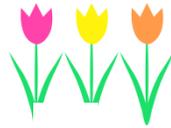


Thursday, March 12, 2020



AGENDA

- I. **CALL TO ORDER – 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** (*Limited to 3 minutes. The Board may ask clarifying questions, otherwise no feedback will be provided.*)
- IV. **PRESENTATIONS/REPORTS/UPDATES**
 - A. **2020 Teacher of the Year and Finalists** ~ LORI KINCAID, NHDOE, New Hampshire Teacher of the Year Coordinator
 1. Jeremy Brown, Littleton High School, Littleton
 2. Sarah Grossi, Conval Regional High School, Peterborough
 3. Barbara Milliken, Oyster River High School, Durham
 4. Christine Stilwell, Robert J. Lister Academy, Portsmouth
 5. Kim Piper Stoddard, Granite State High School, Concord
- V. **NONPUBLIC SCHOOL APPROVAL** ~ SHIREEN MESKOOB, NHDOE, Division of Education Analytics & Resources
 - A. **Squall Point Approval for Attendance Purposes Only** ~ SARAH GREENSHIELDS, CEO
- VI. **COUNCIL for TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education
 - A. **New England College (NEC)/New Hampshire Institute for Art (NHIA) Substantive Change**
 - B. **Southern New Hampshire University (SNHU) Extension/ Expiry Date Request**
 - C. **Southern New Hampshire University (SNHU) Substantive Change**
 - D. **Hellenic American University (HAU) Expiration Date Lapse**
 - E. **CTE Annual Report Summary**
- VII. **PROFESSIONAL STANDARDS BOARD (PSB) UPDATE** ~ STEVE APPLEBY, NHDOE, Director, Division of Educator Support and Higher Education
 - A. **New Application ~ Timothy Broadrick, Superintendent, Alton** ~ fill vacant Teachers and Education Specialists Member seat
- VIII. **CHARTER SCHOOL REPORTS/UPDATES** ~ JANE WATERHOUSE, NHDOE, Charter School Administrator
 - A. **Annual Public Charter School Progress Report Summary** ~ JANE WATERHOUSE, NHDOE, Charter School Administrator
 - B. **Capital City Public Charter School First Year Program Audit Update** – STEPHANIE ALICEA, Head of School and BARBARA HIGGINS, Managing Director

- IX. **LEGISLATIVE UPDATES** ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator
 - A. **CONDITIONAL APPROVAL RESPONSE ~ Confidentiality and Record Retention (Ed 1102.04 h) & Ed 1119.01)**
- X. **COMMISSIONER'S UPDATE**
- XI. **OPEN BOARD DISCUSSIONS**
- XII. **OLD BUSINESS**
- XIII. **NONPUBLIC SESSION**
- XIV. **TABLED ITEMS**
 - A. **Capital City Public Charter School Status Change Request – STEPHANIE ALICEA, Head of School**
- XV. **CONSENT AGENDA**
 - A. **Meeting Minutes of February 13, 2020**
 - B. **Updated/Final New Charter Application for Northeast Woodlands Public Charter School**
- XVI. **ADJOURNMENT – 2:00 PM**

If accommodations are needed for communication access such as interpreters, please call (603) 271-3144 at least 5 business days before the scheduled event. We request 5 business days' notice so that we may coordinate interpreters' schedules. Although we will attempt to accommodate any requests made, we cannot guarantee the presence of the service. Thank you for your cooperation.



New Hampshire

Department of Education

Teacher of the Year Program

The Commissioner of the New Hampshire Department of Education selects one exceptionally skilled and dedicated teacher to serve as a leader and ambassador for all the excellent teachers in our State. Selecting a Teacher of the Year is an exceptional way to celebrate the many outstanding and dedicated people teaching in New Hampshire schools. The purpose of the program is to select a teacher who is capable of speaking for and energizing the teaching profession, and representing the positive contributions of all teachers statewide.

Teachers may be nominated or self apply. Each candidate submits a written application containing biographical and professional information, essays on topics ranging from personal teaching philosophy to the issues facing education, and letters of endorsement. The Teacher of the Year Selection Committee meets to choose semi-finalists from the applications received. The Committee then visits semi-finalists' schools where they observe the teacher in class, interview school personnel, community members, parents and students, as well as the semi-finalist. Over the summer finalists present their professional portfolios and give a speech on education to the Committee. The Committee then selects the NH Teacher of the Year.

A Teacher of the Year candidate should be an exceptionally dedicated, knowledgeable, and skilled person from any state-approved or accredited school, pre-kindergarten through grade twelve, who is certified in the State of NH, demonstrates leadership and intends to continue in the teaching profession. This individual has the respect and admiration of their colleagues and;

- is an expert in their field who guides students of all backgrounds and abilities to achieve excellence;
- collaborates with colleagues, students, and families to create a school culture of respect and success;
- deliberately connects the classroom and key stakeholders to foster a strong community at large;
- demonstrates leadership and innovation in and outside of the classroom walls that embodies lifelong learning;
- expresses themselves in an engaging and articulate way;
- and be committed to improving education.

They must be poised, articulate, and possess the energy to work under a taxing schedule. The New Hampshire Teacher of the Year carries out his or her duties while maintaining a full classroom load.

The Department of Education not only administers and presents awards to recognize leadership in education, these national and statewide awards build community awareness of our educators while providing positive messages about the teaching profession as a whole. The Teacher of the Year Program does not attempt to single out any individual as the best teacher in New Hampshire, but rather to honor one teacher who represents all the excellent teachers in our State.

The National Teacher of the Year program, run by the Council of Chief State School Officers and presented by Voya Financial, identifies exceptional teachers in the country, recognizes their effective work in the classroom, amplifies their voices, and empowers them to participate in policy discussions at the state and national levels.

Some of the opportunities as Teacher of the Year are to attend: National Teacher of the Year Conference; a NH State Board of Education Meeting; National Teacher of the Year Announcement Ceremonies in Washington, DC; Education Commission of the States (ECS) National Forum; Space Camp; National Teacher of the Year Next Steps Conference and the College Football Playoff weekend with on field recognition.

As of March 2, 2020
Nonpublic School Approvals
Report List

City	New Nonpublic Schools	Status	Anticipated Expiration	Anticipated Approval with the Office of Nonpublic Schools
Dover	Squall Point	AA	June 30, 2023	5-March-2020

Nonpublic School Checklist for Initial Applications (AA)

Reviewed By: Shireen Meskoob

Submitted to Angela Adams: 3/2/2020

School Name: Squall Point	Phone Number: 603-742-8733
<p>About the School: Squall Point is a middle school for students who struggle with literacy and have language-based learning challenges. It is an independent school whose Education Team includes speech therapists, occupational therapists, physical education coaches, special education teachers, technology coordinators, and core curriculum teachers. Small teacher-student ratios (1 to 4) help create a differentiated community where students benefit from individualized academic programs and experiential and project-based learning. The Dover School District sends its students to Squall Point, and Squall Point uses the District's curriculum for Middle School.</p>	
<p>Website: www.squallpoint.com <input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit</p>	
<p>Physical Address: Washington Street Mills Business and Cultural Center Picker Building, 2 Washington Street, Suite 213, Dover, NH 03820</p>	
<p>Mailing Address: Same</p>	
<p>Head of School: Mia Bragon, Director/Head Teacher</p>	<p>Email/Phone: mia@squallpoint.com dakota@little-tree.me 603-496-9448</p>
<p>Authorized to Represent School: Sarah Greenshields, CEO</p>	<p>Email/Phone: sarah@little-tree-education.com 603-834-8562</p>
<p>Date Application Received: 1/14/2020</p>	
<p>Multi Grade Classes: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p>Co-Educational: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p>Boarding School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>	<p>Application: Initial (AA)</p>
<p>Grade Levels: 5-8, Ages 10-14</p>	<p>Anticipated Enrollment Total: 5 for Academic Year 2020-2021</p>

Approved	Required Documents	Date Received	Comments
<input type="checkbox"/>	Accrediting Agency		None.
<input checked="" type="checkbox"/>	Other State or Private Party Approval	1/14/2020	The Department of Education Bureau of Student Support approves the special education program at the school pursuant to Ed 300, Ed 500, and Ed 1114.
<input checked="" type="checkbox"/>	School Calendar	1/14/2020	Year-round program includes 189 days of instruction, including 4 weeks in July mandatory for all students. Classes run from September 3, 2020 through June 5, 2021. Major holidays are listed.
<input checked="" type="checkbox"/>	School Hours Survey	1/14/2020	School starts at 7:45am and ends at 3:00pm. There are 6.25 hours of instructional time across all subjects taught. 1181.25 instructional hours are provided for students in each grade. Figure complies with minimum standard set forth in Ed 401.03.
<input checked="" type="checkbox"/>	School Purpose/Philosophy	1/14/2020	The Montessori philosophy is the foundation for the school and focuses on child-centered learning. The school works with students who have literacy challenges by focusing on project-based learning, designing projects to address the needs of learners, and challenging individual students. Through life experiences, hands-on projects, community involvement, and collective adventures, they support individual success and well-being.

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOL'S APPLICATION

<input checked="" type="checkbox"/>	Curriculum/Objectives for Each Grade	1/14/2020	The core curriculum includes Language Arts, Math, Science, and Social Studies. The school will utilize the Dover School District's Curriculum for Middle School.
<input checked="" type="checkbox"/>	Assessment Criteria	1/14/2020	Small teacher/student ratio will help identify student needs. The director tracks progress by tracking skill growth of individual students. Information is documented in SeeSaw portfolio (specialized computer software). School institutes state-mandated standardized testing according to Dover School District schedule. Progress reports delineate student progress toward competencies. Students develop online portfolios.
<input checked="" type="checkbox"/>	School/Community Relationship	1/14/2020	The site at which the school operates is located in downtown Dover, NH. Students will utilize the greater community for service projects and for practical applications of the curricula.
<input checked="" type="checkbox"/>	Programs Offered: e.g. Art, Music, Computer, PE, World Languages	1/14/2020	Certified specialized teachers and consultants are provided. The Dover School District Media Specialist serves as resource in regard to new developments in technology. School also has a technology expert/consultant available on staff. Programs include Visual Art Education, Music, Health, Physical Education, Information and Communication Technology, Reading and Writing, and Swimming/Water Activities. Physical Education will be provided by EverProven CrossFit at 50 Crosby Road in Dover, NH.
<input checked="" type="checkbox"/>	Services Offered: e.g. Health, Transportation, Food, Library	1/14/2020	Students have access to the Dover Public Library which is within walking distance of the school. Certified specialized teachers and consultants include a speech pathologist who makes onsite visits to help students develop executive function skills, speech, language, and social skills. Remedial reading instruction is provided. Numerous consultants are available as needed. Transportation services for field trips and extracurricular activities will be provided by the sending district or Squall Point.
<input checked="" type="checkbox"/>	Health	1/14/2020	There will not be a nurse at the school location. In case of an emergency, they will use 911 to obtain medical assistance. In addition, the school is also located 2 miles from Wentworth Douglass Hospital in Dover, NH. All Squall Point staff will be trained in first aid and in administration of CPR. The Director will dispense medication under medical order.
<input type="checkbox"/>	Graduation Requirements		The school does not offer high school education.
<input checked="" type="checkbox"/>	Student Handbook	1/14/2020	The handbook outlines the mission, communications with families, report cards, attendance, social emotional and academic support, technology, transportation, code of conduct, discipline, computer access, emergency drills, and standardized achievement testing.
<input checked="" type="checkbox"/>	Grievance Policy (Including Bullying)	1/14/2020	<ul style="list-style-type: none"> • Defining, reporting, and the disciplinary sequence of bullying and cyberbullying are outlined on page 21 of the student handbook. This includes the involvement of teachers, administrators, parents, conferences, outside referrals, and dismissal from school. • Section on teacher misconduct outlines expectations of teachers and employees, a list of examples behaviors that are unacceptable, and the progressive or immediate disciplinary actions that follow. • The repayment of tuition if the students leaves does not apply because the school accepts only students from sending school districts, namely Dover, which pay for the student's tuition. • Lastly, located on page 11 of the school handbook, the school indicates that it does not employ any measure relative to the abuse or neglect of

**TO BE COMPLETED BY THE DOE UPON RECEIPT OF A
SCHOOL'S APPLICATION**

			students as defined in RSA 169-C, the Child Protection Act, or which deprives the child of basic necessities so as to endanger the child's mental, emotional, or physical health as consistent with Ed. 1114.07. It does not employ behavioral interventions such as non-medical restraint, placement of child in an unsupervised room from which the child cannot exit without assistance, and physical restraint, unless in response to a threat of imminent, serious, or physical harm.
<input checked="" type="checkbox"/>	Student Records Location Prior and Upon School Closing	1/14/2020	All confidential records will be stored in a locked drawer of a file cabinet in the Director's office. If the school closes, all student records will be sent to the local school administrative unit (Dover).
<input type="checkbox"/>	Summer School/Programs		The school does not offer traditional summer school programs. It indicates that it does require a mandated four weeks of a summer session to serve as a continuum of regular curriculum. The final week is an outdoor experience and serves as capstone of the school year.
<input type="checkbox"/>	Phys. Ed Credit on High School Transcript		The school does not provide high school education.
<input type="checkbox"/>	US-NH History, RSA 189:11		The school provides education for grades 5-8 only. Students in the Dover School District receive education in US and NH history in grade 4.
<input checked="" type="checkbox"/>	English as Primary Language, RSA 189:19	1/14/2020	The school will comply with this requirement.
<input checked="" type="checkbox"/>	Organization Chart	1/14/2020	CEO Sarah Greenshields oversees Keogh (Support Director), Proulx (Administrator), Hamor and Glazer (Trustees), Muffet-Lipinski (Educational Consultant). Proulx oversees Bragdon (Director/Head Teacher), who oversees Program Personnel, Consultants, and Related Service Providers.
<input checked="" type="checkbox"/>	Staff List	1/14/2020	Harrington, Legere, Proulx, Sampson, Bragdon, Keough, Greenshields, Michaud, Brown, Richards, Rosenthal, Hourihan, Pendergast, Campbell, Wright, Russell, Muffet-Lipinski, and Vandervalk. 10 other positions TBD.
<input checked="" type="checkbox"/>	Additional – <i>Staff Responsibilities – Upper Level</i>	1/14/2020	<ul style="list-style-type: none"> • Chief Executive Officer: Responsible for property and professional liability insurance and bonding, hiring personnel, securing fire and health inspection reports. • Administrator: Oversees educational and special education programs, develops strategies regarding student behavior/academic challenges, and secures professional development training. • Director: Delivers educational and special education programs, plans classroom curriculum, contacts Dover school district, develops individualized curriculum plans/documenting progress, and is a voting member of the Dover School District's Curriculum Committee.
<input checked="" type="checkbox"/>	Staff Resumes/Minimum Requirements	1/30/2020	School is in compliance with Ed 506, 507 and Ed 306, Ed 1114 relative to staff requirements. Resumes are provided, including ones for Bragdon, Keough, Cambell, Hourihan. These administrators are on payroll. Consultants are not on payroll.
<input checked="" type="checkbox"/>	Professional Development	1/14/2020	A 2020-2023 master plan has been developed to include a five-year action plan, committee membership, data collection, interpretation and use, individual goals, activities and evidence charts, assessment plans, certification options, and an annual progress chart.
<input checked="" type="checkbox"/>	Criminal Records Check	1/14/2020	One responsibility of the Chief Executive Offer is to ensure fingerprinting of all personnel.

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOL'S APPLICATION

<input checked="" type="checkbox"/>	Administration	1/14/2020	Sarah Greenshield, CEO Michelle Lipinski, Administrator Mia Bragdon, Director
<input checked="" type="checkbox"/>	Board Members List/Responsibilities	1/14/2020	The Board includes Sarah Greenshield, Brian Hamor, Callie Glazner. Trustees are tasked with identifying program deficiencies on a large scale. They routinely engage in program overview and establish timelines for remediation.
<input checked="" type="checkbox"/>	Fire and Health Inspection Report		James Maxfield, Building Official for the City of Dover, provided a letter to Mia Bragdon of Squall Point confirming that a Life Safety inspection was conducted of the space on 2/15/2020. Based on the inspection, his office approved the occupancy for not more than 4 people. As such, he indicated that the space at a maximum occupancy of 4 is in compliance with applicable Fire and Life Safety Codes. <u>Mia Bragdon indicated that if the school anticipates to accept more than 4 students, it will obtain additional permits/inspections required for the increase.</u>
<input checked="" type="checkbox"/>	Health Inspection Report		<ul style="list-style-type: none"> On 1/29/2020, Jason Muchmore of Absolute Resource Associates assessed the building for potential asbestos containing materials, inspected the building materials, and collected and analyzed environmental samples of materials. The building is a multi-story renovated mill building, with the educational space located on the second story, made up of 3 rooms that have hardwood floor and drop ceilings. All samples were negative for asbestos. Jaime Donovan of the City of Dover conducted a health inspection of the building on 1/7/2020. The school was found in compliance with the state health code. Warren Laskey of the American Environmental Testing Services, LLC, certified that no lead exposure hazards were detected in the paint during an inspection on 2/5/2020. Similarly, Jennifer Lowe of Absolute Resources too indicated that the building is compliant with lead water limits.
<input checked="" type="checkbox"/>	Zoning Approval	1/14/2020	Dover official Christopher Parker indicated on 9/24/2019 in a signed letter that the school does conform to the zoning requirements of Dover.
<input checked="" type="checkbox"/>	Water/Waste Approval	1/14/2020	The school facilities are connected to the municipal wastewater system.
<input checked="" type="checkbox"/>	Occupancy Permit		James Maxfield, Building Official for the City of Dover, provided a letter to Mia Bragdon of Squall Point confirming that a Life Safety inspection was conducted of the space on 2/15/2020. Based on the inspection, his office approved the occupancy for not more than 4 people. As such, he indicated that the space at a maximum occupancy of 4 is in compliance with applicable Fire and Life Safety Codes.
<input checked="" type="checkbox"/>	Secretary of State Certificate of Good Standing	1/14/2020	Submitted and in good standing. The business name was registered on 12/03/2018 as a trade name under Little Tree Education, LLC.
<input type="checkbox"/>	Federal Tax Exempt Status		The school will apply for federal tax exempt status and will submit proof when available. For now it has been indicated that it is not financially feasible.
<input checked="" type="checkbox"/>	First Year Budget	2/3/2020	Anticipated figures for academic year 2020-2021 include: <ul style="list-style-type: none"> Total income from tuition: \$294,000 Expenses to include administrator and consultants salaries, facility rent, insurance, and safety tests: \$291,100 Gross income: \$2,900.

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOL'S APPLICATION

<input checked="" type="checkbox"/>	Liability Insurance	1/14/2020	<ul style="list-style-type: none"> Produced by: Avery Insurance, 12 South Main Street, Wolfeboro, NH 03894 Insured: Washington Street Mill LLC, c/o Chinburg Builders, 3 Penstock Way, Newmarket, NH 03857 Expires 7/25/2020
<input checked="" type="checkbox"/>	Authority to Sign Financial Documents	1/4/2020	Sarah Greenshields, Chief Executive Officer. On 2/18/2020, Stephanie Beaudoin of John J Flynn Insurance Agency in Dover NH indicated that the company started the bonding process/application for Squall Point.
<input checked="" type="checkbox"/>	Intent to conduct an Independent Audit of School Finances	1/14/2020	Will be conducted each year.
<input checked="" type="checkbox"/>	Receive Funds from Local District	1/14/2020	Squall Point will accept students referred by local school districts, namely Dover, and therefore does receive funds from those districts.
<input checked="" type="checkbox"/>	United States and NH State Flag Displayed, RSA 189:17	1/14/2020	Will comply. The plan is to install both flags conspicuously inside the principal assembly room given that the school is made up of 3 rooms on the second story inside a multi-story renovated mill building.
<input checked="" type="checkbox"/>	Physicals, Immunization, RSA 141-C:20a	1/14/2020	Will comply.
<input checked="" type="checkbox"/>	Physical Exam of Pupils, RSA 200:32	1/14/2020	The school obtains the physical exam of students from the sending district and the Physical Exam of Pupils will become part of the student's record at Squall Point.
<input checked="" type="checkbox"/>	Intent to Upload Emergency Operations, RSA 189:64	1/14/2020	Document was submitted with initial application. It will be uploaded into the portal in the summer of 2020 upon approval by the state board and assignment of a school ID.
<input checked="" type="checkbox"/>	Emergency Planning and Preparedness	1/14/2020	The school will conduct emergency drills every quarter including evacuation. All personnel on all shifts will be trained to perform assigned tasks during emergencies and will be familiar with fire-fighting equipment. Provisions will be made to ensure safe evacuation of students with disabilities.
<input type="checkbox"/>	Date of Visit by the Department of Education	Anticipated 3/5/2020	Marj Schoonmaker and Shireen Meskoob have scheduled a visit to Squall Point on the indicated date. Outcome of the visit will be provided to the State Board of Education on March 12, 2020 by the Office of Nonpublic Schools.
<input type="checkbox"/>	Application Complete and Reviewed by DOE	Anticipated 3/5/2020	As of the submission date of this review, the school has fulfilled all obligations with the exception of the visit. Pending the outcome of the visit to Squall Point on March 5, 2020, the Office of Nonpublic Schools (ONPS) may determine that Squall Point complies with the minimum requirements set forth in Ed 403.01 relative to obtaining an initial approval for attendance purposes only. Upon approval by the State Board of Education, the ONPS will provide a letter to the school indicating the explicit approval for attendance purposes only, good through June 30, 2023. Upon reviewing the school's public disclosures and conferring with the head of the school, Mia Bragdon, Squall Point would neither advertise nor market itself as a school approved with an AP status. The school understands that its potential approval status is for attendance purposes only.

New Hampshire Department of Education Council for Teacher Education

Substantive Change Report

Changes in preparation programs are ordinarily addressed in the annual report. IHEs are encouraged to undertake programmatic changes in response to state priorities, institutional innovation, and/or program improvement needs based on assessment data.

However, if the IHE determines that a given change may have the potential to impact the ability of the PEPP to ensure that candidates can successfully meet the certification standards, then a substantive change review is warranted. The IHE shall inform the DOE and the NHCTE of substantive program changes that meet one of more of the following criteria (check all that apply):

- Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
- Changes beyond those indicated by the assessment system for continuous improvement;
- Elimination** of a PEPP. Rename of institution a result of merger.

Please describe the change and answer the questions on page 2 of this form.

On July 1, New Hampshire Institute of Art became New England College as a result of NEC acquiring NHIA. The approved MAT and Dual Degree programs continue to operate under the same curriculum as assessment system as approved from its last DOE visit in 2016. Please add Art Education to NEC's list of approved programs.

