and photographed for student records)
- Revise and work on Main Lessons, obtain regular feedback from Mentor teacher.
- Reflection journal (minimum 2 entries) Notes regarding this week:

Notes regarding this week:

Week Seven

- Participation in student supervision on playground or elsewhere
- Participate with mentor teacher in all teaching/school activities

- Plan and teach a Main Lesson/Element of 75-120 minutes or less
(Waldorf-based lesson plan sent to your field supervisor (appendix 1.4), if you are doing the credential.
Waldorf Lesson Plan Element (appendix 1.5) , if Waldorf Certification Only)
- Attend teachers meeting, if possible
- attend a student study, child study or IEP process (if none available, go to a parent evening or festival)
- Continue one in-depth child observation for sharing with your cohort group
- prepare a blackboard drawing or another artistic activity (at least one blackboard drawing must be done, seen by mentor teacher and photographed for student records)
- Revise and work on Main Lessons, obtain regular feedback from Mentor teacher.
- Reflection journal (minimum 2 entries) Notes regarding this week:

Notes regarding this week:

Preparatory information about your teaching Portfolio

TEACHER PORTFOLIO REQUIREMENT

This is turned in to your LiveText Portfolio

- **Records of all lesson plans (this can be parts of Main Lesson or other lessons or a complete main lesson)**
 - **Use the template/guidelines of the lesson plan given to you either in class, by your mentor teacher or by your supervising teacher**
- **Copies of your mentor teacher's responses to you (in the mentor teacher's guidebook)**
- **Copies of your field supervisor's responses to class observations**
 - **Who is chosen for your field supervisor is determined by your intent... i.e. if you are hoping that this field experience could possibly be applied toward a California Teaching Credential, then you must have a Ca. Credential-holding Waldorf Teacher for your field supervisor and this person must use the CA TPEs as part of the records of your teaching observation. (see your journal pages for TPE list)**
- **Your self-reflection journal (you have sufficient pages in this electronic document for journal entries, you can place a paragraph or two per week, or more if you wish..)**
- **Your self-assessment at the end of the field experience, this is done with the California Teaching Profession Expectations and/or the Waldorf Teacher Expectations on a self-assessment scale with comments to your growth and with your mentor and supervising teachers concomitant assessment. Discrepancies in self-assessment and assessment by others may result in a professional development plan.**
- **Your professional statement about your motive for entering and sustaining yourself in the teaching profession**
- **A portfolio (pictures, samples) of all your artwork done during the field experience and at the teacher training sessions.**
- **Child Study and Student Study documents (see appendix, Child Study and Student Study)**
- **Program Chair's approval for continuance in the program (after receiving this, write the final bulleted piece)**
- **2-3 page statement of intention for teaching and motive for teaching**

Appendices

*To the Waldorf
Field Experience # 1 Manual*

*For use by Student-Teachers
And
Mentor-Teachers*

*Of
Rudolf Steiner College
Teacher Education Programs*

Field Experience Booklet #1 – Appendix 1.1

Working Documents for child study –

What is a Child Study?

A spiritual space to recognize the child – gives certainty of soul that we are working with the Angel of the child – looking at the child’s Highest Being

Do Not Jump to Judgments

Give the child the space they deserve

No diagnosis – no cures

2 children per faculty meeting

Child Study Format

Verse

I. Complete Physical Description

All participate

i.e. moisture

roundness vs. angularity, etc.

II. Movement Description

Walk/gesture like child

How child moves and is engaged in the world

III. Meditative Moment

Everyone gives descriptive response (1-2 lines “Haiku”)

Can present polarities of child

Nothing to do with what child needs

Sense of soul responding toward child

IV. Child’s work

Look at what child does / makes – MLB work, paintings, handwork...

How does child engage in the world?

What interests child? What does child love?

S L E E P

V. Verse –

A. light a candle Ego – Angel listening carefully

B. Read verses written for him/her

VI. Calendar of Soul for the child

Blow out candle – Thank you – let child go

Moment of silence

Will we step in?

We need to take action...