Institution reporting substantive change: _____

Is the change at the (check either or both) ___ at the unit level and/or ___ at the program level

If at the program level, which program(s):

Institutional Program Coordinator/Title: Suzanne Canali-Woodcock

Institution address: 148 Concord Street, Manchester, NH 03104

98 Bridge Street, Henniker, NH 03242

Email address: scanaliwoodcock@nec.edu

Phone: 603-428-2752

The DOE and the NHCTE shall determine if the changes affect the terms and conditions of the original approval of the program and shall determine whether a detailed report is necessary.

1. What aspects of the substantive change may affect the capacity of the unit and/or program(s) to ensure that candidates successfully meet standards for certification?

none

2. Explain the rationale for the change.

Described on previous page.

3. What steps have you taken or planned to ensure that the change will not adversely affect your capacity) to ensure that candidates successfully meet standards for certification? Attach a transition plan if phasing out a program.

We are not phasing out the program.

4. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that review by the NHDOE and/or CTE is warranted prior to the submission of the next regularly scheduled annual report?

yes no not sure

Send completed report to the New Hampshire Department of Education, Bureau of Credentialing, 101 Pleasant Street, Concord, NH, 03301.

Questions, contact Marie Blanchard at (603) 271-8049.

Revised February 2018

Ed 602.14 Substantive Program Changes during the Approval Period.

- (a) Technical assistance in making a determination of substantive change shall be available to the institution through the department or the NHCTE.
- (b) A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed.
- (c) An institution shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria:
 - (1) Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
 - (2) Changes beyond those indicated by the assessment system for continuous improvement; or
 - (3) Elimination of a PEPP.
- (d) If the department and NHCTE determine that the changes affect the terms or conditions of the original approval of the program because the original approval is no longer applicable to the revised program, the department shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in one of the following:
 - (1) Retain approval through the existing expiration date; or
 - (2) Use the process for PEPP approval under Option 1, 2 or 3.



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Office of the President

January 8, 2020

Laura A. Stoneking
Bureau of Educator Preparation and Higher Education
Division of Educator Support and Higher Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Laura,

We are reaching out today as a follow-up from a letter dated 12/30/19, and to request a change in the program review cycle for Southern New Hampshire University's (SNHU) teacher certification programs. This is in alignment with Option 4, per the NH Code of Administrative Rules Ed 602.

SNHU is pursuing national accreditation through the Council for the Accreditation of Educator Preparation (CAEP) for all programs that lead to initial and advanced licensure. SNHU is currently working with the Council to schedule a spring 2022 site visit. Furthermore, our understanding is the State of New Hampshire will renew its partnership agreement with CAEP and, given that, we would like to request that all program approvals occur during the same time as the CAEP site visit.

This would entail **pushing back** three program approvals, which are currently scheduled for January 2021:

- Early Childhood Special Education
- School Superintendent
- Secondary Mathematics for Grades 7-12

Furthermore, this would entail **pushing up** ten program approvals, which are currently scheduled for March 2024:

- Early Childhood Education
- Elementary Education (K-8) (K-6)
- English Language Arts for Grades 5-12
- General Special Education
- Mathematics for Grades 5-8
- Music* (please see separate letter notifying the State of a program teach-out for this certification)

- Middle Level Science for Grades 5-8
- Social Studies for Grades 5-12
- School Principal
- Curriculum Administrator

While a heavy lift, SNHU is confident that we can accommodate this accelerated timeline and look forward to future alignment between our accreditation and state program approval process.

Please let us know if you have any questions, or need any additional information. We look forward to the February 2020 State Board Meeting and thank you in advance for your time to review our request.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paul LeBlanc", with a stylized flourish extending to the right.

Dr. Paul LeBlanc
University President



Office of the President

January 8, 2020

Laura A. Stoneking
Bureau of Educator Preparation and Higher Education
Division of Educator Support and Higher Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Laura,

We are reaching out today to notify the State of New Hampshire that Southern New Hampshire University (SNHU) will be teaching out the Bachelor of Arts in Music Education program.

After careful consideration and analysis, the decision was made to close and teach-out the program based on a number of reasons, including:

- Overall, program enrollment has been small for many years and is much lower than other programs at the institution; in addition, trend data does not show any predictable increase;
- The institution would need to make a heavy investment in resources and facilities in order to continue to run this program, including upgrades to individual rehearsal and group spaces;
- Job opportunities within school districts are minimal, typically only one music education teacher is needed, and most stay in the same position for the duration of their career.

SNHU is committed to continuing to offer all courses and experiences for current students to complete their program successfully and ensure a seamless pathway to graduation. In addition, all current students will continue to earn their teacher certification in Music Education. SNHU will not be accepting any new students and therefore, we anticipate a teach-out date of May, 2024.

Please let us know if you have any questions or need any additional information. We will continue to keep the State apprised of any other updates regarding SNHU's certification programs.

Sincerely,

A handwritten signature in blue ink that reads "Paul LeBlanc".

Dr. Paul LeBlanc
University President



Mr. Stephen Appleby, Director, Division of Educator Support and Higher Education
Department of Education
101 Pleasant Street
Concord, NH 03301

February 14, 2020

Dear Mr. Appleby,

Hellenic American University has decided not to seek continuing approval for its professional educator preparation program (PEPP), Ed 612.06 English for Speakers of Other Languages (ESOL), which expires on December 31, 2020.

Much has changed since our initial approval by the New Hampshire State Board of Education on February 9, 2017 as we have made great strides in improving our TESOL program at the University and are now moving in a different direction to bring this program to more diverse audiences via the online environment.

Hellenic American University serves a variety of students who wish to teach in ESOL programs in public or private schools in the EU, in an American Community School (ACS), accredited by the US based Middle States Association of Colleges and Schools, in Europe, or in a public or private school in the United States. While these opportunities are found in diverse settings, virtually all require the completion of a TESOL professional preparation degree program, such as the ones offered by Hellenic American University. For example, in order for graduates of US universities to be able to teach ESOL in Greece the Ministry of Education require that *"...graduates should be eligible to teach ESOL in the country of origin of their degree, namely the US..."*

While we have had only a few US students in our TESOL program, we have been asked by a number of teachers in the ACS schools, or in other settings, if we are able to offer a pathway to a US based TESOL endorsement as they desire to teach in ESOL programs when they return to the United States. In our conversations with you we have learned that the best way to serve our students who may wish a US based TESOL endorsement is to assist them in utilizing the alternative certification pathway as the way to achieving a New Hampshire teaching credential.



We are now able to reach more diverse audiences because our TESOL degree programs are offered via an online/hybrid format. All the professional preparation courses, as well as the additional courses required for the BA in English Language and Literature (BAELL), and the MA in Applied Linguistics (MAAL) are offered online. Most of the instruction is asynchronous, meaning each student progresses on their own through the materials, but in each course there is also a requirement that the class meet virtually as a “Team” at a scheduled time for discussion and the sharing of perspectives.

While we do not have New Hampshire based students in our TESOL programs at this time, we wish to maintain a New Hampshire pathway for those that might come forward. In this regard we see the University’s Nashua campus as a gateway for these students. We will advertise our BAELL and MAAL degrees with the New Hampshire alternative pathway for certification as part of our marketing in New Hampshire, and the Nashua campus can serve as an important physical location to provide information, advising, and support to interested or enrolled students. We wish to utilize this alternative pathway for certification to our ACS or other European students who may have plans to teach in TESOL programs in the United States or other international schools that expect a US based TESOL teaching certificate. In particular, we hope the alternative pathway will also meet the requirement for the Greek Ministry of Education.

We appreciate your candor regarding the Department of Education traditional teacher certification approval process and, most importantly, your willingness to assist us in informing, guiding, and supporting our BAELL and MAAL graduates through the New Hampshire alternative credentialing process.

Sincerely Yours,

A handwritten signature in blue ink that reads "C. Niakaris". The signature is written in a cursive style and is positioned above a light blue rectangular background.

Christine Irvine-Niakaris Ed.D.
Interim Provost

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT**

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP (Please type or print)

NAME: Timothy Broadrick, Superintendent
WORK ADDRESS: NH SAU 301, Prospect Mountain JMA
242 Suncook Valley Road, Alton, NH 03809
LENGTH OF SERVICE: First year
WORK TELEPHONE: 603-875-8600
WORK EMAIL: tbroadrick@pmhschool.com
HOME ADDRESS: [REDACTED], Amesbury, MA 01913
HOME TELEPHONE: [REDACTED]
PERSONAL EMAIL: [REDACTED]

Please attach:

1. A resume that includes educational preparation, location(s) and date(s); area(s) of certification; professional experiences; honor and awards; and contact information for 3 professional references
2. A statement describing why you wish to serve on the professional standards board



February 3, 2020

SIGNATURE: _____ **DATE:** _____

Please submit the completed application form POSTMARKED by June 30, 2020 to:

Drew Cline, Chairman, New Hampshire State Board of Education, 101 Pleasant Street,
Concord, NH 03301 or email it to credentialing.docs@doe.nh.gov.

Timothy Broadrick

New Hampshire SAU 301, Prospect Mountain JMA
242 Suncook Valley Road, Alton, NH 03809

Office. 603-875-8600 • Cell. 207-351-7948 • Email. tbroadrick@pmhschool.com • Twitter. [@mrbroadrick](https://twitter.com/mrbroadrick)

Educator and educational leader with experience in vocational and alternative program development, municipal finance, legislative affairs, and school accreditation.

Educational Leadership & other Employment

New Hampshire SAU #301, Prospect Mountain, Alton, NH

Superintendent, July, 2019 to present

Shawsheen Valley Regional Vocational-Technical School District, Billerica, MA

Superintendent-Director, October, 2015 to March, 2019

Director of Technical Programs, July, 2013 to September, 2015

Graphic Arts Instructor, 2004-2013, Lead Teacher, 2009-2013, Cross Country Head Coach, 2006-2012

Various Employers, Electronic Printing & Publishing Business Management

Technician, Director of Operations, Vice President, January, 1993 to August, 2004

Professional Service

New Hampshire School Administrator's Association (NHSAA)

Legislative Affairs Committee, 2019-present, *currently serving*

Lowell's Maritime Foundation

Board of Directors, 2019-present, *currently serving*

CoSN (the Consortium for School Networking)

Member of National *Empowered Superintendents* Advisory Panel, 2018-present, *currently serving*

Massachusetts Partnerships for Youth

Board of Directors, 2018-present, *currently serving*

Amesbury, MA Conservation Commission

Vice Chair, November, 2018-present, *currently serving*

New England Association of Schools & Colleges (NEASC) Commission on Public Schools (CPS)

CPS Commissioner, 2017-2019; member of Committee on Technical & Career Institutions (CTCI)

CPS Standards Review Committee, 2017-2018

Educational Credentials

Doctor of Education in Transformative Leadership

University of New England, *currently-enrolled*

anticipated completion Spring, 2022

Leadership II executive licensure program

Massachusetts Association of Vocational Administrators (MAVA), 2013-2014

Master of Education in Organizational Management

Endicott College, 2011

MSSAA Leadership Licensure Program (LLP)

Massachusetts Secondary School Administrators' Association / Teachers21, 2010-2011

Bachelor of Arts, Studio Art major, *cum laude*

University of New Hampshire – *graduated December, 1992; attended January, 1991-December, 1992*

Colgate University - *attended September, 1988-June, 1990*

Timothy Broadrick

New Hampshire SAU 301, Prospect Mountain JMA
242 Suncook Valley Road, Alton, NH 03809

Office. 603-875-8600 • Cell. 207-351-7948 • Email. tbroadrick@pmhschool.com • Twitter. [@mrbroadrick](https://twitter.com/mrbroadrick)

Statement:

Before beginning my career in education, I worked for over a decade in technology-related startup companies and mature corporations in the printing and publishing field. This experience has given me a perspective on public schools and public employment that sometimes allows me to shed what I would describe as “practical” light on the needs for flexibility to meet organizational needs under local control. This perspective can be at odds with the need for regulatory oversight, but it is exactly this perspective that has enabled me to negotiate effective change during my sixteen years in public education. I believe in identifying the best business and student service solution to every problem, then working within the context of the regulatory system to enable local schools to implement those best solutions. I believe this perspective will be useful to the Professional Standards Board. I am also a product of New Hampshire’s public school and a believer in public education. Over the last twenty years, I have observed American education become more socially segregated, and I believe some federal regulation that was originally intended to promote school quality has in practice reinforced school and community inequality. I want to be part of a system that promotes equitable opportunity and excellent outcomes for our neediest students, and I believe I can help do so as a member of the Professional Standards Board. I possess certifications in Massachusetts and New Hampshire that include Superintendent, Assistant Superintendent, Principal, Assistant Principal, District-level Director, and Teacher, with certifications for both comprehensive and vocational-technical schools.

Professional References:

Ms. Karen Kharitonov, School Board Chair, New Hampshire SAU 72
603-568-3827 kkharitonov@sau72.org

Mrs. Eunice Landry, School Board Chair, New Hampshire SAU 86
603-366-6485 eawl@tds.net

Mr. Mark MacLean, Superintendent, New Hampshire SAU 46, NHSAA Legislative Committee Chair
603-753-6561 mmaclean@mvsdpride.org

Ms. Margie Daniels, Executive Director, Massachusetts Partnerships for Youth
781-897-6808 margie@mpyinc.org

Hon. Marc Lombardo (R-Billerica), Massachusetts House of Representatives
617-722-2460 marc.lombardo@mahouse.gov

Hon. Kenneth Gordon (D - Bedford), Massachusetts House of Representatives
617-722-2575 ken.gordon@mahouse.gov



Rubric for Annual Progress Reports

Name of School: Academy of Science and Design		Date: 10/15/2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria		Evaluation ✓		Comments	Recommendations
School Information		Complete ✓	Incomplete		
1. Is the school making progress toward achieving its academic goals?		1 ✓	2	3	<ul style="list-style-type: none"> • Personalized Learning across the entire school experience • Culture of encouragement for inquiry and risk taking • Almost 50% female participation in STEM program • 100% graduation Rate (4 and 5 Year Cohorts) • High STEM-related achievement in AP assessments • Achieving the goals from the school's accountability plan

2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Increased access to STEM-project-based, inquiry learning focused learning, lab experiences, internships, advanced coursework • High Standard college prep program • Program supports an “exceptionally” high level of college and career readiness (ACT scores compared to NH and National scores) • Additional courses were developed and implemented 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Following the School’s accountability plans, progress towards achieving several organizational goals was identified • Several key policy decisions made and implemented 	
4. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	Performance data far exceeds the state and national averages. Students below proficiency are supported through a variety of interventions. Student progress is tracked, and those provided with additional support consistently show increased proficiency on SAS testing from 6-8 th grade and for students with SPED support.	
5. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Addition of Academic Research Coordinator position • Creation of a statewide research and design competition: <i>Live Free and Design</i> 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	All reports are submitted on time. Quarterly reports and audits reflect responsible use of public funds.	

7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Financially sound • Well managed • Good staff retention • Number of applicants increases each year. School enrollment is at a maximum with a substantial waitlist. • Annual budget is sustained by student enrollment • Finance committee has established a 5-year budget for long term viability • Facility committee is investigating the purchase of property or of stabilizing current facility costs 	
8. Current Status of the Board of Trustees	1	2 ✓	3	<p>ASD has a very active and engaged Board, with members serving on committees who report to the full Board monthly. The board provides governance and support to the school administrative team.</p> <p>4 Board members have resigned. A new board chair was elected. No mention of replacing board members, whether the Board is meeting its required number of members, or how the Board is fulfilling its duties and operating effectively with 4 fewer members.</p>	Please provide an update of the status of the Board of Trustees.
9. Non-Academic Student Data	1 ✓	2	3	Section completed	

10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete		
11. Policy Development	Complete ✓	Incomplete		
12. Required Updated Forms				
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete ✓	Incomplete		
• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
10. Signatures	Complete ✓	Incomplete		
11. Attachments				

1. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		
3. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Annual Progress Reports

Name of School: Cocheco Academy of the Arts		Date: October 10, 2019		Reviewed By: Jane Waterhouse		
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>						
Criteria		Evaluation ✓		Comments	Recommendations	
School Information		Complete	Incomplete ✓		School used an older template for this review, rather than the new one sent out last spring. This is why many of the pieces are missing.	
1. Is the school making progress toward achieving its academic goals?		1 ✓	2	3	<ul style="list-style-type: none"> • Providing competency-based educational program. • Strong focus on individualized education that meets the specific needs of each student • Very active student voice in the selection, organization and delivery of courses and instruction • Arts are integrated into all curriculum areas 	
2. Is the school making progress toward achieving the programmatic goals?		1 ✓	2	3	<ul style="list-style-type: none"> • UNH MSW interns to run support groups, individual support and health class assistance 	

				<ul style="list-style-type: none"> • Developed new arts classes: Intro to Photography, Intro to Video, Jazz Improv, History of Rock and Roll and Musicianship, Music Theatre program • Developed extensions to classes: Color and Design • Many opportunities for performing and displaying arts and student competitions. 	
3. Is the school making progress toward achieving the organizational goals?	1	2 ✓	3	A very active and engaged Board of Trustees. Searching for a new improved school location. Plans to develop a strategic plan in the 2019-2020 school year.	Strategic planning for academic, programmatic and organization goals will ensure the school is has a direction and is organized effectively, continuously working towards the achievement of its vision, mission and values.
4. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	School acknowledges that this is an area for improvement. Plans are to study SAT results to determine where to make adjustments to curriculum and instruction in order to improve the level of achievement. On 11 th grade SATs, 3/9 students scored above state grade level average in Mathematics; 4/9 in Reading and Writing, and 100 % scored Proficient or partially proficient in 11 th grade science.	Recommend adding this to the strategic plan. Develop long and short term measurable goals and objectives with timelines (dates) for implementation, progress monitoring and evaluation in order to determine the school's success in improving student achievement
5. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Use of competencies and individualized education programs. • Community service projects – students identify and area of need in 	

				their communities and conduct research to help solve the problems.	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	Thorough and timely reporting. Financial audits and quarterly statements comply with all requirements and reflect responsible use of public funds.	
7. Is the school sustainable?	1	2 ✓	3	<ul style="list-style-type: none"> • Financially stable – access to a line of funding and a sufficient amount of cash in hand to cover expenses and debt - which the Board has made great progress in reducing. • Active Board of Trustees take their governance responsibilities seriously • Strategic plan under development • Improved school management with the purchase of a new school information system: Sycamore • Teacher and administration evaluations • Work cooperatively with sending districts in the provision of special education services. • Student community meetings • Bullying and Harassment Training provided for all students • Steady enrollment with slight increases. • Minimal staff changes 	Recommend a robust fundraising plan with a monetary goal as an additional source of revenue to increase sustainability.
8. Current Status of the Board of Trustees	1 ✓	2	3	7 members. Currently seeking more members with backgrounds in law, fundraising. Meeting minutes are not posted publicly on website	For transparency, recommend posting all meeting agendas and minutes on the school's website.

9. Non-Academic Student Data	1	2	3 ✓	Not included	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete	Incomplete ✓		Not included	
11. Policy Development	Complete	Incomplete ✓		No Updates	
12. Required Updated Forms					
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete			
• Fire Inspection Certificate – annually	Complete	Incomplete ✓			
• Building Safety Inspection – Upon Renewal	Complete ✓	Incomplete			
• Health Inspection – Upon Renewal	Complete ✓	Incomplete			
• Insurance Certificate - annually	Complete	Incomplete ✓			
• Lead Testing (by July 1, 2019)	Complete	Incomplete ✓			
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete		N/A	
13. Signatures	Complete	Incomplete ✓			
14. Attachments					

1. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		
3. Budget for 2020 (Ed 318.16 (15))	Complete	Incomplete ✓	Not included	



New Hampshire

Department of Education

Rubric for Charter School Annual Progress Reports

Name of School: Compass Classical Academy		Date: 10.25.2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓		Comments		Recommendations
School Information	Complete ✓	Incomplete			
1. Is the school making progress toward achieving its academic goals?	1	2 ✓	3	<p>Academic goals were listed</p> <ul style="list-style-type: none"> • The school was, by their own admission, overly optimistic in their expectations of student achievement levels. • After 4 years in which to obtain data, they are revising their goals and expectations to be more in line with their peer group whilst still expecting to meet exceed the State Standards. • Currently working to improve test scores an meet academic achievement goals 	<p>Conduct a needs assessment to determine where the gaps are. Use the results of this assessment to develop an education plan with goals and objectives, identifying the interventions to be implemented and a process for tracking student progress.</p>
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<p>Programmatic Goals were listed and school believes they have largely met the goals.</p>	

				<ul style="list-style-type: none"> • Rigorous research-based curriculum • Focus on civics and character education • Year on year test scores have been improving. • Constantly reviewing additional programs, which could better serve their students. 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • The school is financially viable with a high level of staff retention. • Not quite fully subscribed but waiting lists in some grade levels • Safe and secure building • The school is constantly reviewing it organizational goals and upgrading as required. 	
4. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<ul style="list-style-type: none"> • Learning outcomes for each course of study at each grade level have been developed • Stated that year on year test scores have been improving but data is difficult to connect to support this claim. 	An analysis of the data provided is required to ascertain if the school is promoting student attainment of expected knowledge and skills.
5. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Interlinked with a core curriculum students are exposed to classic liberal arts and state of the art research based programs • One of the first schools to implement the full Law Enforcement Against Drugs (LEAD) curriculum 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1	2 ✓	3	<ul style="list-style-type: none"> • Audited accounts submitted as required • Historically the school has had issues with its bookkeeping. This was 	Follow the Charter School Timeline for Submission requirements.

				<p>recognized and external auditors have now been retained.</p> <ul style="list-style-type: none"> Quarterly reporting has not been completed. This problem has been identified and resolved going forward 	
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> A strong financial balance sheet and sound financial oversight by the Board of Trustees 155 current student role and projected 167 for 2019-2020 Good teacher retention 	
8. Current Status of the Board of Trustees	1	2 ✓	3	<ul style="list-style-type: none"> Six Board members Meeting dates are posted on school website, but not agendas or meeting minutes As stated in the submission report the school were not aware that the Trustee minutes had to be submitted to the DOE. This is now being rectified. 	Ensure that the meeting agendas and minutes are posted publicly on the school website.
9. Non-Academic Students Data	1 ✓	2	3	Section complete	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete ✓	Incomplete			
12. Required Updated Forms					
<ul style="list-style-type: none"> Certificate for Occupancy (New Schools and Lease Renewal) 	Complete ✓	Incomplete			
<ul style="list-style-type: none"> Fire Inspection Certificate – annually 	Complete ✓	Incomplete			

• Building Safety Inspection – Upon	Complete ✓	Incomplete		
• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete	N/A	
13. Signatures	Complete ✓	Incomplete		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓	Data included but difficult to analyze. No data showing yearly comparisons, comparisons to districts or state averages.	
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Charter School Annual Progress Reports

Name of School: CSI Charter School		Date: 8.21.2019		Reviewed By: Jane Waterhouse		
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>						
Criteria		Evaluation ✓		Comments	Recommendations	
School Information		Complete ✓	Incomplete	25% drop in enrollment 23 % enrollment rate with explanation: part onsite, part online, part offsite – school does not track attendance in a manner typical for other public schools,		
1. Is the school making progress toward achieving its academic goals?		1	2	3	<ul style="list-style-type: none"> • Updated Math and science Competencies, realigned to the NH College and Career Readiness Standards and National common Core Standards • Science lab and project-based activities implemented • PE Curriculum added • Pre and post testing in ELA and Math • Staff professional growth training in Google classroom, • Funding increased for offsite learning 	<p>Self-reported –</p> <ul style="list-style-type: none"> • Need to develop and align competencies in social studies and ELA • School needs to develop a comprehensive plan for assessments • Staff training needed in Edgenuity Software • Offsite Learning operations and procedures need more work

2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • School collects informal input from staff • Increase in salaries • Increase in number of coaches; +3 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Social media, electronic student portfolios for tracking student growth and for communicating with students. • Security Grant funding • Strong partnership and collaboration with MVSD supports the school sustainability. 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Pilot of offsite, tuition students • Adult diploma program for students aging out of the regular diploma period • Fitness room added • Implemented Google Suites 	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	<ul style="list-style-type: none"> • Fewer than 10 test-takers = no data available. • %0% of students considered 12 graders graduated in 2019 • Work Mentorship programs • 98% of students met established team-building skills • Students' personal goals revisited 3 times per year with teacher mentors • Academic enrichment activities provided; financial literacy, community college programs, College and Career seminar • Core content documents address the competencies, knowledge, skills enduring understandings, essential questions and assessment options. 	

6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	<ul style="list-style-type: none"> • All reports and DOE submissions are submitted on time, and they demonstrate the responsible use of public funds. • Contracts with SAU 46 to manage purchasing and billing. 	
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Significant Progress made on Strategic Plan • Long serving Board members • Good relationships with several school districts • Support of Merrimack School District • PD Master Plan submitted to DOE • Strong financial position • Very high teacher retention rate • Highly qualified teachers 	
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • 7 member Board • Stable Board with 1 new member from MVS Board • Minutes posted on school website 	
9. Non-Academic Students Data	1 ✓	2	3	Section Complete	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete ✓	Incomplete			
12. Required Updated Forms					

• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete ✓	Incomplete		
• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
13. Signatures	Complete ✓	Incomplete		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		

C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		
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New Hampshire

Department of Education

Rubric for Charter School Annual Progress Reports

Name of School: Gate City Charter School for the Arts		Date: 11/18/19		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria		Evaluation ✓		Comments	Recommendations
School Information		Complete ✓	Incomplete		
1. Is the school making progress toward achieving its academic goals?		1	2 ✓	3	<ul style="list-style-type: none"> School's iReady assessments present a very different picture than the NH SAS assessments. iReady are significantly higher than the SAS results. SAS ELA: grades 5, 7, and 8 are considerably higher than state averages, and 3, 4 and 6 are below. SAS Math: grades 7 and 8 are higher than the state averages, and 3, 4, 5 and 6 are lower. SAS Science: Grades 5 and 8 are significantly higher than state averages. <p>Conduct a needs assessment to determine where the gaps are. Use the results of this assessment to develop an education plan with goals and objectives, identifying the interventions to be implemented and a process for tracking student progress</p>

				<ul style="list-style-type: none"> • Using Next Generation Science Standards • Piloted Envision Math for full implementation in 2019-2020 school year. • Implemented Fountas and Pinnell guided reading system 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Introduction of Art integrated blocks into all areas of the curriculum • Additional focus on school climate with social and emotional education, and hiring a behaviorist within the student body • Implemented Responsive Classroom, a SE learning approach to teaching and discipline • Appointed a Director of Student Support • Added a creative movement class • Implemented Arts Integration blocks 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Increased focus on volunteer recruitment from the local community and parents • Giving Back Incentives for the students to various good causes • Improved parent/family communications 	
4. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<ul style="list-style-type: none"> • Replaced Math curriculum to provide students with a consistent platform across all grade levels • Internal I-Ready assessments show students performing well • When standardized tests were taken there was a discrepancy between scores 	Perhaps communicate with other users of I-Ready programs to find out if they have had similar results and if so what remedial action did they take

				<ul style="list-style-type: none"> • A review is in progress to isolate the reason for the above 	
5. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Integrating Art in all its forms into every aspect of school activities • Teachers participating in state initiative to revise the state art standards • Increased student presentations in community – poetry readings at cafes, school community gardens, concerts, art • Teachers attend art integration PD at PSC 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1	2 ✓	3	<ul style="list-style-type: none"> • Annual audits for FY 2018 has not been submitted. • School is aware of its financial reporting shortcomings and is actively addressing this issue • Board of Trustees has ultimate financial oversight 	<ul style="list-style-type: none"> • Confirm when new audit and financial reports are becoming available • Be aware of due dates for submissions of data • Follow the Charter School Timeline for Submissions and Events.
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Despite the accounting issues already noted the school has a satisfactory balance sheet • Annual enrollment increases • Very engaged and committed board • High staff retention 	<ul style="list-style-type: none"> • Explore best practices with other charter schools regarding the creation of additional sources of income
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • Seven Board members • Three new Trustees recruited • Meeting Minutes posted publicly on website (October 2019 were the last ones posted) • Members are active on committees 	

				• Good relationships with resident districts	
9. Students Data	1 ✓	2	3	All complete	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete	Incomplete ✓	Missing Policy on developmentally appropriate daily physical activity		
12. Required Updated Forms					
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete			
• Fire Inspection Certificate – annually	Complete ✓	Incomplete			
• Building Safety Inspection – Upon	Complete ✓	Incomplete			
• Health Inspection – Upon Renewal	Complete ✓	Incomplete			
• Insurance Certificate - annually	Complete ✓	Incomplete			
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete			
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete			

<ul style="list-style-type: none"> Certificate for Occupancy (New Schools and Lease Renewal) 	Complete ✓	Incomplete		
13. Signatures	Complete	Incomplete ✓		
11. Attachments				
1. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		
3. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Charter School Annual Progress Reports

Name of School: Granite State Arts Academy		Date: November 18, 2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria		Evaluation ✓		Comments	Recommendations
School Information		Complete	Incomplete ✓	<ul style="list-style-type: none"> No information provided 	<ul style="list-style-type: none"> Utilize NHDOE Charter School Annual Report Template to ensure all required information is included in the annual report.
1. Is the school making progress toward achieving its academic goals?		1 ✓	2	3	<ul style="list-style-type: none"> Within the last two years a new curriculum has been introduced All courses have a detailed syllabus Each January a themed week is created requiring interdisciplinary input into which all courses must be applied Non-academic goals related to the vision and mission – students being creative thinkers, active citizens and independent learners are areas of strength where progress is noted on report cards.

2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<p>The school operates in three distinct program areas</p> <ul style="list-style-type: none"> • STEM • Humanities • Fine Arts, music, dance, visual arts and theater <p>The heads of these programs meet on a regular basis and work on curriculum, instruction, assessment and student intervention</p>	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • A new five year strategic plan was created in the 2016-2017 school year • The schools academic, programmatic and organizational goals were addressed • These goals are fundamental to the schools mission statement • Progress towards achieving the goals is tracked at the BoT meetings 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Extended Learning Opportunities • Arts integration • Dual enrollment 	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	<ul style="list-style-type: none"> • Head of school reviews all data with regard to student performance • All assessments undertaken are collated and used as a basis for recommendations for changes to instruction for the following year • Reported that the school's SAT student means and medians cluster around NH State averages, with ELA results being higher than Math. Means and Medians are higher on the PSATs, and the OLSAT scores (for placement and to determine instructional strategies) of 9th and 10th 	

				<p>grade students are higher than national and on a par with NH State averages</p> <ul style="list-style-type: none"> Academic data was provided comparing growth from year to year, and comparing proficiency levels to other districts and NH State averages. 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1	2 ✓	3	<ul style="list-style-type: none"> Missing quarterly reports Annual Financial Audits show that the school is using public funds responsibly. 	Quarterly Financial Reports are required to be submitted 4 times each year. Please check NHDOE Charter School Timeline for Submissions and Events for deadlines.
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> School is in a sound financial position. Has a line of credit at a local bank Very active and engaged BoT Inaugural members are being replaced PD plans for new BoT members BoT Systems in place to manage operations: technology, building repair and maintenance, security, crisis management, Safety, school operations. Good relationships with most of the resident districts Viable Financial and Fundraising plans Slow and steady growth in enrollment about 20 less than building capacity. 	<ul style="list-style-type: none"> Develop a robust fundraising plan that will add to a reserve fund and assist with funding for needed supplies and resources.
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> There is a commitment to provide the appropriate training and instruction to all board members both new and existing 	

9. Non-Academic Students Data	1	2	3 ✓	Not included	Template was not used – older version of report requirements used. Please align future annual progress reports with the report template.
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete	Incomplete ✓			
11. Policy Development	Complete	Incomplete ✓			
12. Required Updated Forms					
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete			
• Fire Inspection Certificate – annually	Complete ✓	Incomplete			
• Building Safety Inspection – Upon Renewal	Complete ✓	Incomplete			
• Health Inspection – Upon Renewal	Complete ✓	Incomplete			
• Insurance Certificate - annually	Complete ✓	Incomplete			
• Lead Testing (by July 1, 2019)	Complete	Incomplete ✓			
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete	N/A		

13. Signatures	Complete	Incomplete ✓		Template was not used – older requirements used that did not require signatures
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Charter School Annual Progress Reports

Name of School: Great Bay Charter School		Date: 9.25.2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria		Evaluation ✓		Comments	Recommendations
School Information		Complete ✓	Incomplete		
1. Is the school making progress toward achieving its academic goals?		1	2 ✓	3	
				<p>Not meeting academic expectations – proficiency levels are below state proficiency averages in all tested areas, and significantly below in most areas. Gaps seem to be narrowing by the time SATs are taken.</p> <p>School feels student academic growth measured by competencies, and social and emotional growth, are better indicators of student success, considering that a large number of the student experienced a lack of success in other programs.</p>	<p>School acknowledges that they have work to do to improve student performance on standardized assessments, including practice with SAS system and entry level of students entering the program. Strongly recommend developing a strategic plan with measurable academic goals and objectives, a timeline for implementation and a process for tracking student progress.</p>

2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	Good progress made with project-based integrated assessment system aligned with both standards/learning targets and evaluation system.	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Meeting enrollment goals with the addition of grade 6 which helps to ensure financial stability • Strengthening relationship with Exeter School District 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Developed personal learning plans • Furthered the development of curriculum competencies • Implementing UDL • Implemented <i>Choose Love</i> for advisory curriculum, will help to inform SAU 16 with their own implementation of this program 	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	Students collectively below NH State Average in % proficient for SAS and SAT testing. School acknowledges this and is working to improve student performance. School provides a safe and flexible learning environment for a population of 40% on IEP and 504 plans. Student achievement in competencies shows students are making good progress. School successfully helps students build strong positive relationships, graduate (94%) and prepare for college and careers.	Conduct a needs assessment to determine where the gaps are. Use the results of this assessment to develop an education plan with goals and objectives, identifying the interventions to be implemented and a process for tracking student progress.
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	Annual budgets and the timely submission of quarterly reports and audits confirm the responsible use of public funds. Board meeting minutes posted each month on website.	

7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Sound financial practices and strong financial position • Increasing enrollment • Good relationships with resident districts • PD provided for staff • Significant Parent involvement and satisfaction • Minimal turnover of staff 	
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • Board filled 2 openings • Orientation and member training • Responsible for policies and financial oversight • Regular meetings, agenda and minutes posted on school website 	Recommend developing board committees to focus on specific areas of school operations and make recommendations to the Board on matters in their areas or purview, such as the development of a strategic plan, finances and fundraising, curriculum, parent involvement, etc.
9. Non-Academic Students Data	1 ✓	2	3	All requested data included	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete	Incomplete ✓			
11. Policy Development	Complete	Incomplete ✓			
12. Required Updated Forms					
<ul style="list-style-type: none"> • Certificate for Occupancy (New Schools and Lease Renewal) 	Complete	Incomplete	NA		
<ul style="list-style-type: none"> • Fire Inspection Certificate – annually 	Complete	Incomplete ✓			

• Building Safety Inspection – Upon Renewal	Complete	Incomplete	NA	
• Health Inspection – Upon Renewal	Complete	Incomplete	NA	
• Insurance Certificate - annually	Complete	Incomplete ✓		
• Lead Testing (by July 1, 2019)	Complete	Incomplete ✓		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete	NA	
13. Signatures	Complete	Incomplete ✓		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete	Incomplete ✓		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓		
C. Budget for 2020 (Ed 318.16 (15))	Complete	Incomplete ✓		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: LEAF charter School		Date: 12.10.2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓		Comments		Recommendations
School Information	Complete	Incomplete ✓			Use the template provided to ensure all the information requested is included in the report
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • 4 full time staff added for a 1:9 teacher to student ratio • Added Part time Community Connections Coordinator for ELOs • Added a Student Support Specialist _ a combine SPED director and guidance counselor • Expanded course offerings • First HS graduating class accepted at multiple colleges and universities 	Develop a PD plan to meet self-reported need to provide staff training in project-based learning, differentiation, and competency-based education
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<p>Prioritized math and technology, PD, development of curriculum resources:</p> <ul style="list-style-type: none"> • Credit recovery summer classes offered • Project-based community events 	Create an academic plan to organize goals and objectives and to track progress toward meeting and implementing goals for

				<ul style="list-style-type: none"> • Extended learning opportunities – internships with local businesses • Student collaboration on real-world challenges • PD for staff to improve instruction 	self-reported needs: to develop a coherent and effective interdisciplinary curriculum and schoolwide rubrics for competency-based assessments.
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<p>Board of Trustees created new strategic plan:</p> <ul style="list-style-type: none"> • Increase community engagement • Ensure optimal student outcomes • Establish long-term financial stability • Complete implementation of new SIS (Student Information System) 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Flexible meeting time with teachers to receive academic support • Summer opportunities for credit recovery • Project-based community events • ELOs and internships • Model United Nations • Outdoor adventure education • Health and life skills workshops • Social Emotional learning • LEAF Out Loud – grant from NOVO Foundation to build and equip a sound booth for podcasts, interviews, musical recordings + 	Need to follow the Charter School Timeline for all required submissions provided by the charter school office.
5. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1	2	3 ✓	<ul style="list-style-type: none"> • Up to date submission of quarterly financial reports, but reports submitted all at once at the end of the year – not quarterly • Awaiting audits for 3 years • Many of the required i4see and ESS reports are submitted late. 2 years behind on DOE 25 submission. 	School has taken their state and federal reporting responsibilities more seriously and have made several positive improvements to the organization to ensure that they will be in a better

				<ul style="list-style-type: none"> • New part time administrative assistant hired to meet reporting requirements • Contracts with bookkeeping and accounting firms 	position to meet these requirements in the future.
6. Is the charter school promoting student attainment of expected knowledge and skills?	1	2	3 ✓	<ul style="list-style-type: none"> • No data provided on 11 grade science tests or comparing student performance to State or LEA averages. • Reported signification student improvement on SATs from previous years' results. Reported that student proficiency increased in all areas on school-developed formative and summative assessments compared to 2017-18, but no data provided. 	School acknowledges that assessment of student performance is an area of need and is currently engaged developing a comprehensive system to organize the process, including tracking student progress. Is this a component of the strategic plan?
7. Is the school sustainable?	1	2 ✓	3	<ul style="list-style-type: none"> • Very involved and active Board • Free lunch provided • Improvements in organizational efficiency • Increase in Staff collaboration and planning time • Student surveys: Very satisfied • 100% staff retention • Exceptional parent involvement • Improvements made to methods and amount of parent and student communication • 500% increase in student enrollment in 2 years, from 14 to 70 students • Unable to determine financial position due to outstanding audits. 	Develop and Implement an instructional staff and administration evaluation system. Develop staff and parent surveys to provide opportunities for program evaluation.
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • New Board members to replace outgoing members whose terms have ended, but still short of the optimal membership number – actively 	Develop a Board of Trustees training on areas of need, such as fundraising, and an

				recruiting new Board and sub-committee members <ul style="list-style-type: none"> • Reorganized committees and created new task forces • Outlined expectations for growth over the next few years in the newly developed strategic plan • Developing a new board member manual 	evaluation system. Board member manual is a great idea...perhaps the school would like to share this best practice with other charter schools at one of the charter school meetings.
9. Students Data	1	2 ✓	3	Some of the requested student data is included. School used an earlier template and some of this information was not provided.	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete	Incomplete ✓		Not included as earlier template was used instead of the current one.	
11. Policy Development	Complete	Incomplete ✓			
12. Required Updated Forms					
<ul style="list-style-type: none"> • Certificate for Occupancy (New Schools and Lease Renewal) 	Complete	Incomplete		N/A	
<ul style="list-style-type: none"> • Fire Inspection Certificate – annually 	Complete	Incomplete ✓		Not included	
<ul style="list-style-type: none"> • Building Safety Inspection – upon renewal 	Complete	Incomplete		N/A	
<ul style="list-style-type: none"> • Health Inspection – Upon Renewal 	Complete	Incomplete		N/A	
<ul style="list-style-type: none"> • Insurance Certificate - annually 	Complete	Incomplete ✓		Not included	
<ul style="list-style-type: none"> • Lead Testing (by July 1, 2019) 	Complete	Incomplete ✓		Not included	

• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete	N/A	
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete	Incomplete	N/A	
13. Signatures	Complete	Incomplete ✓	Not included	
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete	Incomplete ✓	Not included	
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓	Not included	
C. Budget for 2020 (Ed 318.16 (15))	Complete	Incomplete ✓	Not included	



New Hampshire

Department of Education

Rubric for Charter School Annual Progress Reports

Name of School: Ledyard Charter School		Date: 11/01/19		Reviewed By: Jane Waterhouse		
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>						
Criteria		Evaluation ✓		Comments	Recommendations	
School Information		Complete	Incomplete ✓	<ul style="list-style-type: none"> Used an older version of the report template 	Use the template provided to ensure all the information requested is included in the report.	
1. Is the school making progress toward achieving its academic goals?		1 ✓	2	3	<ul style="list-style-type: none"> Added Common Core competency-based standards for all courses New program of study (added 9 course offerings) to better help students meet NH graduation requirements Improved course credit alignment Added community-based groups 	
2. Is the school making progress toward achieving the programmatic goals?		1 ✓	2	3	<ul style="list-style-type: none"> 5 programmatic goals and objectives developed which are aligned to the school's mission Objectives are all currently in the implementation stage 	A timeline for implementation and progress monitoring is recommended.

3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • The school engaged in a diagnostic review. • Recognized that well founded and relevant organizational goals were important to the viability of the school • Commissioned a review of its current progress with the objective of building on its strengths and eliminating weaknesses • The program used was <i>Four Domains for rapid school improvement</i> 	Follow through and review progress of implementation of the report's recommendations and 3 action points.
4. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	The school has recognized that its student role is of a size that allows them to take full advantage of using differentiation as a personalized learning and teaching tool which most benefits their students.	Ensure that all educational staff are fully conversant with the application and presentation of differentiate education plans.
5. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Addition of innovative course offerings and lesson planning • The school is committed to developing further its Student Transition Portfolio which prepares students for their next stages in life. 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	• The school completes all the required reporting functions in a timely manner.	
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Provided information demonstrating its financial stability • Strong focus on fundraising • Continues to expand its outreach to the local community for additional funding 	

				<ul style="list-style-type: none"> • In the process of working with the USDA Rural Development Group to secure a loan to purchase the facility • Partnerships with colleges and local businesses and organizations 	
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • 7 member board – very active in school governance and committees • All meeting materials and minutes posted publicly on school website. 	
9. Students Data	1 ✓	2	3	<ul style="list-style-type: none"> • Significant progress in student achievement. • Reduction from 209 D's and F's to 91 • School still understands 91 is a high number but with schoolwide improvement that have been made, expects results to lower this number further. 	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete ✓	Incomplete			
12. Required Updated Forms					
<ul style="list-style-type: none"> • Certificate for Occupancy (New Schools and Lease Renewal) 	Complete ✓	Incomplete			
<ul style="list-style-type: none"> • Fire Inspection Certificate – annually 	Complete ✓	Incomplete			
<ul style="list-style-type: none"> • Building Safety Inspection – Upon 	Complete ✓	Incomplete			

• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
13. Signatures	Complete	Incomplete ✓	A previous version of the annual progress report was used.	Use the template provided to ensure all the information requested is included in the report.
14. Attachments				
1. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓	Comparative data for credits earned to previous years. No SAT data provided. Important to note that the goal of this school is to enroll students that are failing in traditional public schools and at a high risk of dropping out and to support them through high school graduation, preparing them for a future beyond high school.	
3. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Charter School Annual Progress Reports

Name of School: Making Community Connections Charter School, Monadnock		Date: 11.24.2019		Reviewed By: Jane Waterhouse		
Evaluation Ratings: 1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations. 2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations. 3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.						
Criteria		Evaluation ✓		Comments	Recommendations	
School Information		Complete	Incomplete ✓		Information not provided. An older version of the report template was used.	
1. Is the school making progress toward achieving its academic goals?		1 ✓	2	3	<ul style="list-style-type: none"> In NWEA Testing, the percentages of students who met or exceeded their projected growth measures: Math 45.2% Reading 55.6% Language usage 34.1% General Science 31.7 Competency completion data are better indicators of proficiency Student acceptance at post-secondary institutions are also a good indicator Two substantive projects where student prepare and present an exhibition of learning at the end of each quarter, assessed by a learning team 	No data available for comparison to state or district averages

				<ul style="list-style-type: none"> • Internship experience requirement for each phase (4 total) for graduation • Student-designed learning projects 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • The involvement of students in the Art Studios continues to produce excellent results in arts competencies achievements • Implementation of MC2's 17 Habits of Being and Habits of Mind for student personal development • Students are becoming more involved within the community through Art projects • Students take internships within the local community 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Reviewed and upgraded compensation and benefit packages to aid staff recruitment • Systematic replacement of computers an associated technology • Develop the schools culture of mediation and dispute resolution • Improved communication and information dissemination to parents and students 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Due to the specialist nature of the school it is by default innovative • Student involvement at all phases of their education is paramount in the schools development of its students • Students have weekly sessions with their advisors to reflect on their success and areas for further development • Maker Space for project work 	

5. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	<ul style="list-style-type: none"> • The school has set parameters by which it measures student growth • All students have to pass through the four levels of success prior to graduating. 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	<ul style="list-style-type: none"> • The school is compliant with all the financial reporting standards as set out by the DOE. • Budget and quarterly reports go through Finance committee and Board approval. • These practices demonstrate responsible use of public funds 	
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • The schools accounts demonstrate prudent management • Enrollment numbers are considerable lower than planned, but adequate enough to fund the school program. • The Board of Trustees and the school CEO work together to ensure realistic budgets are created and adhered to 	
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • 8 member Board • 6 Board committees • Monthly meetings • Minutes and policies posted on school website 	
9. Students Data	1	2	3 ✓	Information not provided. An older version of the report template was used.	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete		Incomplete ✓	Details not provided	
11. Policy Development	Complete		Incomplete ✓	Details not provided	

12. Required Updated Forms				
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete	Incomplete	NA	
• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete	Incomplete	NA	
• Health Inspection – Upon Renewal	Complete	Incomplete	NA	
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete	Incomplete ✓	Details not provided	
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete ✓	Details not provided	
13. Signatures				
	Complete	Incomplete ✓	An earlier version of the template was used	
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓ Please refer to comments	No Data was included. Competencies achievement was included. Students progress through “Phases” which are similar to grade levels, made up of competencies. All 4 phases must be completed for graduation, which can	Consider creating a system to track individual and grade year on year performance

			take longer than 4 years. Student performance is covered by a narrative in the report.	
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		

Name of School: Making Community Connections Charter School – Manchester Campus	Date: 11.24.2019		Reviewed By: Jane Waterhouse		
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓		Comments	Recommendations	
School Information	Complete	Incomplete ✓		Information not provided. An older version of the report template was used.	
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<p>Goals completed this year:</p> <ul style="list-style-type: none"> • Introduced new strategies by embedding reading, writing and math practices into all learning opportunities, internships and project-based learning experiences • Implemented strategies to encourage a higher number of our eligible students to undertake MAP and State assessments will allow the school to further identify areas for academic focus • Additional metrics in the following areas also provide evidence of significant student growth in students' social-emotional habits and dispositions: criterion-referenced 	<p>Whilst there as a narrative indication of student academic progress a detailed numeric chart comparing the school's results to state results would have been helpful.</p>

				<p>measures used are quarterly exhibitions of learning presentations, academic tasks, performance in internships.</p> <ul style="list-style-type: none"> • Completion of 2 substantive projects each year • An observed increase in project completion rates has been noted and the school is focusing on further developing this trend 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<p>Examples of progress made this year:</p> <ul style="list-style-type: none"> • Students are embracing the opportunity to articulate their personal beliefs through artistic expression • Improved rates of student participation in school wide community meetings • Helping students to recognize their strengths and apply these to overcome their academic challenges 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<p>Progress made this year:</p> <ul style="list-style-type: none"> • Strong, supportive Board, 5 committees • Reviewing compensation packages and adding additional benefits thus aid the recruitment and retention of staff • Upgrading the technology available to the school phased introduction of Chromebooks 	

				<ul style="list-style-type: none"> • Continue to develop an effective mediation system for the resolving of any issues that may arise • The school moved into a new premises during the past year which provides a location more conducive to education and also has an outdoor green area for student use • Improved communication to assist parents and students with school decisions. 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Applying a consultative approach to engaging students to understand learning is beneficial and enjoyable, rather than a chore to be tolerated • Teach self-regulation and peer to peer support in learning and social environments 	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<ul style="list-style-type: none"> • Given the demographics of the student population and the resultant high proportion of students with IEP's, whilst understanding the expected attainment levels, the school is working hard to move the majority of its student to a level of average proficiency • Math and English Language Arts have been identified as areas of concern 	

				<ul style="list-style-type: none"> • School is working hard to encourage higher student participation in the State SAS, NWEA MAP testing • The limited data available to the school indicates limited progress towards State proficiency standards 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	<ul style="list-style-type: none"> • The school is compliant with all the financial reporting standards as set out by the DOE. • Budget and quarterly reports go through Finance committee and Board approval. • Board meets regularly and meeting minutes are submitted to the DOE, but not posted publicly on website 	For transparency, it is recommended that the school post Board agendas and meeting minutes publicly on website.
7. Is the school sustainable?	1	2 ✓	3	<ul style="list-style-type: none"> • The audited accounts provided show that the school is aware of the critical role the State adequacy funding plays in the financial viability if the school • Given the demographics of the school student population and it historic transient nature, the school sets conservative budgets. • The school's net financial position is adequate • There was no net increase in student enrollment 	Look towards the community that the school serves for additional revenue sources
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • 8 member Board • 6 Board committees • Monthly meetings 	

				• Minutes and policies posted on school website	
9. Students Data	1	2	3 ✓	Information not provided. An older version of the report template was used	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete	Incomplete ✓		• School used an older version of the reporting template which did not require this information	
11. Policy Development	Complete	Incomplete ✓		• School used an older version of the reporting template which did not require this information	
12. Required Updated Forms					
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete	Incomplete		NA	
• Fire Inspection Certificate – annually	Complete ✓	Incomplete			
• Building Safety Inspection – Upon Renewal	Complete	Incomplete		NA	
• Health Inspection – Upon Renewal	Complete	Incomplete		NA	
• Insurance Certificate - annually	Complete ✓	Incomplete			
• Lead Testing (by July 1, 2019)	Complete	Incomplete ✓		Not submitted	

<ul style="list-style-type: none"> Asbestos Inspection Report (new schools and every 5 years if requested) 	Complete	Incomplete	NA	
13. Signatures	Complete	Incomplete ✓		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓	NH SAS and MWEA data for 18/19 was included in the report; however, no comparisons to NH State or district averages, and no previous years school data for comparisons.	
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: MicroSoceity Academy		Date: 10.25.2019		Reviewed By: Jane Waterhouse	
Evaluation Ratings: 1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations. 2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations. 3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations					
Criteria	Evaluation ✓		Comments		Recommendations
School Information	Complete	Incomplete ✓	This component was not included in the report		Use the template provided to ensure all the information requested is included in the report.
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	Objective: <i>Students will increase their interest and access to reading, writing, and math activities, including but not limited to remediation of skills.</i> No explanation was provided as to whether the school met this objective, however, a data comparison table shows the MACS students had outperformed the NH state proficiency averages in math all grade except 8 th . Other data provided demonstrates that students are at proficiency levels in ELA and Science which exceed state averages in all grade levels tested.	Use the template provided to ensure all the information requested is included in the report.

<p>2. Is the school making progress toward achieving the programmatic goals?</p>	<p>1</p>	<p>2 ✓</p>	<p>3</p>	<p>Objective for Professional Development: <i>to increase staff development opportunities, specifically in writing utilizing a staff development assessment (triannual) and rubric.</i> The report discusses the training of staff in in common core writing, designing rubrics and a school-wide writing assessment. It does not discuss the implementation or the effects of these improvements.</p>	<p>. Provide evidence of the success of these activities to demonstrate progress.</p>
<p>3. Is the school making progress toward achieving the organizational goals?</p>	<p>1</p>	<p>2 ✓</p>	<p>3</p>	<p>Objectives for organizational objectives: 1. <i>Expand enrolment numbers:</i> update not included but the reviewer knew it was completed 2. <i>Complete renewal process and obtain 5 year renewal:</i> update not included, but the reviewer knew it was completed 3. <i>Community Engagement: to increase MACS volunteer committee and opportunities for stakeholders and development:</i> 5 Community engagement strategies were listed and explained; however, the success of the volunteer commitment was not included.</p>	<p>Provide evidence of the success of these activities to demonstrate progress.</p>
<p>4. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.</p>	<p>1 ✓</p>	<p>2</p>	<p>3</p>	<p>A short statement of intent to be a fiscally responsible institution was the only demonstration of use of public funds. However, from the recent charter renewal, the reviewer knew that the school is responsible in its use of public funds.</p>	<p>.</p>

5. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	Data provided shows the schools students are meeting or exceeding the State proficiency averages.	
6. Advances in innovative approach to education and learning	1 ✓	2	3	The school has received a number of commendations from MicroSociety Inc. for its innovative delivery within the realm of MicroSociety themed schools, and from local organizations and businesses.	Very impressive list of awards and recognitions! Well done!
4. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Plans to expand be facility due to increasing demand for student enrolment and large waitlists • SBE approved increase in enrolment • Quality instruction ensures student proficiency levels are high • Fiscally sound 	
5. Current Status of the Board of Trustees	1 ✓	2	3	No information submitted with regard to the Board of Trustees in this report. However, the reviewer is very familiar with the commitment of the Board to support the school and the administration, and the committee work that members are engaged in.	
6. Students Data	1 ✓	2	3	Student data provided is expansive with regard to the makeup of the student population and comparative student proficiency data.	Please include data on students requiring academic or special education support in the future.
7. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete		Evidence in renewal documentation	
8. Policy Development	Complete ✓	Incomplete		Evidence in renewal documentation	
9. Required Updated Forms					

• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete	Evidence in renewal documentation	
• Fire Inspection Certificate – annually	Complete ✓	Incomplete	Evidence in renewal documentation	
• Building Safety Inspection – Upon	Complete ✓	Incomplete	Evidence in renewal documentation	
• Health Inspection – Upon Renewal	Complete ✓	Incomplete	Evidence in renewal documentation	
• Insurance Certificate - annually	Complete ✓	Incomplete	Evidence in renewal documentation	
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete	Evidence in renewal documentation	
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete	Evidence in renewal documentation	
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete	Evidence in renewal documentation	
10. Signatures	Complete	Incomplete ✓		
11. Attachments				
1. School Calendar, including hours of operation (Ed 318.16(11))	Included ✓	Not Included	Evidence in renewal documentation	
2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Included ✓	Not Included	Evidence in renewal documentation	

3. Budget for 2020 (Ed 318.16 (15))	Included ✓	Not Included	Evidence in renewal documentation	
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New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: Mill Falls Charter School		Date: October 18, 2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓		Comments		Recommendations
School Information	Complete ✓	Incomplete			
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<p>The following progress was made toward achieving the school goal of helping students reach their potential:</p> <ul style="list-style-type: none"> • Full year Child Study Team Program to track student needs and progress in order to meet the individual needs of all students. • Math interventions (43 students) resulted in six students exiting the program, and 6 students referred and moved to SPED services. • Reading interventions (35 students) resulted in 15 students exiting the program and 80% of KG students meeting benchmark expectations. 	

2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<p>The following progress was made:</p> <ul style="list-style-type: none"> • Implementation of an inclusion SPED model • Provided a number of PD sessions for SPED staff • Strengthened Math and reading interventions • Developed a math assessment protocol • Strengthened Montessori Program • Looked deeper at math program at all levels to ensure teachers are familiar with state standards • Year-long food drive for the school's Food Pantry to support their food insecure families • A number of refinements were added to the schools programs with the objective of consolidating progress to achieving the schools defined goals. 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Improved family and community engagement through community events • Made progress towards meeting several goals from strategic plan 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<p>With the use of Title funds, the executive director is engaging in a Montessori Audit – a process of self-reflection with regards to program fidelity and level of practice to support school administration in the development of programmatic goal setting.</p>	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	<p>When considering the board spectrum of student abilities within the school measurable progress has been achieved</p>	

				in improving overall student proficiency. Student performance is exceeding the state and Manchester school district averages in all areas and at all grade levels.	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	The school has demonstrated sound and prudently managed financial planning.	
7. Is the school sustainable?	1 ✓	2	3	<p>The following are indicators of sustainability:</p> <ul style="list-style-type: none"> • Strong relationships with resident school districts for SPED services, sharing resources and planning joint community events • Robust PD program • Good financial position, able to cover gap in budget with substantial fundraising activities and school-based income generating programs. • 170 – 270 new applicants per year results in substantial waitlists • Effective board organization meets at least monthly. Board members very involved in their work in governing the school through board meetings and committee work. • Highly competent and committed executive director manages daily operations and ensures the system operates efficiently and effectively 	
8. Current Status of the Board of Trustees	1 ✓	2	3	10 member board meets monthly, posts agendas and meeting minutes on school website.	
9. Non-Academic Students Data	1 ✓	2	3	100% of students promoted No student safety concern	

10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete		
11. Policy Development	Complete ✓	Incomplete		
12. Required Updated Forms				
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete ✓	Incomplete		
• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
13. Signatures	Complete ✓	Incomplete		
14. Attachments				

A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: Mountain Village Charter School		Date: 11/20/2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓			Comments	Recommendations
School Information	Complete ✓	Incomplete			
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	The school continued a focus on aligning the Montessori curriculum to Common Core and nature-based education allowing for teacher observation, monitoring and reporting on student outcomes. Teachers also engaged in vertical alignment to reduce and eliminate curriculum redundancy.	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<p>Programmatic goals that the school is working on are:</p> <ul style="list-style-type: none"> • Continue implementation of Montessori, nature-based program • Implement enrichment classes, such as foreign languages taught by community volunteers, and music, 	

				art, dance through a partnership with the local university	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<p>Progress made towards meeting organization goals are:</p> <ul style="list-style-type: none"> • Following original growth plan of the school to add another grade level, resulting in increased enrollment • Designing a building to house the entire school • Addition of 2 new Board members • Successful annual fundraising event 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<p>Innovative advances:</p> <ul style="list-style-type: none"> • Teacher training on nature-based education to help the school evaluate and improve this component of the curriculum • Natural exploration of the campus property including wetlands, fields • Micro economy project • Service learning project • Independent projects 	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<p>ELA is above proficiency in all grade levels except grade 5 for 2019. Math continues to be a problematic area for students. Attainment levels are currently below proficient in grades 3, 4, 5 and 6. % proficient has declined from 2018-2019 in some grade levels and has improved in others.</p>	<p>What are the plans to address the low student proficiency in math? Recommend conducting a needs assessment to determine where the gaps in learning are, and creating an educational plan with goals, specific objectives and a timeline for implementation. Also, a component of the plan should be the provisions of additional</p>

					support for struggling students in the area of math using Title I funds and school initiated support.
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1	2 ✓	3	<p>Budgets, Financial statements and audits attest to the responsible use of public funds.</p> <p>School has an emergency fund, is working on the launch of a capital campaign and an annual giving campaign.</p> <p>School is often late with quarterly financial statement submissions and submission of DOE 25</p>	Follow the Charter School Timeline for Submissions to ensure that all required reports are submitted on time.
7. Is the school sustainable?	1 ✓	2	3	<p>The following demonstrate that the school is sustainable</p> <ul style="list-style-type: none"> • A strong financial position with emergency funds, grant awards, for profit after school program and a summer camp • Fully enrolled - Increasing enrollment each year and a waitlist • Good relationships with sending districts • High teacher retention • Supportive and highly engaged family groups • Organized PG process and plans to develop a master PD plan 	
8. Current Status of the Board of Trustees	1 ✓	2	3	The school has a full Board of Trustees who have demonstrated their commitment to the school's continued growth and success.	
9. Non-Academic Students Data	1 ✓	2	3	All appropriate data provided	

10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete	Fully compliant	
11. Policy Development	Complete ✓	Incomplete		
12. Required Updated Forms				
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete ✓	Incomplete		
• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
13. Signatures	Complete ✓	Incomplete		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		

B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: Next Charter School	Date: 11.11.2019	Reviewed By: Jane Waterhouse
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Evaluation Ratings:

- 1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.
- 2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.
- 3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.

Criteria	Evaluation ✓			Comments	Recommendations
	Complete	Incomplete ✓			
School Information	Complete	Incomplete ✓		The school used an older version of annual report requirements	
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • 100% of students developed individual learning plans mapping a pathway to graduation • All 11 students of the graduating class graduated in the 4th graduation ceremony • Graduation timeline options are 3, 4 or 5 year plans. 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Assessed and revised the instructional and assessment model • Refine curriculum on an annual basis to respond to student ILP • 11 students completed capstone projects 	

				<ul style="list-style-type: none"> • Its goal of implementing the seven learning module system is in place • Established a partnership with the Pinkerton Academy to support students' individual learning plans that give them additional courses and extracurricular activities 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Next is continuing to build student numbers in line with their projections • Revising strategic plan as of fall 2019 • Next signed a ten year lease agreement with Derry Cooperative School District for continued use of its current premises • Next created a culture of continuity and consistency with the retention of all professional staff committed to academic and organizational goals 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Next students are expected as part of the Capstone Project to undertake 300 hours of field based internships • An established partnership with the Pinkerton Academy for both academic and extra curricular activities • Students create Individualized Learning Plans which are a pathway to graduation 	
5. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	<ul style="list-style-type: none"> • Next operates within all the required parameters as required by the NHDOE • All required financial submissions are completed and submitted in a timely manner 	

6. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<ul style="list-style-type: none"> • Next participates in the NH statewide assessment • Competencies are aligned to Common Core, Next Generation Science Standards and NH Social Studies Frameworks • The school has identified that it needs to develop a plan to strengthen its Math and Reading • School is successful in meeting its mission to graduate students and initiate post-secondary learning options 	Recommend conducting a needs assessment to determine where the gaps are in math and reading, and then develop an educational plan with goals and objectives to implement an intervention program to meet the student's academic needs.
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Next has demonstrated its ability to maintain a sound financial footing • During the last school year the school discharged its loan for the building works undertaken when the school opened • Successful recruiting efforts has helped the school maintain annual enrollment caps • Strong partnerships with resident districts • 100% teacher retention • Parent/family satisfaction • Very active and engaged Board of Trustees 	
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • The school has a board of Trustees whom are responsible for the governance and financial oversight of the school • Very active and engaged Board serve on several committees 	

9. Students Data	1	2 ✓	3	<ul style="list-style-type: none"> • Graduation and capstone data provided • Sat results provided 	School generated student achievement data, comparative state and local LEA data would provide a better overall picture of overall schoolwide student performance.
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete ✓	Incomplete			
12. Required Updated Forms					
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete	Incomplete	NA		
• Fire Inspection Certificate – annually	Complete ✓	Incomplete			
• Building Safety Inspection – Upon	Complete	Incomplete	NA		
• Health Inspection – Upon Renewal	Complete	Incomplete	NA		
• Insurance Certificate - annually	Complete ✓	Incomplete			
• Lead Testing (by July 1, 2019)	Complete	Incomplete ✓	Not included in report		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete	NA		

• Certificate for Occupancy (New Schools and Lease Renewal)	Complete	Incomplete	NA	
13. Signatures	Complete	Incomplete ✓		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓		
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: North Country Charter Academy		Date: October 17, 2019		Reviewed By: Jane Waterhouse	
Criteria	Evaluation ✓		Comments	Recommendations	
School Information	Complete ✓	Incomplete			
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Serving a large at-risk population, most recent DOE data shows a graduation rate of 81.82% and an annual dropout rate of 6.53%. • School follows alumni's post-secondary pathways which helps to identify the impact of this school on student success. In 2019, the majority of students, 62% moved on to post-secondary education or vocational training, 21% reported being employed, 4% entered the armed forces and the remainder were undecided about their future. 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Implemented Universal Design for Learning (Lancaster campus). Plans to implement at the Littleton Campus in 2020. • Implementing individualized project-based learning 	

				<ul style="list-style-type: none"> • Involved in Governor’s Stem Initiative project 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Assessment and evaluation of enrollment history and sending district school needs. • Have researched adding a middle school. Reported to the Board in January – tabled for now. • In the process of purchasing a building • Surveys to determine focus moving forward to inform the next 5-year strategic plan 	
4. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	All financial statements, audits and reports are submitted on time. Clear evidence of responsible use of public funds.	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	<ul style="list-style-type: none"> • Student achievement is aligned to State Model Competencies. • Student attainment 80% or higher of core competencies • Students work on remaining credits once they enroll in NCCA • School uses both NEWA and NCCA generated writing assessments and Math Analytical Survey to determine level. • Edmentum pretests for benchmark tool and post tests for 	
6. Advances in innovative approach to education and learning	1 ✓	2	3	UDL, Community Outreach and Integration in individualized project based learning	

4. Is the school sustainable?	1 ✓	2	3	15 years of successful organizational, programmatic, and meeting student academic needs for graduation and college and career readiness.	
5. Current Status of the Board of Trustees	1 ✓	2	3	Several changes in Board membership; 2 superintendents have replaced board members that resigned and the board is planning to add 1 more parent member by January, giving the board 8 members in total.	
6. Students Data	1 ✓	2	3	Achievement Data lists number of students who increased in grade levels for each subject. Students are transitory and are often at the school for short periods of time, so tracking and comparing student performance presents a challenge. Students maintain 90% or better attendance rate in order to continue. Failed state assessments are often the reason for student enrollment and support is focused on areas of need.	
7. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
8. Policy Development	Complete ✓	Incomplete	Continuous process of policy development and review Never an end to policy development Reformatting this process.		
9. Required Updated Forms					

• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete ✓	Incomplete		
• Health Inspection – Upon Renewal	Complete	Incomplete	N/A	
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete	N/A	
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete	Incomplete	N/A	
10. Signatures	Complete ✓	Incomplete		
11. Attachments				
1. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		

3. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		
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New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: PACE Career Academy Charter School		Date: 12.2.2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria		Evaluation ✓		Comments	Recommendations
School Information		Complete ✓	Incomplete		
1. Is the school making progress toward achieving its academic goals?		1 ✓	2	3	<p>Progress made by PACE in terms of academic goals are:</p> <ul style="list-style-type: none"> to provide classes that cater to the diverse needs of the students to provide access to online classes, for example, electives such as PE that are not offered at PACE.
2. Is the school making progress toward achieving the programmatic goals?		1 ✓	2	3	<p>In progress towards meeting programmatic goals, PACE has added new staff that have the knowledge and experience to assist the school with curriculum and programming that will better meet the needs of the student population and the organization.</p>

3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	New school building purchased. This was a massive endeavor, as the building needed to be repurposed, and securing the financing, permits and certificates took considerable time and effort. As a result, the students now have a building that is safe and secure, clean and well organized, designed to meet their academic, physical, social and emotional needs.	
4. Advances in innovative approach to education and learning	1	2 ✓	3	<ul style="list-style-type: none"> • Introduction and implementation of competencies • Plan B approach to student behavior management and safety 	Need additional detail regarding “Plan B”
5. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<p>No data available for SAT Grade 11 Science tests proficiency levels: all six students scored below proficiency</p> <p>It is important to understand that the population of students that attend PACE were at high risk of failing and dropping out of their previous schools. PACE’s goal is to provide opportunities for student to graduate from high school following a self-designed academic, college and career personal growth plan. Their 4 year graduation rate is 32%, and the 5 year is 52%</p>	A more detailed demonstration of student achievement levels would be helpful, either school generated data reports or state reports.
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1	2	3 ✓	<p>Quarterly reports not submitted</p> <p>Annual Audit submitted</p> <p>School budget and audits demonstrate responsible use of public funds.</p>	Please refer to the Charter School Timeline for Submissions as it contains all the required reporting deadlines.
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Sound balance sheet 	Report did not provide the