- VII. If there is action to be taken – let that person speak
 If anyone feels action should be taken then they speak to what they are willing to take on themselves for that child.
 THEN – willing to take responsibility for that child –
 WILL is engaged.
- VIII. Student Support – Action based
 On basis of Child Study
 Can share verses about the child (warmth – love)
 That knowing is what enabled group to recognize what could be done for the child.

Tools for improving observation and connecting with the child

1. draw the ear of the child in the evening and check the next day for accuracy, continue this for three days until you feel that you have the form
2. Draw the hand of the child
3. envision the child's countenance during nightly meditation. This is not done with any "wishes" or "visions" for the child... just pure and simply, "can you see the child's face? Can you see the child as though standing before you in your 'mind's eye'?"
4. Watch the child carefully and identify behavior and social gestures that help to establish dominant temperament (if younger) or temperament in thinking, feeling, and willing (if growing older).
5. Observe carefully:
 - How does the child approach a new or novel task?
 - How does the child focus to task?
 - How does the child complete the task?
 - What is the child's 'soul mood' when engaged in doing the task?
6. Use Erikson's and Steiner's developmental processes as a tool for observation...
 (from class handout on the Integral Human Being, River)

Erikson's Ego Development Stages and Steiner's 7 Life Processes

Trust ---- Breathing
 Autonomy --- Warming
 Initiative ----Nourishing
 Industriousness --- discrimination/secreting
 Identity --- Maintaining
 Intimacy (knowing for the sake of the community) – growing
 Creativity --- Creating

7. Work with the Calendar of the Soul (Steiner) for the time that the child was born, do you sense the karma and destiny questions?

Appendix 1.2 Student-Teacher, Mentor-Teacher Field Experience #1

A theory of inter-relatedness of Various Aspects of Instructional Theory and Learning Theory with Steiner Education Do not copy, for student use only, Bonnie River

An Integration of Educational Theories and Paradigms © Bonnie River M.Ed., RSC

Steiner life processes	Blooms revised, Taxonomy	Steiner knowledge gaining (soul)processes	Erikson Ego Development processes	River – learning stages	River knowledge gaining activities in Waldorf Elem Classroom	River knowledge gaining activities in Waldorf ECE classroom
Breathing	Experiencing (added)	Perception	Trust	Feeling-knowing	Speech/circle	Candle/opening verse
Warming	Remembering	Memory	Autonomy	Attention	Songs / verses /recorder	Circle
Nourishing	Understanding	Concept	Initiative	Focus	Rhythmic memory movements	Free creative play
Secreting/discrimination	Analyzing (order switched with applying)	Judgment/Motive	Industriousness	Prioritizing	Riddles/mental math	Sorting, ordering, cleaning
Maintaining	Applying	Desire (to use)	Identity	Transferring (analogies, simile)	Reviewing from previous lesson (linking contents)	Everyday Chores that are repeated and learned
Growing	Evaluating (metacognizing)	Impulse (to know how and why and where)	Intimacy (knowing for the sake of community)	Globalizing Metaphoric knowledge/ ethics	Entry into ML or project based process	Rest and outdoors
Creating	Creating	Instinctual (knowing when)	Creativity	Inventing/inviting possibility (student initiative driven)	Story (planting the seed for “sleeping on it”)	Story (planting the seed for sleeping on it)

Appendix 1.3

Activity Planning Calendar

Week _#_____ dates _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-10:30					
10:30-11:00					
11:00-11:45					
11:45-12:30					
12:30-1:00					

Appendix 1.3

Activity Planning Calendar

Week _#_____ dates _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday
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8:30-10:30					
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11:00-11:45					
11:45-12:30					
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Appendix 1.5
Element of a Main Lesson

What element are you teaching?

Plans for teaching

Introduction of the activity:

Steps in the activity:

Maintaining class participation in the activity: (embedded in the steps?)

Reflection on doing the activity:

Ringling of the Bells

To wonder at beauty
Stand guard over truth
Look up to the noble
Resolve on the good
This leadeth us truly
To purpose in living
To right in our doing
To peace in our feeling
To light in our thinking
And teaches us trust
In the working of God
In all that there is
In the width of the world
In the depth of the soul

Rudolf Steiner