				<ul style="list-style-type: none"> • Trustees appear to have a good understanding of their financial responsibilities • Purchase of school facility • Increased enrollment 	Number of certified teachers or the number with 3 or more years of teaching experience
8. Current Status of the Board of Trustees	1	2 ✓	3	<ul style="list-style-type: none"> • 10 member Board. • New Chair and 2 at-large member resigned. • 5 committees that report to the Board monthly 	Board of Trustees meeting agendas and minutes are not posted publicly on website. Recommend the school works to become more transparent.
9. Non-Academic Students Data	1 ✓	2	3		
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete	Incomplete ✓			
12. Required Updated Forms					
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete			
• Fire Inspection Certificate – annually	Complete ✓	Incomplete			
• Building Safety Inspection – Upon	Complete ✓	Incomplete			
• Health Inspection – Upon Renewal	Complete ✓	Incomplete			

• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
13. Signatures	Complete ✓	Incomplete		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓	Only Grade 11 Science Test results provided	
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: Polaris		Date: 10.15,2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria		Evaluation ✓		Comments	Recommendations
School Information		Complete ✓	Incomplete		
1. Is the school making progress toward achieving its academic goals?		1 ✓	2	3	<ul style="list-style-type: none"> • Inquiry-based curriculum • Development of critical thinking skills • Academic Excellence • Personal Learning plans with grade level goals for all students <p>One year of student proficiency data compared to state data shows student performance above the state averages in some areas and below in others.</p>
2. Is the school making progress toward achieving the programmatic goals?		1 ✓	2	3	<ul style="list-style-type: none"> • Theme-based approach to interdisciplinary curriculum • Curriculum mapping aligned to Common Core

				<ul style="list-style-type: none"> • Monthly social-emotional learning topics • Responsive classroom • Weekly early release days for School Reform Initiative 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Hired an education Assistant for math support • Successful fundraising venture netted \$23,972 for the Polaris Education Foundation and the Board of Trustees • Improved outreach to attract new families • Joined Center for Non-Profits • Invited a professional fundraiser to provide training on effective fundraising 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Guided Reading group rotations • Trimester Learning Celebration demonstrations • Cooperative problem solving • Contract options for project work • Students, teachers and parents meet to decide on academic and social emotional goals for individual Learning Plans each trimester. 	
5. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	5 year budget plan approved by the BoT. All reports were submitted on time and comply with accepted standards for public school accounting, demonstrating responsible use of public funds.	
6. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<ul style="list-style-type: none"> • Grade 3 students below NH State proficiency averages in ELA and Reading • Grade 4 above in both 	Conduct a needs assessment to determine where the gaps are. Use the results of this assessment

				<ul style="list-style-type: none"> • Grade 5 above in ELA and below in Math • Grade 6 above in both • School has recognized the need for better assessment tools to determine individual student math levels and placement and to track growth throughout the school year. Plans are to pilot said program. • Curriculum Maps are aligned to Common Core standards 	to develop an education plan with goals and objectives, identifying the interventions to be implemented and a process for tracking student progress.
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Financially Stable with a positive balance • Consistent student enrollment numbers year-on-year • Small wait-list (9) • Good teacher retention • Highly qualified staff 6/7 teachers NH certified 	
8. Current Status of the Board of Trustees	1 ✓	2	3	6 member Board meets monthly, meeting minutes posted publicly on school website.	
9. Non-Academic Students Data	1 ✓	2	3	Complete – no concerns	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete ✓	Incomplete			
12. Required Updated Forms					
<ul style="list-style-type: none"> • Certificate for Occupancy (New Schools and Lease Renewal) 	Complete ✓	Incomplete			

• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete ✓	Incomplete		
• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
13. Signatures	Complete ✓	Incomplete		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓	One year of student proficiency data compared to state averages No historical data to measure growth over time	
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: Robert Frost Charter School		Date: 10.17.2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓		Comments		Recommendations
School Information	Complete ✓	Incomplete			
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Rigorous and relevant instruction • Implement problem solving, skill development, team building, social/emotional interaction learning initiatives • RFPCS students continue to perform above NH statewide assessments in ELA/reading • 28% of students were proficient in NH state wide Math assessments 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Effective integration of Montessori and project based learning • Students are engaged and given a sense of ownership of their learning 	

				<ul style="list-style-type: none"> • The use of Project-Based Learning into their program expands students' skills in such areas as public speaking collaboration and research 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • The school guided by its new Board of Trustees has a goal of building its own facility in the future • The Board has begun a capital raising campaign towards this objective • Creating this new facility will enable the school to meet its targets of sustained student enrolment growth 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Mixed age groupings • Integration of project-based learning • Cooperative learning • Individualized instruction 	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<ul style="list-style-type: none"> • Students performing above state proficiency average in ELA but below state proficiency in math and Science. • School acknowledges these lower than expected results and has a implemented program that will provide teachers with support in the areas of instructional strategies, improved lesson planning, methods to support customized instruction, effective use of classroom materials. 	Note: Montessori education is designed for individual student mastery and students advance when they have mastered a concept. Because of this design, student proficiency levels vary depending on student's progress and not grade level.
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	<ul style="list-style-type: none"> • The school submits all financial information required that meets the accepted standards for public school accounting • Budgets and audits reflect the responsible use of public funds 	

7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • The schools quarterly reports confirm the schools financial status and sustainability • The audited reports indicate a positive asset balance 	
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • There are eleven active members of the Board of Trustees 	
9. Non-Academic Students Data	1	2	3 ✓	<ul style="list-style-type: none"> • Not included 	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete	Incomplete ✓		An earlier version of the template was used for this report	
11. Policy Development	Complete	Incomplete ✓			
12. Required Updated Forms					
<ul style="list-style-type: none"> • Certificate for Occupancy (New Schools and Lease Renewal) 	Complete	Incomplete		NA	
<ul style="list-style-type: none"> • Fire Inspection Certificate – annually 	Complete ✓	Incomplete			
<ul style="list-style-type: none"> • Building Safety Inspection – Upon Renewal 	Complete	Incomplete		NA	
<ul style="list-style-type: none"> • Health Inspection – Upon Renewal 	Complete	Incomplete		NA	
<ul style="list-style-type: none"> • Insurance Certificate - annually 	Complete ✓	Incomplete			
<ul style="list-style-type: none"> • Lead Testing (by July 1, 2019) 	Complete	Incomplete ✓		Details Not Included with report	

• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete	NA	
13. Signatures	Complete ✓	Incomplete		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete	Incomplete ✓		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: Seacoast Charter School		Date: 11.18.2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓		Comments		Recommendations
School Information	Complete ✓	Incomplete			
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Increase in reading levels due to a focus on early literacy interventions in the primary grades • Math focus established: Numbers Talk piloted in one class at each grade level • Staff member from each grade attended NCTM conference for best practices instructional strategies • Assessments show that as students progress through the grade levels their proficiency increases 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Music and the arts continue to be integrated through the school at all grade levels 	

				<ul style="list-style-type: none"> • Hands-on activities and interdisciplinary studies • As much focus on the learning process as the end product • This program is designed to assist student critical thinking skills • Four National art core competences are a central focus these being Creating, Presenting, Responding and Connecting 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<p>Emphasis on responsibility, self-awareness, communication, leadership and respect through the following:</p> <ul style="list-style-type: none"> • Student Exposition • Student Portfolios • Whole school meetings • Intergenerational curriculum • Right-of-passage ceremony: Rose Ceremony 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • PACE • Expositions • Integrated Steam Units 	
5. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	<ul style="list-style-type: none"> • The school complies with all State reporting requirements in a timely manner. • Audits and financial statements identify responsible use of public funds • Annual budgets submitted each year 	
6. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	<ul style="list-style-type: none"> • Grade 3-8 students complete PACE and SAS assessments • A renewed focus on Math instruction to improve school standards 	Additional data required showing comparison with State averages in all areas would be helpful

				<ul style="list-style-type: none"> • Extensive student development programs, community service and academic enrichment sessions • School student academic performance data provided • Narrative supplied to show school's student performance • Proficiency in ELA and Math: in the 50% quartile • Proficiency in Science: in the 75% quartile • Mean growth percentiles shows consistent growth in the following cohorts: all students, Economically Disadvantaged and Students with Disabilities 	
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • All grade spans fully enrolled • Large waiting list • Financially stable • School-owned facility • High rate of teacher retention • 15 years of stable and successful operation 	
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • Full - fourteen member Board of Trustees • All meeting minutes up to date and posted on the school website 	
9. Non-Academic Students Data	1 ✓	2	3		
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete	Incomplete ✓	Missing Policy: Limited Uses of Child Restraint Practices	Please share this missing policy information with the BoT	

12. Required Updated Forms				
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete	Incomplete	NA	
• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete	Incomplete	NA	
• Health Inspection – Upon Renewal	Complete	Incomplete	NA	
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete	N/A	
13. Signatures	Complete	Incomplete ✓		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade	Complete ✓	Incomplete		

level and compared to State Averages				
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: Strong Foundations		Date: 12/29/19		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria		Evaluation ✓		Comments	Recommendations
School Information		Complete ✓	Incomplete		
1. Is the school making progress toward achieving its academic goals?		1	2 ✓	3	<ul style="list-style-type: none"> Implemented a Core Knowledge Curriculum Developed measurable goals and objectives for literacy. Orton Gillingham approach has been successfully implemented at all grade levels as measured with school's NWEA assessments, providing evidence of effectiveness. NWEA data shows outstanding proficiency levels in almost all areas of LA and Math. NH SAS presents a very different picture. SAS results are substantially lower than the NWEA assessments. <p>SAS Reading, Math and Science proficiency was all below the state averages at each grade level. Therefore, recommendations are:</p> <ol style="list-style-type: none"> Undergo a self-study to determine the cause of the proficiency variances Develop goals and objectives for mathematics and science.

				<ul style="list-style-type: none"> An explanation of the variance in NWEA and SAS data was provided: 40% of students are undergoing specialized instruction due to IEP and 504 plans 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> The school has successfully implemented Orton-Gillingham training for its educational staff. Core Knowledge Curriculum has been implemented. 	Review effectiveness of CKC on student achievement in Math and Science and make adjustments as required.
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	Effective implementation of goal for the expansion of the facility to accommodate increased student numbers to reach school's full enrollment.	
4. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	All statutory financial reporting has been completed. The school is fully compliant with requirements.	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	The school recognizes that its attainment levels are not at the standards they aspire to meet. In mitigation, however, the percentage of students that are subject to IEPs and 504s is significant and does have an impact on the schools performance statistics, as in order to qualify for and IEP, a student must demonstrate academic need.	Work with sending districts and in school staff to develop a strategic plan to address and improve student performance, and track individual student progress.
6. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> UDL training and Executive Functioning curriculum for all grade levels to develop independent learning and work habits. Core Virtue program which is schoolwide, aimed at promoting specific areas of student growth and 	

				development outside the academic program.	
4. Is the school sustainable?	1 ✓	2	3	The school has provided evidence of a sound financial base and effective fiscal management. The school's strong financial position will allow it to work effectively towards fulfilling its mission statement.	
5. Current Status of the Board of Trustees	1 ✓	2	3	The Board of Trustees has been very stable with no changes and thus is of great value to the school. The Board has an in depth understanding of its role in governance, ensuring the school is financially stable and compliant with all DOE directives.	
6. Students Data	1 ✓	2	3	All required student data has been provided and is as expected.	
7. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
8. Policy Development	Complete ✓	Incomplete			
9. Required Updated Forms					
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete			
• Fire Inspection Certificate – annually	Complete ✓	Incomplete			
• Building Safety Inspection – Upon	Complete ✓	Incomplete			

• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
10. Signatures	Complete ✓	Incomplete		
11. Attachments				
1. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		
3. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: Surry Village Charter School		Date: 12/18/19		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is meeting expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria		Evaluation ✓		Comments	Recommendations
School Information		Complete ✓	Incomplete		
1. Is the school making progress toward achieving its academic goals?		1 ✓	2	3	Listed two academic goals and student tasks related to the goals. One of the goals was to illustrate student progress using student portfolios, which the school has implemented. The other goal was to connect learning across grade levels and subject areas, and units of study were provided as examples.
2. Is the school making progress toward achieving the programmatic goals?		1 ✓	2	3	Three Program goals were listed. Progress was made in each area: 1. Project-based learning in collaboration with different grade levels and subject areas 2. Community involvement – Place-based learning, providing connections to the local community 3. Social Curriculum

				<ul style="list-style-type: none"> • Family and community partnerships • Responsive classroom • Changing Perspectives • 7 Mindsets program introduced to students 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<p>Five goals listed and progress was made in each of the areas was highlighted:</p> <ul style="list-style-type: none"> • The school is continually expanding and reinforcing its position as a “Village School” in the community it serves • Parent and Stakeholder volunteering is increasing • Board policies were reviewed, created and approved • Board committees met and updated areas in need • Four open houses to increase public awareness and understanding of the charter school model 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<p>The school uses a combination of programs to assist the students in personal self-development</p> <ol style="list-style-type: none"> 1. 7 Mindsets 2. Changing Perspectives curriculum a social support mentor and a special education liaison officer 	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<ul style="list-style-type: none"> • Students are progress monitored three times throughout the year using AIMSweb assessments • Also literacy and numeracy assessed using NHSAS • All Students have personal learning plans and work portfolios 	<ul style="list-style-type: none"> • No student performance data or analysis provided <p>An indication of the outcomes from these assessments would be helpful.</p>

				<ul style="list-style-type: none"> • Common Core Curriculum for ELA and Math, Next Generation Science Standards for Science, NH Curriculum Frameworks for Social Studies, Art, Music, PE, and Technology. 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	<ul style="list-style-type: none"> • School is in compliance with all financial reporting as per State requirements. Annual audits identify responsible use of public funds. 	
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Open for 13 years • The information provided indicates the school is on a sound financial footing • Consistent enrollment very close to maximum • Teacher retention • A reserve fund of \$80,000 has been established to cover unforeseen expenditure 	A strategy for fundraising outreach to the local community and businesses is recommended
8. Current Status of the Board of Trustees	1	2 ✓	3	<p>Four Board members listed on school website. Two Trustees left the board and no information regarding the replacements. Meeting dates and minutes posted publicly on website.</p>	Concerns regarding the school's Board of Trustees. Please provide an update.
9. Non-academic Student Data	1 ✓	2	3	<ul style="list-style-type: none"> • Student Data complete 	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete ✓	Incomplete			

12. Required Updated Forms				
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete ✓	Incomplete		
• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
13. Signatures				
	Complete	Incomplete ✓		
14. Attachments				
1. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		

2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete	Incomplete ✓		
3. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: The Birches Academy of Academics and Art		Date: September 20, 2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Rating:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓			Comments	Recommendations
School Information	Complete ✓	Incomplete			
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<ul style="list-style-type: none"> Proficiency averages exceeded previous year and NH state averages with a few exceptions: <ol style="list-style-type: none"> In 4th grade ELA-1 point lower than State average; In 8th grade Math, even with state average. TBA is taking a closer look at writing programs in order to improve student proficiency in the area. Added Algebra to the 8th grade Math curriculum 	When reporting, including student performance comparisons by grade levels to previous years' data and direct comparison to State averages would be helpful.
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> Upgraded music program Engaged students in an art based program connecting with children in Syria. 	Continue to explore additional opportunities to expand outreach programs

3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Restructured Leadership team – hired Dean of Students • Hired additional Math Teacher • Recognized a weakness in writing and developing a remedial plan to improve standards • Engaged in UDL training to incorporate UDL into entire school program • Instructional Rounds training for teachers • Observation schedule – visiting other schools to learning about new strategies and programs 	
4. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	<ul style="list-style-type: none"> • The students’ academic achievement levels are under constant review and when weaknesses are observed remedial plans are created and implemented • To provide a more seamless transition through the grades for math instruction a new Math teacher has been hired • Continuous process of curriculum mapping takes into account the voices and passions of the teaching staff to enrich the lives of the students. • NWEA test was set in the Fall 2018 and results used to develop appropriate additional programs 	
5. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Makerspace – maker materials sewing machine, 3-D printer • Coding as an elective 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	<ul style="list-style-type: none"> • The school is compliant with all the financial reporting requirements as required by the DOE 	

7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • The balance sheet provided indicates the school has a positive cash balance and sound fiscal management in place • Low staff turnover • 122 children on the waitlist 	An indication of external revenue generated would be helpful if the school actually has a program in place for raising additional funding
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> • The Board of Trustees is complete • 6 member Board • One new member replaced a resignation by a Trustee due to illness • Hired a consultant to provide governance support to the Board 	
9. Students Data	1 ✓	2	3	<ul style="list-style-type: none"> • All required information provided 	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete ✓	Incomplete			
12. Required Updated Forms					
<ul style="list-style-type: none"> • Certificate for Occupancy (New Schools and Lease Renewal) 	Complete ✓	Incomplete			
<ul style="list-style-type: none"> • Fire Inspection Certificate – annually 	Complete ✓	Incomplete			
<ul style="list-style-type: none"> • Building Safety Inspection – Upon 	Complete ✓	Incomplete			

• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
13. Signatures	Complete ✓	Incomplete		
14. Attachments				
1. School Calendar, including hours of operation (Ed 318.16(11))	Included ✓	Not Included		
2. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Included ✓	Not Included		
3. Budget for 2020 (Ed 318.16 (15))	Included ✓	Not Included		



New Hampshire

Department of Education

Rubric for Accountability Reports

Name of School: The Founders Academy		Date: 11.17.19		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓		Comments		Recommendations
School Information	Complete ✓	Incomplete			
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<p>All curriculum is aligned to the Founding Fathers Character and Leadership Values.</p> <ul style="list-style-type: none"> • Curriculum Committee developed 12th grade curriculum: new electives, AP courses and a senior project. • Significant number of students achieving mastery • 12/14 students graduated in the first graduating year cohort 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> • Round table discussions each morning around the “Theme of the Month” • Opportunities for leadership 	

				<ul style="list-style-type: none"> • Academic theme of the year: entrepreneurship • Aligned technology curriculum to the NH State CS Standards • Added extra-curricular options and clubs 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<p>The school has a well-structured and efficient management team in place and undertakes regular reviews of its organizational requirements.</p> <ul style="list-style-type: none"> • School governance by a 10 member board • Teacher observations and evaluations • 6 academic departments • Numerous internal committees (12), subcommittees and non-academic departments. 	
4. Is the charter school promoting student attainment of expected knowledge and skills?	1	2 ✓	3	<ul style="list-style-type: none"> • Each course has a syllabus with competencies and benchmarks listed. These syllabi undergo periodic reviews. • The school has a robust internal assessment program which provides a platform for the school management to adapt and revise as required. • PSATs and SATs: 10th and 11th grade students scored higher than the national and NH state averages. • ELA students in grades 6, 7 and 8 outperformed NH State averages in each grade level • Math students in grades 6, 7 and 8 underperformed NH State averages at levels 3 and 4 in each grade level. • Letter from DOE identifying the school as in need of targeted support 	Recommend frequent progress checks of math plan implementation as well as frequent student progress monitoring.

				in Math. School is implementing a plan to address this need.	
5. Advances in innovative approach to education and learning	1 ✓	2	3	<ul style="list-style-type: none"> • Students participate in various international, national and state clubs, committees and academic competitions throughout the year. • ELOs – internships, apprenticeships • Community outreach activities • Character grading is aligned to the school's Leadership Code of Conduct 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	Clean annual audits support the responsible use of public funds. All reports comply with accepted standards and are submitted on time.	
7. Is the school sustainable?	1 ✓	2	3	<p>Founders is a well-managed and financially secure school.</p> <ul style="list-style-type: none"> • Enrollment (334) is slightly less than originally planned but is increasing each year. • High staff retention and a high percentage and more than half of the teachers are certified educators. 	
8. Current Status of the Board of Trustees	1 ✓	2	3	10 board members, augmented by a 3-member board of advisors. Actively engaged in committee work. Financial and governance training provided to all members.	
9. Students Data	1 ✓	2	3	All complete	
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete ✓	Incomplete			

12. Required Updated Forms				
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
• Fire Inspection Certificate – annually	Complete ✓	Incomplete		
• Building Safety Inspection – Upon	Complete ✓	Incomplete		
• Health Inspection – Upon Renewal	Complete ✓	Incomplete		
• Insurance Certificate - annually	Complete ✓	Incomplete		
• Lead Testing (by July 1, 2019)	Complete ✓	Incomplete		
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete ✓	Incomplete		
• Certificate for Occupancy (New Schools and Lease Renewal)	Complete ✓	Incomplete		
13. Signatures	Complete ✓	Incomplete		
14. Attachments				
School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
Student Performance Data: yearly comparisons to evaluate growth, by	Complete ✓	Incomplete		

grade level and compared to State Averages				
Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		



New Hampshire

Department of Education

Rubric for Charter School Annual Progress Reports

Name of School: Virtual Learning Academy Charter School		Date: December 1, 2019		Reviewed By: Jane Waterhouse	
<p>Evaluation Ratings:</p> <p>1: Clear, thorough, in-depth description with examples is included. School is meeting or exceeding expectations.</p> <p>2: Mostly complete, descriptions may need more depth or may be missing examples to support this component. School is approaching expectations.</p> <p>3: Minimal to no details or supporting examples. Area needs substantial improvement. Not meeting expectations.</p>					
Criteria	Evaluation ✓		Comments		Recommendations
School Information	Complete ✓	Incomplete			
1. Is the school making progress toward achieving its academic goals?	1 ✓	2	3	<ul style="list-style-type: none"> Meeting academic goals as identified in overall student achievement based upon school-generated assessments, the completion of Pathways/Journeys, NH SAS and SAT results, Advanced Placement tests, graduation rates and post-graduation pathways in college, careers and citizenship endeavors. Meeting goals to provide a comprehensive learning model, giving students the choice of when, where, how and what they learn based on needs, interest and talents. 	
2. Is the school making progress toward achieving the programmatic goals?	1 ✓	2	3	<ul style="list-style-type: none"> Ongoing development of personalized learning 	

				<ul style="list-style-type: none"> • Implementation of new customized learning pathways • Continued development of middle and high school competency groupings • College and career readiness emphasis on program options showed positive results in Early College growth and success 	
3. Is the school making progress toward achieving the organizational goals?	1 ✓	2	3	<p>Able to meet organizational demands throughout school growth in the following areas:</p> <ul style="list-style-type: none"> • Customer Service and Communication • Enrollment • Course/competencies offerings • Pathways expansions • Outreach to partner schools, training and monitoring the Partnership Program website to provide timely assistance. • Training for schools wanting to establish customized, flexible learning programs for students needing any time, any pace, and place options • Expanded open houses to 5 or 6 per month 	
4. Advances in innovative approach to education and learning	1 ✓	2	3	<p>Courses, Projects, Teams, Experiences and Early College have been options for students to earn credits. VLACS has been undertaking the development and implementation of 2 new alternatives:</p> <ul style="list-style-type: none"> • Journeys, providing an additional option for personalization of learning 	

				<p>where students can create their own journeys to earn credits</p> <ul style="list-style-type: none"> • Badges and Industrial Certifications, through an exploration of careers opens doors to new opportunities, building relationships and networking. <p>A network redesign to include these innovation was completed and launched.</p>	
5. Is the charter school promoting student attainment of expected knowledge and skills?	1 ✓	2	3	<ul style="list-style-type: none"> • In order for credit to be issued, all student must demonstrate an 85% or better level of understanding • Grades 6-8 ELA and Math, and grades 8 and 11 science exceeded NH State scaled score results • SAT improved scores from last year and exceeded NH State SAT averages in Math, Reading and Writing • Increasing Dual Credit and Advanced Placement enrollments with high rates of completion • Increasing number of students attending 2 and 4 year colleges and universities • Dropout and graduation rates exceed state averages - 	
6. Is the charter school responsibly using public funds and submitting required reports in a timely fashion.	1 ✓	2	3	<p>A school CFO completes and submits all BoT approved budgets, audits and reports on time, all of which ensure the responsible use of public funds.</p>	
7. Is the school sustainable?	1 ✓	2	3	<ul style="list-style-type: none"> • Strong financial position with steady growth for 11 years of school operations • Consistent positive feedback from parents and students 	

				<ul style="list-style-type: none"> Increases in enrollment every year, 11,969 in-state, 66 out of State of New Hampshire Good relationships with school districts statewide. VLACS provides training to schools and counselors offer additional support to part-time students attending district schools 97% of staff are NH certified and the 3% remaining are working on their certification. Good staff retention due to personalized PD and comprehensive benefits package 	
8. Current Status of the Board of Trustees	1 ✓	2	3	<ul style="list-style-type: none"> 6 member BoT One parent vacancy the school is looking to fill BoT meets regularly, all meeting minutes and policies posted publicly on school website 	
9. Non-Academic Students Data	1 ✓	2	3		
10. How the school is implementing requirements of RSA 194-B:8, ED 318.16	Complete ✓	Incomplete			
11. Policy Development	Complete ✓	Incomplete			
12. Required Updated Forms					
<ul style="list-style-type: none"> Certificate for Occupancy (New Schools and Lease Renewal) 	Complete	Incomplete	N/A		
<ul style="list-style-type: none"> Fire Inspection Certificate – annually 	Complete	Incomplete	N/A		

• Building Safety Inspection – Upon	Complete	Incomplete	N/A	
• Health Inspection – Upon Renewal	Complete	Incomplete	N/A	
• Insurance Certificate - annually	Complete ✓	Incomplete	On file at DOE	
• Lead Testing (by July 1, 2019)	Complete	Incomplete	N/A	
• Asbestos Inspection Report (new schools and every 5 years if requested)	Complete	Incomplete	N/A	
13. Signatures	Complete ✓	Incomplete		
14. Attachments				
A. School Calendar, including hours of operation (Ed 318.16(11))	Complete ✓	Incomplete		
B. Student Performance Data: yearly comparisons to evaluate growth, by grade level and compared to State Averages	Complete ✓	Incomplete		
C. Budget for 2020 (Ed 318.16 (15))	Complete ✓	Incomplete		

Meeting with Jane Waterhouse February 12, 2020

(Stephanie Alicea, Barb Higgins, Jane Waterhouse, Nate Green in attendance)

Jane gave CCCS the following list of items to complete along with the remaining items from our first year audit. They have been addressed as follows:

Website Updates: All updates and improvements have been made. We will request a screen and projector be available at our review so that we can share. The items for improvement or clarification included K-12 Learning Standard link, posting of policies and appendices, curriculum clarity, Handbook location, Science Resources, and an update of meeting minutes from board of trustees' meetings.

Special Education Status I have emailed a current list of the number of students who receive SPED services and/or are following a 504plan. Our Special Education Director will speak to this at our meeting, however we are current and/or in process with all of our students. Modification techniques are shared with staff and administration. She will also speak to the incorrect notion that we don't care for or about our Special Educations students.

Health/Life Skills We have implemented a school wide PE class that integrates science, social studies, and math alongside Health and PE concepts. We included a description of the basics of this class in our prior packet. It has been expanded to include all students and occurs four days a week. With regard to life skills, we use morning meeting, enrichment, and advisory times to present themes connected to life skills, empathy, virtues and kindness.

Specific Roles for Aimee Szumiesz, Barbara Higgins and Stephanie Alicea are included in Appendix Z.

Academic Progress Updates While we have done schoolwide benchmarking to solidify our instructional groups, state testing doesn't begin until March. Using the rankings included in our prior packet and regular benchmarking in reading and math skills we have restructured academic delivery. Eight and Ninth grade students are now enrolled in VLACS for math. The 6th/7th graders have a very structured math class with Ms. Higgins. Her certification in both elementary and special education are a good fit for this group of learners. ELA instruction is delivered in a similar fashion. (Appendix N)

Student Recruitment Plan is included in the packet. (Appendix I)

Strategic Plan is included in the packet. (Appendix F) Roughly 50% of our parents have completed the survey with a much smaller number of students and board members.

Fundraising Plan (Appendix D) We have recently partnered with Franklin Savings Bank. They heard of us through Rotary activities in which our students have participated. I have calls into to several local businesses as well as two grant applications submitted. Updates will be provided as progress is made.

Service Wednesdays We have had four service activities coupled with civic opportunities and school projects. These days begin with a theme at morning meeting. Students have an abbreviated academic day and then an early lunch. They are put into groups with staff and parent volunteers. So far students have done the following: "Quote Coats" "Kindness Rocks" Food Pantry Donations SPCA Donations In School Painting and Cleaning School Library Organization Participation in Legislative Hearings on

“Rachel’s Law” as well as Charter School Funding. State House tour Visit to Christa McAuliffe’s Grave The service days close with school wide sharing, reflection and planning.

Student Information Site Information on this site is only available to students, teachers and parents. I am interested to know if there is an RSA that requires teacher comments on every student’s report cards. **Student Grades** are also not available to the public. The three teachers are all current with student grades and respond individually when necessary.

Blizzard Bag Days We are well with in the required hours for the school year. Our school calendar adds up to 1,342 hours which is well beyond the 996 hours required by the state. Our Blizzard Bag completion rate averages 80% to 90%.

Email to 10th/11th grade families I responded to all parents individually during this transition. My emails always included the statement that they could stay at CCCS. I have been in communication with several of these families and all report positively. I am happy to share these emails in person, I am not comfortable sharing them here as there is identifying information and details specific to those students.

Capital City Charter School

504 and Special Ed Services Update 2/25/2020

Student	504/IEP	Status
4	504	Current
5	504	Updating – Meeting Scheduled 3/9/2020
9	IEP	Updating – Meeting Scheduled 3/17/2020
11	IEP	Current
13	504	Updating – Meeting Scheduled 3/13/2020
14	IEP	Updating – Waiting on parent to enroll student in CSD
17	IEP	Current

504 and Special Education Update 2/15/2020

Student ID	Grade Level	IEP or 504	Status
1422205626	10	IEP	Placed in Child Find 9/5/2019 - Still Enrolled
1429223451	8	IEP	Expired 1/15/2020, Contacted Mom to get permission to request special ed documentation from former school and begin renewal process.
1337409290	8	IEP	Current, Receives services at CCCS
1346142457	9		Placed in Child find at parent request
1339124267	7	IEP	Placed in Child Find 9/5/2019 - Pre-IEP Meeting Receiving Services
1423303876	6	IEP	Placed in Child Find 9/5/2019 - 1/13/2020 Receiving Services at Local School
1325411642	11	IEP	Withdrawn - Student was placed in Child Find 9/5/2019 until 1/20/2020
1333417918	10	IEP	Withdrawn - Student was placed in Child Find 9/5/2019 until 1/20/2020
1346525052	7	504	504 expired 6/6/2019. Student was referred for special ed services (Meeting scheduled for 2/11/2020)
1344151614	9		Withdrawn Student is truant. Sent out 5 day letter. 10 day letter will be sent out tomorrow if absent
1431302725	9		Withdrawn Student is truant. Sent out 5 day letter. 10 day letter will be sent out tomorrow if absent. Student is withdrawing from CCCS 2/7/2020
1432514643	7	504	Current, Expires 4/2020



270 LOUDON ROAD
SUITE 6000A
CONCORD, NH 03301

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WWW.CAPITALCITYCHARTER.COM

Student Recruitment 2019-2022

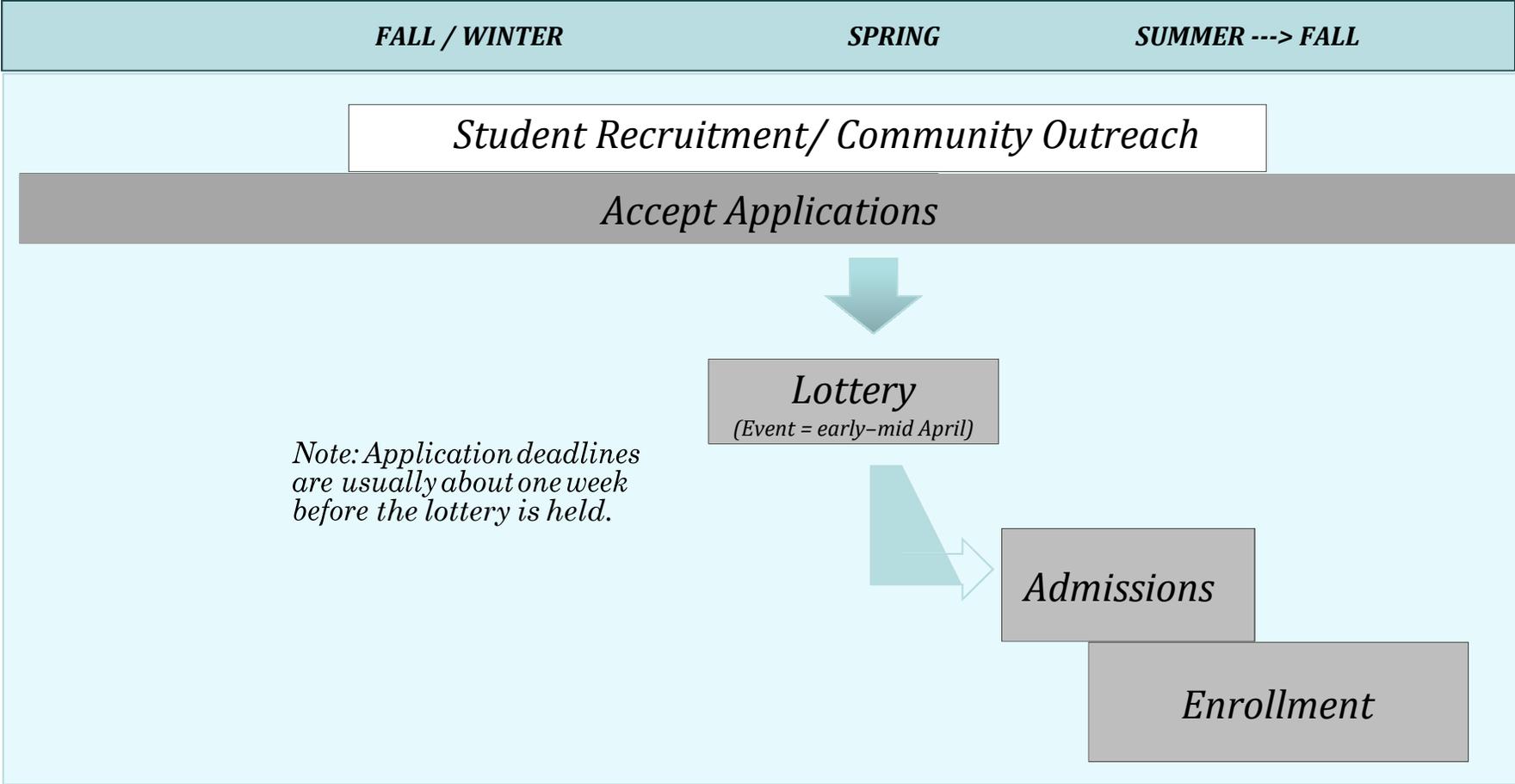
Overview

- Student Recruitment/Community Outreach
- Student Applications/Application Processing
- The Lottery
- Project/Event Management

STUDENT RECRUITMENT/ COMMUNITY OUTREACH



STUDENT ENROLLMENT PROCESS



Student Recruitment and Community Outreach are the first part of the larger Student Enrollment process. They start in the fall and continue until our Application deadline. We have rolling admissions and will accept students throughout the year on a space available basis

Successful recruitment depends on a clear branding strategy and a multi-channel marketing approach.

Student Recruitment/ Community Outreach Options

- Visit potential feeder schools/Meet with guidance counselors
- Conduct Family Nights
- Attend community events
- Advertise in local publications & News Outlets-(Concord Monitor, Union Leader, CCTV, and Patch) that focus on our target population
- Post and E Mail campaigns
- Distribute marketing flyers, brochures
- Meet local advocates, politicians, etc
- Conduct school tours

Branding - It is very important to differentiate our school, and our key, consistent talking points.

Feeder school staff can be our biggest advocates & marketing aides.

- Whom to connect with
 - Principals, guidance counselors, parent advocates, PTO's, daycare centers and other NH Charter Schools.
 - Questions to ask during connection process:
 - What is their current experience with charter schools?
 - What is their perception/attitude towards charter schools?
 - Student Interest and goals?
- Our marketing strategy
 - Articulating our philosophy and program (curriculum, etc)
 - Differentiating ourselves from other charter schools - *Service-Learning connected to curriculum*
 - Have meetings/give tours to multiple schools at once - become a networking opportunity for interested parties.
 - Business after hours for schools, Fall and Spring Community nights
 - Summer "Fair"; ELO and Service Opportunities for other schools
 - Consistent online and social media presence.
- What you want to occur, for example:
 - Communication with parents about our school
 - Easy distribution of and help with application process.
 - We will walk applicants through the process to be sure they can answer questions
 - Share and post marketing material (brochures, family nights, etc)

Family Nights are also extremely important, so plan them carefully.

Family Night Agenda

(estimated 60-90 minutes may change pending time and season)

- Welcome/ Thanks for Attending
- Introduction
 - People in attendance (role, backgrounds)
 - School–Mission, Academic philosophy, School culture, student and parent expectations, location, number of students (year 1 through full growth)
 - What differentiates our school?
- Application process and timeline
- Show website
- Q&A
- Closing

CCCS Must Consider

- Scheduling: How many to have and when
 - 3-5 sessions (May, August, November)
 - Occur on various days and times of day
- Presentation
- First impressions are lasting– lets be organized and clear
 - How to ‘grab our audience’
 - Address students separately from parents
 - Have existing students/parents speak
 - Do we need translators? How many?
- Materials
- What will we give them as they arrive/leave?
 - Stress ball with CCCS logo
 - Pens/Pencils with logo
 - Raffle one CCCS Item off
 - Other CCCS Goodies
- Logistics
- See sample Family Night Event Agenda

Defining Who We Want to Target

- Our Charter states: CCCS is dedicated to the educational journey of middle and high school students in New Hampshire. Service-learning is a research-based teaching method of guided or classroom learning, applied through action, that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge. Simply put, service-learning connects school-based curriculum with the inherent caring and concern young people have for their world.
- *Concord is our capital, centrally located and there is not a public middle or high school choice for anyone between exit 19 and 11 on 93 N&S and exit 1 to 10 on exit 89, therefore, our target is any student in the Greater Concord Area that is between sixth and 9th grade with a mind for service and who understands our reach to our surrounding and global communities.*

Our Special Population Landscape

What to Know	School's Data	Status
<ul style="list-style-type: none"> What is the district's percentage of ELL Special Education Free and Reduced Homeless 	ELL Special Education Free and Reduced Homeless	0 % 25% 50% 0 %
<ul style="list-style-type: none"> What are the most common Sending districts at CCCS 	SAU 8, SAU 53 SAU 46	50 % 30% 20 %
<ul style="list-style-type: none"> What are your current projections for the percentage of ELL and special education students? 	<i>Current percentages will be applied to future population numbers.</i>	

Having and communicating defined, well-resourced programs for special populations are key recruiting tools.

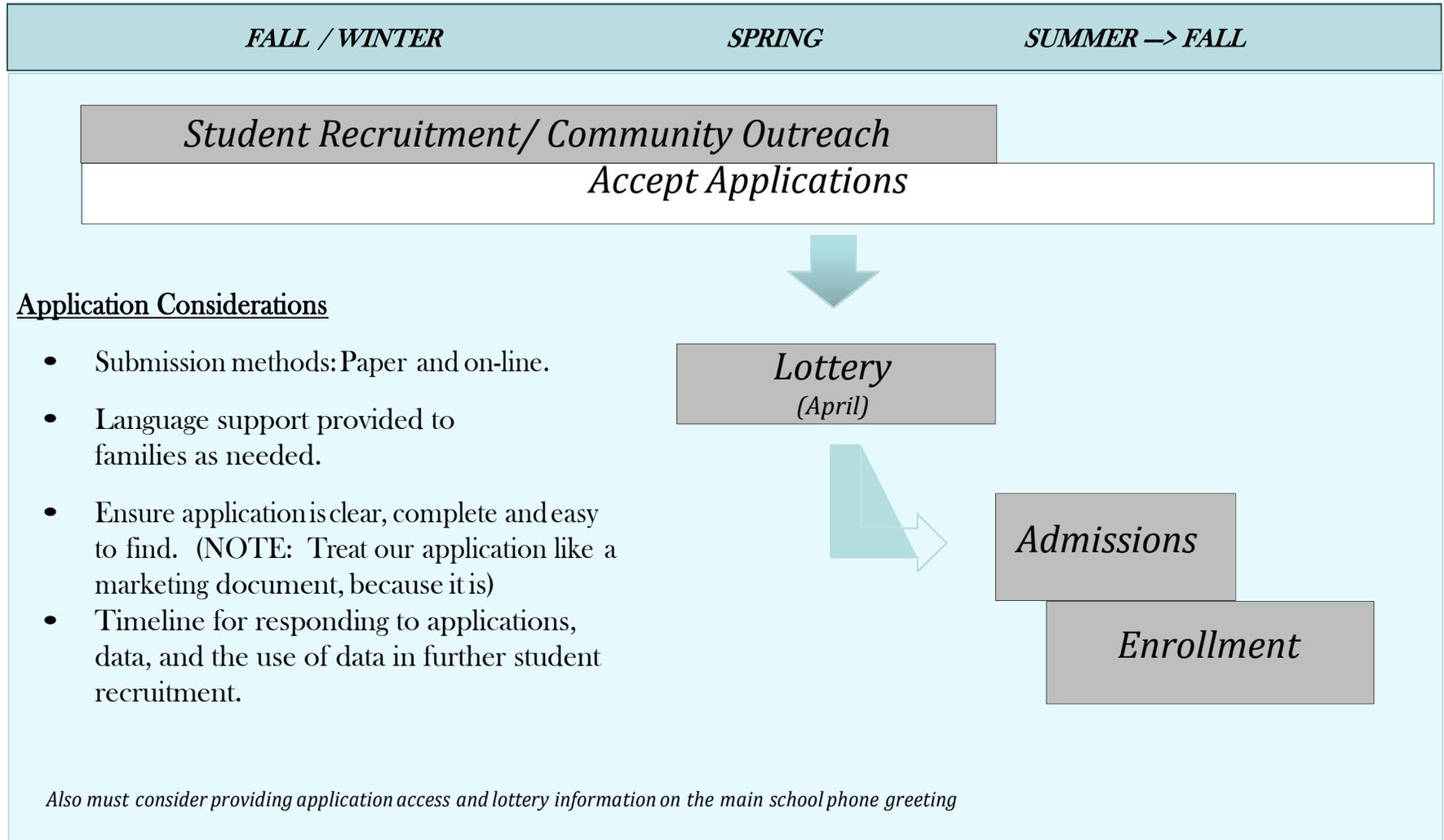
Define our programs

- Special Education
 - We work collaboratively with sending districts and share responsibility for coordinating service delivery.
 - Students with less intensive needs, such as those outlined in a 504 plan, have access to necessary accommodations here at CCCS.
- English Language Learners (ELLs) - One to Two Years Out. SY 2021-2022
 - Hire bilingual teachers/ aides as need arises.
 - Have extra support built in to curriculum
- Resource our programs
 - Future programs 2020-2021 will have appropriately dedicated and trained/certified staff. (E.g., special education training does not prepare a teacher to instruct ELL students)
 - Have dedicated staff to coordinate Spec. Ed meetings, plan 504's
- Communicate about your programs
 - Description of ELL, special education and other supplemental programs, and our marketing materials
 - Include program descriptions at all recruiting/outreach events and on our website

STUDENT APPLICATIONS/APPLICATION PROCESSING



Think through all aspects of your application and application processing in advance.



THE LOTTERY



Current and future lottery practices?

- Lottery practices will only occur if individual grade enrollment exceeds the number of open slots.
 - Publicize our lottery
 - Newspapers, Patch, CCTV, NPR, News One
 - Social Media Outlets

PROJECT/EVENT MANAGEMENT



PROJECT PLAN

WHAT?

WHO?

#	Phase	Action	Owner	Date	Done?	Comment

HOW?

WHEN?

WHERE?

ISSUES LIST

#	Phase	Issue	Owner	Date Due	Comment

WHAT DO WE NEED TO FIND OUR RESOLVE ?

30

***Here's an example template for organizing projects and events.*

Benefits of Project Planning at CCCS – ‘Failing to plan is like planning to fail’.

- Ensures everyone is on the same page
- Forces thorough thought process/ promotes ‘walk throughs’
 - Consideration of pros and cons, contingencies and potential issues
- Clarifies responsibilities
- Adds control
- Highlights stress points/ busy dates/emerging trends
- Provides an organized, consistent way to review preparation

Project Planning Best Practices

- Creating a Plan
 - Assign Roles
 - Assess Skill Sets.
 - Goal focused with clear outcomes
 - Begin with the end in mind
- Using a Plan
 - Conduct team meetings based on project plan and issues list
 - Maintain plan follow through
 - Do physical run through/dress rehearsal when relevant/assessment and follow through
 - Maintain accurate and complete records for year to year

Summary

- Student Recruitment/ Community Outreach
- Student Applications/ Application Processing
- The Lottery
- Project/Event Management

Student Recruitment Plan and Timeline Appendix I

Given recent events here at CCCS active student recruitment has not been fully addressed. A major piece of attracting students to any school is the unique mission of the school and the success said school has in fulfilling it. Through the process of implementing the improvements addressed in this report it is hoped that one positive outcome will be increased enrollment.

Current Actions that will support increased enrollment

1. Hiring of a behavior specialist who can address specific needs current in our student population and provide training to staff in managing these behaviors.
2. Implementation of school wide enrichment and team building activities.
3. Implementation of a weekly Community Service Day
4. Increased participation from more board members and more regular board meetings
5. Increased attention to parent communication and student attendance.

The above five actions all serve to strengthen the identity of CCCS and its student population. Improving student behavior, creating a team atmosphere, and getting out into the community as a school performing service activities will connect the school to the community members it is serving. Improving the input and time of our board members generates another level of community connection and tightening up daily communication and policy creates positive feedback about CCCS.

Specific Goals for Student Recruitment

Goal #1 Increase enrollment to 50 students June 2020

This goal will take precedence over more long-term recruitment plans and will rely on the above improvements. A clear vision of who we are and what we do will solidify our student population and lend itself to growth.

Goal #2 Start the 2020-2021 school year with 70 students September 2020

The following activities will be used to meet this goal

1. Open House Events (May and July)
2. Share School Literature with surrounding school districts.
3. Become a presence in local media (Concord Monitor, PATCH, WKXL.NHPR)
4. Become a more regular presence on social media
5. Create incentives for student recruitment by our families.

As we seek to increase our student population it will always be important to maintain and improve our existing school culture. As we develop a clear idea about the ideal CCCS student or family we can more accurately market ourselves in the future.

Capital City Charter School Remediation Update

List of Remediation Concerns: Updates 1-7 are attached and updated in this document.

<u>Governance and Leadership</u>	
<ul style="list-style-type: none"> • Board Member Training 	Appendix B
<ul style="list-style-type: none"> • Board Member Committee work 	Appendix C
<ul style="list-style-type: none"> • Meeting Minutes: <ul style="list-style-type: none"> ○ Board Meeting Minutes: 	<ul style="list-style-type: none"> ○ October 7, 2019, posted on website ○ May 19, 2019 ○ August 5, 2019 ○ March 25, 2018 in Appendix A
<ul style="list-style-type: none"> ○ Committee Meeting Minutes 	Not Submitted
<ul style="list-style-type: none"> ○ Process for taking minutes and posting publicly on website 	Appendix G
<ul style="list-style-type: none"> • Strategic Plan Modifications: <ul style="list-style-type: none"> ○ Strategic <u>Action</u> Steps and who is responsible ○ Timeline: Specific dates for completing steps and final deadline for completion ○ Progress Checks: Actual dates progress was check by committees and evidence that you have met your goal 	Attachments 5 and 6, and Appendix F
<ul style="list-style-type: none"> • Fundraising Plan <ul style="list-style-type: none"> ○ An ambitious goal amount ○ Strategy and Action steps ○ Who is responsible ○ Timeline 	Appendix D
<ul style="list-style-type: none"> • Policies <ul style="list-style-type: none"> ○ New Policies ○ Review and Updates to Current Policies ○ Public Access to Policies 	Appendix E Stated Polices are located in Student/Teacher Handbook and Charter on school's website. Unable to locate handbook on website. Charter does not have policies included.
<ul style="list-style-type: none"> • Administration and Board Evaluation Process 	Appendix A
<u>School Operations</u>	
<ul style="list-style-type: none"> • Student Recruitment Plan: more robust plan written in a formal plan format with action steps (tasks) and timeline for implementation 	Attachments 3 and 4, and Appendix I

<ul style="list-style-type: none"> • School Program Evaluation: <ul style="list-style-type: none"> ○ Parent, Staff, Student Surveys – results are analyzed and shared with stakeholders ○ Organize timeline for surveys to be distributed and results shared 	Appendix L
<ul style="list-style-type: none"> • Outline of best practice to share at the April CPS meeting 	Appendix L
Education Plan	
<ul style="list-style-type: none"> • Overall Student Performance <ul style="list-style-type: none"> ○ Determine the areas of student performance that need improvement - gaps – through end of year evaluation, needs assessment ○ Develop SMART goals and objectives to create, implement and track progress over time, to improve student performance. ○ Frequent progress monitoring, especially for students who are below proficient, will help teachers and student focus on specific areas of need 	Appendix N Did not include an education plan, see #7 in Appendix N.
<ul style="list-style-type: none"> • ELA as a Focus for Improvement for the Year <ul style="list-style-type: none"> ○ Student performance data at the start of interventions ○ Progress monitoring/adjusting interventions as needed on an individual student basis. ○ Track individual student progress ○ End of year performance data to determine success of the program 	Appendices N, Z Does not include a plan to focus on ELA.
<ul style="list-style-type: none"> • Address what the school is doing to improve student performance in Mathematics 	Math is now provided through VLACS
<ul style="list-style-type: none"> • Finalize plans for Health and PE to incorporate <i>developmentally appropriate daily physical activity pursuant to Ed 310.</i> 	Appendix O Program has been implemented
<ul style="list-style-type: none"> • Progress with implementation of Special Education Services – all students with IEPs need to be receiving services. 	Attachment 2, and Appendix Q
<ul style="list-style-type: none"> • Explanation of how the school embraces promotes and builds core values, relationships, rules that shape and influence student and school functions, physical and emotional safety, orderliness of classrooms and public spaces, respect for racial, ethnic, linguistic, or cultural diversity. 	Appendices I,M,R, Z page 135
<ul style="list-style-type: none"> • Load Curriculum Summary on School Website 	Updated Science, Social Studies and Math No curriculum on website for Literacy and Writing
<ul style="list-style-type: none"> • Continuous Process of School Improvement: Evaluate school program, complete a needs assessment, use needs assessment to inform school plans for the upcoming year, implement new school plan. 	Appendix N #9 Does not address this item.

Fiscal Management	
<ul style="list-style-type: none"> Implement Title programs to provide additional support to struggling students. 	Implementation Goal: April 2020 Appendix P
<ul style="list-style-type: none"> Bring all outstanding financial reports up to date (Follow NH Charter School Office's Timeline for Submissions and Events) 	Appendix J Not Submitted
Sustainability	
<ul style="list-style-type: none"> Develop a Sustainability Model that will ensure the future viability of the school: <ul style="list-style-type: none"> Increase in student enrollment Board training Board committees Fundraising plan Growth in partnerships Student recruitment Plan Increase Family/Parent Engagement: PTO and parent liaison Complete all required financial documents List of Staff benefits for hiring and retention 	Appendix U
I. Required Reporting	
<p>At this time, Capital City Charter School has not completed nor submitted the following required reports: Quarterly Financial Statements 2017/2018 Annual Financial Audit 2018/2019 Annual Financial Audit 2018/2019 DOE 25 Accountability Report The Department is requiring Capital City to comply with all reporting requirements immediately.</p>	Not Submitted
II. Fiscal Compliance	
<p>On May 29, 2019, the Bureau of Federal Compliance conducted an on-site review of Capital City's Federal Fiscal management. Three Corrective Action items were provided in a report dated August 19, 2019 with an October 2, 2019 deadline for completion of the corrective action.</p>	
<p>On October 2, 2019, Capital City had not complied with two of the three corrective action items; providing documentation of serial numbers for equipment purchased, and entering into an agreement with an independent auditor to complete an audit of all Federal expenditures by the school. A letter was sent to the school and the matter was referred to the Attorney General's office on October 2, 2019.</p>	
<p>Capital City did enter into an agreement with an independent auditor after the December State Board meeting and furnished evidence to the Department of this agreement letter. At this time, the Department is requiring that Capital City complete the audit with the independent auditor identified in this letter and ensure that all federal and state compliance requirements for fund expenditures are met as a result of the completed audit.</p>	Not Submitted

III. Special Education and 504 Services	
In meetings between Capital City, the State Board, and the Department, it is apparent that not all eligible students are receiving services under their IEP or 504 plans, as required by law. Capital City Charter School must demonstrate that all students with IEP's and 504 plans are receiving identified services, as required by law, and must work with sending districts as appropriate to ensure that this requirement is met.	Attachment 2, and Appendix Q
Student Attendance, Enrollment, and Truancy	
The Department has concerns regarding attendance, enrollment, and truancy issues at Capital City Charter School and has received reports of varying discrepancies between the number of students enrolled and the actual number of students who attend on a daily basis.	Attachment 7
The Department is requiring that Capital City provide a student-specific list by SASID that identifies enrollment, disenrollment, and daily attendance for every student during the 2019/2020 school year.	Attachment 7
Facilities Management and Student Safety	
There have been several days during which the school has not maintained an appropriate temperature within the school building, as a result of issues with the heat in the building. It is the responsibility of the school to ensure that students are being educated in a safe environment. The School must provide a plan that ensures all students are being educated in a facility that is appropriate and safe.	Repairs to Heating System made.

Amend Ed 1102.04(h), effective 3-24-17 (Document #12141), cited and to read as follows:

Ed 1102.04 Definitions N-R.

(h) “Parent” means a biological or adoptive parent, surrogate parent, or a guardian pursuant to 34 CFR 300.30. Parent does not mean the state when the state has legal guardianship.

Readopt with amendment Ed 1119.01, Effective 3-24-17 (Document #12141) to read as follows:

Ed 1119.01 Confidentiality Requirements.

(a) For the purposes of this section, ~~in addition to Ed 1102.04(h), parent means an adult student as defined in 20 USC 1232g(d)~~ *“adult student” means “adult student” as defined in 20 USC 1232g(d).*

(b) Each participating agency shall comply with 34 CFR 300.610-300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.

(c) Each LEA and private provider of special education shall adopt a policy regarding the retention and destruction of special education records pursuant to RSA 186-C:10-a.

(d) An LEA may retain and store the student’s special education records in electronic form or any other form. An LEA shall provide a parent or adult student a written notice of its document destruction policies upon the student’s graduation with a regular high school diploma or at the transfer of rights or whichever occurs first. The LEA shall provide public notice of its document destruction policy at least annually.

(e) A private provider of special education may destroy a student’s special education records prior to the student’s 26th birthday if the private provider of special education has sent all of the student’s records or copies of such records to the most recent LEA of record. A private provider of special education may retain and store the student’s special education records in electronic form or any other form. A private provider of special education shall provide a parent or adult student a copy of its document destruction policy upon the student’s discharge from the private provider of special education.

(f) Each participating agency shall comply with the safeguard provisions of 34 CFR 300.623. The department or the LEA shall provide notice to parents in accordance with 34 CFR 300.612.

Appendix I

Rule	Statute
Ed 1102.04(h)	RSA 186-C:16, VIII
Ed 1119.01	RSA 186-C:10-a

New Hampshire
State Board of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301
Minutes of the February 14, 2020 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 10:05 AM at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chairman.

Members present: Drew Cline, Chairman, Cindy Chagnon, Helen Honorow, Ann Lane and Phil Nazzaro. Frank Edelblut, Commissioner of Education, and Christine Brennan, Deputy Commissioner of Education, were also in attendance. Sally Griffin and Kate Cassady had prior commitments and were not able to attend.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Ann Lane led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Kimberly Foster, Nashua, NH, former nurse and mother of two middle school students, addressed general rule Ed 306.18(b), which states elementary

schools may count up to 30 minutes of recess per day as instruction time for pupils in kindergarten through grade 6. Ms. Foster recommends this rule be amended to include all grades, so that all schools may count up to 30 minutes of recess per day as instruction time for pupils in kindergarten through 12th grade. Documents are available through the CDC including Healthy Schools Physical Activity: Recess and a co-authored study with SHAPE entitled *Physical Activity During School: Providing Recess to All Students*. Access to fresh air, sunlight, physical activity, critical peer-to-peer support and cognitive reset from the rigor of academics would be a positive continuance from elementary school recess practice. Continuing civic mindedness begins in school communities, and recess for all grades would build safer school communities. Peer-to-peer connections especially in teenage years could thwart vaping, drug use, anxiety and depression. Given the positive endorphins and serotonin, outside time and real face time are more desirable than electronics and social media. Active learners are better learners, and recess could also counter obesity. Our middle and high school students have yet to tap their academic potential; for older students, recess could be a “smarter break,” making smarter students. For all of these reasons, Ms. Foster recommends the Board reconsider rule Ed 306.18(b).

AGENDA ITEM IV. PRESENTATIONS/REPORTS/UPDATES

A. New Hampshire Seal of Biliteracy

Cindi Hodgdon, German Teacher at ConVal High School, Peterborough, NH and Incoming Board President, New Hampshire Association of World Languages Teachers, and Jessica Paeplov, ESOL Coordinator, Alvirne High School, Hudson, NH introduced themselves to the Board.

Ms. Paeplov introduced the Seal of Biliteracy, an award given by a school district or state in recognition of a student who has studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy helps students recognize the value of academic success and see the tangible benefits of being bilingual. It was introduced in California in 2009, and is now present in 38 other states. Manchester, NH has given the award since 2016 with great success, allowing students to tap into cultural and linguistic assets and opening the door to inclusion for everybody.

Cindy Chagnon asked for clarification on what proficiency in two languages meant. Ms. Paeplov explained that the field of biliteracy acknowledges proficiency in a native language and an additional world language.

Ms. Paeplov continued that Vermont is considering adopting the Seal, while Maine, Massachusetts, and New York have already established it. New Hampshire (NH) is taking the lead from these states, and at the New England Teaching English to Speakers of Other Language (TESOL) Conference, NH advocates met

with representatives from Vermont and Maine, who shared information that has helped create criteria for NH proficiency.

The Seal of Biliteracy could bridge an equity gap that is too large and has persisted for too long for both English language learners and students of world languages. It acknowledges mastery of languages, celebrates cultural and linguistic diversity, and teaches students to function in a global society. The vision is to prepare students to become global citizens, and mark the state's commitment to inclusive academic excellence while building upon the rich linguistic and cultural assets of NH communities. Students can demonstrate that they have 21st Century skills and are college and career ready.

Thirty-eight states have implemented the Seal of Biliteracy, 99,000 students earned the Seal in 2019, and 66 world languages have been celebrated. New Hampshire is approaching implementation through legislation, support from the State Board of Education and the Department. In Congress, bill H.R. 3119 has been introduced, which would award grants to States to establish the Seal of Biliteracy.

Some states implement the Seal at the elementary and middle school level and NH plans to start with graduating high school seniors. English must be one of the two languages. To measure proficiency, NH would use English SAT scores, which all juniors in the state take at no cost to them, where the minimum for

proficiency is a score above 480. For commonly taught world languages—French, Spanish, German, Latin, and American Sign Language (ASL)—there are specific tests, including the AP World Languages exams and the American Council on the Teaching of Foreign Languages (ACTFL) exams. If students are heritage learners for languages like Tagalog, which do not have an AP exam, there are portfolios and community groups to show proficiency. Students must achieve proficiency at the intermediate-high level, which is reciprocal throughout the country and can result in college credit in other states.

This year, Hawaii Senator Brian Schatz introduced the Biliteracy Education Seal and Teach (BEST) Act, which will authorize \$10 million towards grants to establish, improve and implement Seal of Biliteracy programs. Seal of Biliteracy advocates have met with Aaron Hughes at the NH Department of Education and have spoken to other state representatives across the country. They have met multiple times with Arthur Chou, the California-based national advocate for the Seal, and attended World Languages Day on Capitol Hill in Washington, D.C. They have also met with NH Senators Shaheen and Hassan, Congresswoman Kuster and their representatives to educate them about the Seal of Biliteracy. The committee has started a Facebook page so the public can follow their steps. And they have presented to NH principals, superintendents, the state conference of World Language Teachers and state conference of ESOL teachers. All audiences are excited and on board.

There are three different groups working through the committee. A number of schools are ready to pilot the program this year, and one group is working to insure consistency so that everyone is on the same page as to what proficiency means. There is a second group working with legislators, reaching out to specific school districts and collecting data on the types of exams, the languages students are testing in, and how many students are testing. The third group is working with community outreach to get businesses and community groups to support the award along with parents, particularly of heritage learners.

Ann Lane asked if they have collaborated with New Hampshire's Diversity Council. Ms. Hodgdon replied that they have just received their contact information and reached out this week.

The committee's next steps include clarifying their purpose and rationale through the vision statement offered at the beginning of the presentation. They also need to determine world language standards. For English proficiency, ACCESS tests are taken by all ESOL students in NH, and a score of 4.5 would be required. The committee is looking to recruit more teachers and districts. They also need to make their standards consistent, and decide whether to focus on legislation, a Board of Education proclamation, or specific school districts that may be able to pick up the program right away. The committee is working with NH Plymouth State, Keene, and UNH to find out if they can award college credit to students who receive the Seal. A student committee is designing the award. A pilot

program is taking place in Hudson this spring, and the committee is again working to ensure consistency so that when a student from Berlin graduates with the Seal of Biliteracy, it means the same thing as it does for a student from Nashua.

The committee is seeking an official endorsement for the Seal of Biliteracy from the NH State Board of Education. Commissioner Edelblut presented the committee with a letter of support this morning, and the Commissioner noted that the governor also endorses the project.

Helen Honorow asked for clarification about the awarding of college credit. Ms. Hodgdon compared the program to achieving certain scores on AP World Languages exams, and to Project Running Start, both of which may result in college credit. Ms. Honorow emphasized that colleges may do that, but different schools handle credits differently, and it should be clear to students and parents that the credit may not be awarded towards their major.

Cindy Chagnon recommended that when the committee refers to AP exams, they should also acknowledge International Baccalaureate (IB). Ms. Chagnon then asked for clarification about whether the Seal of Biliteracy would be a requirement of all students. Ms. Paepflow explained that candidates for the Seal would be students willing to learn a world language, along with ESL students. Commissioner Edelblut reiterated that it would be an optional program.

Ms. Hodgdon introduced Aaron Hughes, Title III Director for the ESSA program that supports English language learners and immigrant children and youth. Mr. Hughes offered to answer any of the Board's questions, and referred to an RSA in the Ed laws, 189:19, the English required statute. This statute grants the State Board of Education the authority for districts to pursue bilingual education programs. The Seal of Biliteracy is not a full curriculum in bilingual education, but the committee is asking the Board's permission, particularly in regards to Hudson's pilot program, to pave the way for other districts.

Commissioner Edelblut suggested that there would be a firmer discussion as the project evolves when the committee is able to bring more information before the Board. Helen Honorow asked what permission Hudson was asking of the Board. Commissioner Edelblut clarified that they were not making any specific request for permission at this point in time. Mr. Hughes quoted RSA 189:19: "Education programs in the field of bilingual education shall be permitted under the provisions of this section with the approval of the Board of Education and a local school district."

Chairman Cline clarified for the Board that there is nothing preventing any school district from awarding the Seal right now. What the committee is asking of the Board is to advocate and be a champion of the program. Ms. Hodgdon and Ms. Paepfow stated that eventually they would like to bring legislation to ensure consistency across the state, but Commissioner Edelblut added that they will not

know what consistency looks like until after data is gathered from the pilot programs. Commissioner Edelblut reiterated that the purpose of this presentation was to inform the Board as the program develops.

AGENDA ITEM V. COUNCIL for TEACHER EDUCATION (CTE)

A. Southern New Hampshire University (SNHU) – Substantive Change Request

Laura Stoneking, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education, began by introducing Mary Ford from SNHU, requesting acceptance for five of their secondary programs with substantive change.

SNHU currently offers five secondary certification programs at the undergraduate level: Middle Level Science, Middle Level Math, Secondary Math, Secondary Social Studies and Secondary English Language Arts. SNHU is requesting a substantive change to move all of those certification programs to the graduate level so that students can focus their entire undergraduate preparation on the content for which they intend to teach. When they get to the graduate level, they will have 44 weeks of in-field experience working with students beginning with four weeks in the summer of their first term. They will be in schools from the first day of school in September to the last day of school in June. They will follow up with four more weeks in the second summer.

Ann Lane asked for an example of an undergraduate course of study that would lead to graduate level teacher training. Ms. Ford explained that currently in the undergraduate program for teacher preparation, 30 to 36 credits are focused on pedagogy. If the certification program is moved to the graduate level, undergraduates can use those credits to study the content they intend to teach instead of working on pedagogy.

Cindy Chagnon asked whether this change would mean that in the future if a student enrolls in the education program at SNHU, it will be a five-year program that will result in a Master's degree rather than an undergraduate degree. Ms. Ford stated that SNHU's program is not a five-year program because the clinical M.Ed is a 16-month program; however, the plan for these five secondary certification programs is that students will complete the full program to receive their Master's degree.

Helen Honorow asked whether, for example, an aspiring secondary math teacher would have to get their undergraduate in math education. Ms. Ford said the degree might be in Liberal Arts with a Math major, but they will not be automatically accepted into the Master's program. Ms. Honorow asked whether this means SNHU will no longer offer an undergraduate degree with a major in math and secondary education. Ms. Ford clarified that currently an undergraduate in the Middle School Math certification program would take a Liberal Arts course

of study with a Math major and 30 to 36 credits in pedagogy, 24 of those credits in a full year of student teaching. With the proposed changes, there would no longer be the full year of student teaching for undergraduates: student teaching will take place at the graduate level.

Ms. Honorow acknowledged that this change may make sense from a pedagogical standpoint, but asked how it would affect the availability of teachers in critical shortage areas. Ms. Ford explained that very small numbers of students are enrolled in these programs, with enrollments down across the country by an average of 28%. Because the numbers are so small, it is harder to give these students the support they need, so by moving it to the graduate model, SNHU's goal is to foster a cohort model. Ms. Honorow asked whether requiring students to get a Master's degree before they can be employed will help enrollment numbers. Ms. Stoneking answered that there is trend of higher success rates with the full year internship versus a part year internship, and students who complete the full year internship tend to stay employed and are more successful.

Ann Lane stated that an entry level teacher who has not taught before and arrives with a graduate degree presumably will not be paid more than someone who has been teaching for ten years and may go back to school for their graduate degree. Ms. Lane expressed concern that the Board would be putting a burden on school districts that do not have the capacity to hire someone with an advanced degree as an entry level teacher, especially if there is a shortage. Ms. Ford said

SNHU feels their students will be better prepared, so that they will stay in the field longer. SNHU also wants to ensure students can pass Praxis exams.

Cindy Chagnon said that she has heard anecdotally that schools are sometimes hesitant to turn over classrooms to student teachers for a long period of time given the competition between Rivier, UNH and SNHU. She asked whether SNHU has had any difficulty with this as they increase their internship period. Ms. Ford explained this is not a problem because of SNHU's professional development school model where they work closely with school districts. Currently, SNHU places from six to nine student teachers in Manchester schools, and works with the cooperating teachers and political practitioners to support them. They are very involved in the day to day operations of the school and provide extensive supervision, as well as transportation, which is unique.

Chairman Cline asked to clarify for the Board that the certification programs under discussion are concentrations, not majors, and asked what the major would be for a student who wants this concentration. Ms. Ford explained that a concentration is fewer credits than a major, and a student's major should be in the content area. For example, for the English Language Arts certification, a student's major would be English. Currently, in the undergraduate program, there is a concentration in the certification program as opposed to a major because there is not enough room in the undergraduate degree for a full major.

Chairman Cline asked whether a student could, for example, major in Physics and get a concentration in the Social Studies certification program. Ms. Ford said that Physics major would probably need additional coursework to meet Social Studies benchmarks, and would not be able to achieve that in 120 credits. However, students do not need to major in Education.

Ann Lane asked whether any student at SNHU after 2021 would be able to graduate with a Bachelor of Arts (BA) in Education. Ms. Ford responded that they would teach out the programs for current students, but at the secondary certification level, a BA in Education would not be available after the changes. However, SNHU will still offer BAs in Elementary Education, Special Education, and Early Childhood Education.

Chairman Cline stated that he is not opposed to SNHU doing what they think is best; however, he expressed concern about the costs, not just to school districts but to students. A graduate degree is quite a bit more expensive than an undergraduate degree. Ms. Ford countered that current students in SNHU's clinical M.Ed program in the Manchester school district receive a scholarship stipend of \$1,000 per month for ten months—a \$10,000 scholarship stipend in total to support their graduate work and to offset the cost. Chairman Cline explained that he hopes there is a competitive marketplace for these degrees so that UNH can offer one thing, Rivier can offer something else, some students can get bachelor's degrees

and others graduate degrees, and every student can make the choice that is best for them.

Chairman Cline said the presentation was concerning because it implied that to teach 5th grade Social Studies or English, one would need an advanced degree. New Hampshire has districts that have been in critical shortage indefinitely. Chairman Cline does not want the Board to facilitate escalating costs of education to future teachers, and costs to the school district to the point that they will not be able to find teachers to fill those jobs. If other universities in the state move in this direction, advanced degrees will be required to teach elementary and middle school, which is a real problem for the state.

Ms. Stoneking offered to provide the expiry dates for each of the institutions at next month's Board meeting, and whether each institution offers a Bachelor's, Master's, licensure or Ed Specialist program. Ms. Ford also offered to come back to speak to the Board about Project Aspire at SNHU, which specifically addresses Chairman Cline's concerns. Phil Nazzaro stated that there is no reason not to allow the marketplace to have different models, and the idea of having teachers with more content knowledge seems like a very good thing. Ms. Ford also said that it is a wonderful program for career changers.

Ms. Stoneking added that a conversation has started within CTE about the amount of programs and whether there is flooding in one area while there are

shortages in others. For example, there is a high number of graduating elementary education students that are licensed each year, in part because that is also one of the most offered programs in NH. CTE is now looking at what could be done differently when there are thousands of elementary education teachers and not enough positions for them, while there are shortages in other content areas.

Chairman Cline asked how long this change has been in the pipeline. Ms. Ford explained that SNHU did a yearlong self-study of all of their secondary certification programs, and then made a recommendation to the School of Education Curriculum Committee. It then had to go before the SNHU university-wide curriculum committee, and then approved by the president. After its approval at SNHU, within a month, SNHU went to CTE.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education grant substantive change of the approval of five secondary SNHU educator preparation programs from the Bachelor's level to a Clinical Master's level: ED 612.05 English Language Arts for grades 5 to 12; ED 612.17 Mathematics for grades 5 through 8, ME conversion; ED 612.18 Secondary Mathematics for grades 7 to 12, ME conversion; ED 612.22 Middle Level Science for grades 5 to 8, ME conversion; ED612.28 Social studies for grades 5 to 12, ME conversion.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. University of New Hampshire (UNH) – Program Review –

Recommendation(s) for Approval

Ms. Stoneking introduced Paula Salvio, Department Chair of Education at UNH, Joe Onosko, Division Director of Educator Preparation at UNH, and Nick Marks from Granite State College, one of two co-chairs for the full UNH review of 13 programs. Of those 13 programs, the review team made a recommendation for full approval for seven years, and a recommendation of conditional approval for two years for Music Education and General Special Education, both at the Bachelor's level.

Ann Lane asked about the value of suggestions and recommendations that address unmet standards, and what the process is for following up and/or monitoring them. Nick Marks answered that the report recommends annual reporting to ensure progress is being made. The review team did not feel that any of the recommendations were at a level that would necessarily be detrimental to UNH's program approval, so the recommendations were made as suggestions for UNH to look at institutionally—facilities upgrades, better relationships with cooperating teachers and districts, supporting teacher candidates and

partnerships. The recommendations were a means of providing feedback to the institution with the understanding that some of those things take time. Facilities upgrades do not happen overnight, but it behooves the institution to know that this recommendation is being carried forward as part of the approval process.

Ms. Lane stated that she was concerned that the Education Department suffers with deteriorating facilities and/or over-scheduled staff, with fewer courses offered in subject areas. Ms. Honorow interjected that the report also contained information about a student who could not finish their program because they could not access the building where their class was being held. Ms. Honorow further asserted that if a student cannot access their education, that problem needs to be addressed right away.

Joe Onosko answered that that was an isolated instance that does not pertain to Morrill Hall, where there is handicap access. However, UNH will be sure that such an event does not happen again. Morrill Hall is one of the oldest buildings on campus and second in line for building renovations, so Mr. Onosko and Ms. Salvio appreciated this recommendation and expect it to help as they negotiate with UNH on future renovations. Ms. Salvio also stated that Dean Michele Dillon is supportive of the renovations, and plans to use the report to launch a capital campaign. Ms. Stoneking responded that the student Ms. Honorow referred to was eventually able to complete their degree.

Cindy Chagnon referred to the Special Education findings, where it was reported that current students, alumni and teachers said they needed more training in Individual Education Plans (IEPs) development, Special Ed law, and supporting students with behavioral challenges. Ms. Chagnon asked how UNH plans to improve dramatically on these basic things. Mr. Onosko responded that UNH would submit an updated document within six months clarifying how these issues would be resolved. The department heads of Special Ed and Music Education have been working on revisions since November.

Ms. Chagnon expressed concern that there would not be enough money for facility renovations based on reports in the media about budget cuts at UNH. Ms. Salvio reminded the Board that work is being done right now to address the problems in the two programs that are under a two-year approval. As soon as UNH received the report, they engaged in addressing those issues through a self-study in Special Ed, and with Professor DeTurk in Music Education.

Ms. Chagnon asked if she was correct in her reading of the report that every voice major would have to be a band director. Ms. Salvio responded that Music Education majors needed more experience in Special Ed. The reviewer of the Music Education program had a background in diversity and music education and believed it was important to integrate those perspectives into the curriculum, so Professor DeTurk is now working on that. Mr. Onosko described Music Education as “a brutal major” and nearly 120 credits, with Professor DeTurk responsible for

students from day one of freshman year to satisfy state standards. Unfortunately, Professor DeTurk is retiring after 31 years, but will not leave until the problems in the program have been addressed.

Ms. Honorow expressed deep concern about the unmet standards in the report. She referred to page three of the report, where the unmet standards list included: “develop a research-based, responsive and timely curriculum to improve learning opportunities and achievement for pre-K through 12 learners; the institution shall have a system in place to identify and provide for the facilities, technology and curricular materials necessary to insure that an individual who completes the PEPP can demonstrate the competencies in the certification standards for the certification sought by the candidate; the institution shall have a system in place to insure that all facilities, materials and equipment of the institution prepare educators and shall conform to applicable state and federal health and safety regulations.” These unmet standards did not describe a particular program, but Ms. Honorow considered them to go to the heart of UNH’s programs. Mr. Onosko asked Ms. Honorow to be more specific about her concerns, because he considers the scope of criticism larger than warranted.

Ms. Stoneking explained that the recommendations are common threads that came up through the individual reports. The two co-chairs took those and revised them several times because some of the recommendations were out of the scope of the report. Both the facilities and technology access were areas where

the review team felt there was a lack of alignment throughout the programs with those particular standards.

Mr. Onosko explained that one area of concern was that the UNH supervisors and cooperating teachers working with interns do not sufficiently understand the 610s and 612s. However, they are part of the IHE network's TCAP testing, which covers all of the 610s except two, so they implicitly knew, but UNH is already working on doing a better job of educating cooperating teachers and supervisors about the specific 610 standards.

Ms. Honorow suggested moving on from the unmet facilities standards and directed the Board's attention to page 6 of the report. Ms. Stoneking responded that these issues are similar to what Mr. Onosko had just referenced, in other words, site-based placements. UNH has a system that is well aligned and well-articulated for the five-year program, with a full internship for a year. However, that same system did not exist for the Bachelor's candidates and so the recommendation was made to have the same system or a similar system in place, so that there is a common expectation of where interns will be placed.

Ms. Honorow asked what would be addressed in the annual report if the program is approved. Mr. Onosko answered that UNH would address every unmet standard in the report. Mr. Onosko also stated that he assumed there was a mechanism to discontinue the second year approval after reviewing the annual

report, and/or to delimit or retract the seven-year approval. Ms. Honorow stated that she did not know whether this was the case.

Ms. Honorow directed the Board's attention to the review of the Special Education program beginning on page 18 of the report, where staffing shortages are cited many times. Ms. Salvio responded that this is a serious problem and the Dean and Provost have been made aware that the Education Department needs tenure lines to fill these positions. The Education Department has had several retirements and they have only one fulltime faculty member. Jan Nisbet, the former Research Provost, has also rejoined the faculty, and along with Mr. Onosko, a committee is designing a Special Ed program to address critical needs in the state. UNH is developing a four-year undergraduate elementary certification program with an additional certification in ESOL or Special Ed to try to save students roughly \$40,000. The Special Ed certification would be available for both the new four-year program and the existing five-year program.

Ms. Honorow reiterated that students, alumni and cooperating teachers all identified three areas of need: IEP development, Special Education law, and supporting students with behavior challenges. Ms. Honorow stated that she would not want to approve a program where students graduating with a degree in Special Education did not know how to do an IEP. Mr. Onosko stated that the program head does address Special Ed law, but deferred to Mr. Marks in assessing how severely the program may be lacking. Mr. Marks responded that the review team

felt that with additional faculty support, the program could be shored up effectively and quickly, with courses brought in to a necessary level of relevance. Mr. Onosko added that those elements could be added to the internship, and that Special Ed courses would be shored up around IEP development as well.

Ms. Honorow referred to page 29, which states that “The syllabi reflected the standards addressed, but needed updating to align with current instruction and current needs of students. Students and alumni reported specialized instruction to children as required under IDEA and state law seemed weaker under section 6(i), systematic instruction to teach accuracy, fluency and comprehension in content area and written language.” Ms. Honorow said these problems appear to be endemic. Because the syllabi may not reflect what is actually happening in the program, she asked for specific ways to verify that the problems are being addressed. In addition, She emphasized that students and cooperating teachers have stated that they think instruction needs to happen prior to the internship, not during. Mr. Onosko responded that UNH was shoring up both coursework and the year-long internship.

Ms. Salvio stated that she has been working systematically with the Special Ed faculty member since the report came out to get his syllabus organized. She has also been working with the Dean and Jan Nisbet. Ms. Salvio offered to provide evidence of these discussions to the Board. Ms. Honorow replied that evidence of conversations is one thing, evidence of practice is another. Ms. Salvio said the

most important thing would be to show the progress that has emerged from the discussions, and Mr. Onosko said that the changes will be in place at the start of the fall semester.

Chairman Cline asked about the shortage of faculty, how long it has been an issue and whether incoming students are made aware that there is only one faculty member in Special Ed. Mr. Onosko answered that UNH hires adjuncts. As recently as seven or eight years ago, the Education Department had 26 faculty members, but is now down to 13. Enrollments at the College of Liberal Arts have dropped 20% and the entire College is competing for tenure lines. As the faculty has shrunk, so has enrollment. When Mr. Onosko arrived in 1989, there were typically 210 students in the fifth year internship, but now there are about 60. Ms. Salvio stated that the adjunct faculty in Special Ed have PhDs and are some of the finest educators in the state, including Stephen Lichtenstein. UNH has an adjunct corps that meets twice a semester and a Critical Friends Group to look over student work. However, the trend nationally is to bring in adjuncts and not offer tenure lines. Chairman Cline responded that this is not a problem as long as adjuncts are properly on boarded and trained. Ms. Chagnon asked how UNH supports their adjuncts given how often adjunct faculty are not provided office space. Ms. Salvio replied that their adjuncts have office space and mailboxes.

Ms. Honorow directed the Board's attention to page 20 and the review of the Early Childhood Special Education Program, where students and cooperating

teachers reported that candidates need more direct instruction in regard to standardized assessment, disability deliberations and determinations, processes, procedure, laws, and writing of IEPs. Ms. Honorow expressed concern that such a program could be recommended for a seven-year approval rather than conditional approval. Ms. Stoneking responded that this program was integrated on site at the laboratory school, so the environment and oversight are different than traditional coursework, interns, and clinical studies. Ms. Honorow reiterated her question about why the program would be approved rather than conditionally approved. Ms. Stoneking deferred to the Board's judgment.

Ms. Honorow continued to the suggestions section, where it is stated that trauma and adverse childhood experiences are not part of the curriculum and students did not have experience with those issues. Ms. Salvio responded that UNH began developing a certificate in trauma-informed pedagogy last spring which is federally funded. They applied for a grant and received it, and students now entering the program are having their tuition paid for. Ms. Honorow asked whether that instruction is becoming part of the undergraduate major. Ms. Salvio affirmed that it is, and the instruction is being directed by Dr. Mary Schuh at the Institute on Disability. Mr. Onosko added that UNH will have room for 60 students to receive free tuition and receive the trauma-informed training.

Ms. Honorow asked if this would be addressed in the annual report. Ms. Salvio answered yes, and explained that Dr. Schuh and Dr. Nisbet have been

working with her to locate federal funding to support some of these areas of need in the absence of tenure lines. Mr. Onosko said that the Education Department has received seven federal grants over the last ten years totaling \$5.7 million, which has gone directly to either tuition or room and board for students.

Ann Lane asked whether the trauma-informed training was available at a professional development level, considering what is happening with regard to trauma and exposure to the opioid epidemic. Ms. Salvio answered that the training is available at the professional development level, and that students will be in a position once they have completed the program to provide professional development within their communities to their colleagues. It is important that UNH students become resources within their buildings rather than having districts purchase packages to do the work that UNH students can do.

Cindy Chagnon asked whether UNH will address the unmet standards at the same time as they develop new programs including the secondary education certification with an emphasis on Special Ed and ESOL. Ms. Salvio stated that the committee is looking at two elementary dual certification programs to meet critical needs—Special Ed Elementary and Bilingual Education Elementary. Mr. Onosko is talking with the History Department to offer a special section for elementary educators, and is planning to do the same with the biological and physical sciences. UNH is trying to create a more robust program where renaissance men and women at the elementary level are not afraid of subject areas, and create a

more systematic targeted strike at student understanding that translate directly into the K-6 curriculum. Ms. Salvio added that elementary teachers are the most sophisticated interdisciplinary thinkers because they need to teach across disciplines. UNH has also been in conversation with universities across the country that are doing this very well, for example Syracuse University.

Ms. Stoneking directed the Board's attention to page 12 of the report, where the Early Childhood Education program received a rating of 4. Because this program is a model program, and the Early Childhood Special Education program would be interwoven with it, the review team anticipates that the Early Childhood Special Education program would be in line with a similar rating. This explains why the program was rated 3 and recommended for full approval. Ms. Honorow stated that the evidence did not reflect that this was true, and that this was the source of her concern—that students should not graduate with the deficiencies noted in the Special Ed program.

Chairman Cline stated that the Board could approve the entire slate for two-year conditional approval, or to pull out a couple of programs that the Board has no issues with and allow those the full seven-year approval. Chairman Cline suggested it would be appropriate to have concerns across all programs and encourage UNH to come back to the Board with an update, rather than leaving the Board with the uncertainty of a seven-year approval where they may not be updated for several years. Phil Nazzaro suggested going program by program to

decide which programs may be exemplar for seven-year approval, in the interest of saving UNH and CTE resources.

Phil Nazzaro raised a general concern about the consistency of ratings in the report and the lack of clarity. The report contains an appendix that states the difference in ratings, but Mr. Nazzaro expressed that as a rater he would not find that very helpful. For example, the Early Childhood Special Education program is rated a 3, and yet students cannot do IEPs, which should be baseline criteria. Mr. Nazzaro suggested there may be a more robust rubric, and that a four-point scale does not offer a lot of space or help with standardization for the reviewee or reviewer.

Mr. Marks responded that this conversation occurred during the UNH visit and meetings with the review team. The reviewers had questions on what distinguished those jumps as they were evaluating the programs, and what emphasis conversations with students, alumni and cooperating teachers should have in the scores. In many cases, the syllabi matched up to the standards, but in conversations it became clear the standards were not being met. However, it was not universal, and the opinions of particular students might have stood out. The review team tried to reflect in the report that it is not necessarily universal across all students, hence the recommendations, but it was definitely a challenge. Chairman Cline stated that this is consistent with what the Board has seen in the past. The process is heavily weighted to inputs like curriculum, textbooks and

syllabi, but when students and staff are interviewed, the Board finds problems. The subjectivity that Mr. Nazzaro pointed out is common and the red flags are being raised at the output end, not the input end, so that is something to think about in trying to improve the process.

Mr. Onosko stated that innovator reliability would be a critically important area in the next ten years, and suggested that somebody from the DOE should attend consistently these evaluations and start creating a handbook or scoring manual to clarify the rating system. He suggested the legislature should get involved, and to complete quality reviews, and noted that the DOE would need more support.

Ms. Salvio stated that these problems also speak to the limits of the rubric because with a rubric she is unable to engage deeply with the document. Chairman Cline agreed and related that at other schools the reviewers, faculty and administration are overly focused on the rubric, which is sometimes as much as eight years old and can stifle new programs and innovations. Chairman Cline stated that the Board needed to have a long conversation about this in the future and that the current system results in too much paperwork that does not necessarily correlate with outputs.

Ms. Honorow stated that the information coming out of the report from students, alumni and cooperating teachers should help the programs see these

deficiencies. Ms. Stoneking responded that this was where UNH could transition from the inputs of standards to addressing unmet standards and putting them into practice. For the review team, the most beneficial conversations were with students, alumni and faculty. Chairman Cline added that the syllabi can look great and check a box, but you have to find out if it is being taught well.

Ms. Honorow directed the Board's attention to the School Principal Program on page 38 of the report. Ms. Honorow expressed concern that the program was not able to display or demonstrate continuous improvement, given that the Board in its own regulations emphasizes the importance of training administrators to engender a culture of continuous improvement. Ms. Honorow also noted the lack of faculty in the program. Ms. Salvio said she has spent the last eight months working on the faculty shortage. The force behind the administrator programs at UNH has been Professor Todd DeMitchell, along with adjuncts. Ms. Honorow asked why UNH would seek approval for a program that has such difficulty finding faculty. Ms. Salvio responded that it is an exercise in hope, and the recognition that once you give something up, you do not get the resources back. Mr. Onosko noted that UNH is in negotiations with an individual who could replace Professor DeMitchell in the spring. Ms. Salvio added that the Education Department is working in solidarity with one another.

Ms. Honorow directed the Board's attention to the Special Education Administrator program on page 48. Ms. Honorow noted that the suggestions were

not mandated by the review team, but asked to hear more about how the concerns about facilities would be addressed. Ms. Stoneking explained that the suggestions came out of talking with people in the trenches, but they are not directly related to the Ed 600s. Ms. Honorow stated that nobody should ignore the feedback included in the report. Ms. Honorow continued that the Board cannot mandate that UNH build different buildings, but students have to access to their classrooms, and if there is too little space to offer classes, it becomes more than just a building problem. Mr. Onosko responded that the access issue was a one-time mistake and won't occur again; and that the issue with the administrator program is that the numbers are very small, but if students take courses with Professor DeMitchell, they are in for a lot of work, and he is one of the top two education law experts in the country. Professor DeMitchell also offers independent studies because the enrollment numbers are so low.

Ann Lane asked Commissioner Edelblut whether the 600s apply for students to have an opportunity for counseling in their subject area, and whether there is a roadmap that is made available from beginning to end. Commissioner Edelblut responded that the 600s define what has to be there but does not sequence them. Ms. Stoneking added that departments then create their own roadmaps within their institution, along with benchmarks or gateways.

Chairman Cline stated he would now be open to suggestions about which programs to add to the list of conditional approvals. General Special Education

and Music Education were already up for conditional approval. Ms. Lane added Early Childhood Special Education and School Principal. Chairman Cline added Special Education Administrator and Ms. Honorow agreed.

MOTION: Cindy Chagnon made the following motion, seconded Ann Lane, that the State Board of Education moves to grant UNH's Educator Preparation Programs full seven year approval for the following: Ed 612.03 Early Childhood Education, both Bachelor's and Master's; Ed 612.16 Health Education, Master's and MAT Master's; Ed 612.16/612.21 Health and Physical Education, Integrated Bachelor's; Ed 612.17 Mathematics Education 5 through 8, Bachelor's; Ed 612.18 Mathematics Education 7 through 12, Bachelor's; Ed 614.05 School Superintendent, Ed Specialist or E.Ds.; Ed 614.14 Elementary Mathematics Specialist, Master's education level.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Ms. Honorow stated that she believes UNH will do everything they can to persuade the administration to put more money into these programs. UNH has always been the flagship of New Hampshire's 13 IHEs, and they have a tremendous educator preparation program. Ms. Honorow hopes the annual report

will address the suggestions and be approved appropriately. Ms. Salvio thanked Ms. Honorow, and said that she would try to convey the history of the department to UNH's administration in solidarity with the rest of the department. Mr. Onosko said he would show the Board meeting video to the administration including Ms. Honorow's comments about UNH as a flagship institution.

Chairman Cline reiterated that there was an interest in further discussions with UNH and other programs about the oversight and review process and how it can be made more effective. Ms. Salvio responded that ongoing assessment was important. Chairman Cline stated that the rules process is bureaucratic and multilayered, and there has to be a better way to do it that would add more value for students and institutions. Ms. Salvio mentioned Doris Santoro of Bowdoin College, author of *Demoralized*, which looks at teachers who are demoralized because they cannot do what they know they need to do for students. Professor Santoro also has a generative framework for assessment. Ann Lane reiterated that this report is an opportunity to get the attention of UNH's administration based on how many retirements the Education Department has had.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education moves to grant UNH's Educator Preparation Programs conditional two year approval for the following: Ed 612.20 Music Education, Bachelor's level; Ed 612.07 General Special Education, Master's level;

Ed 612.071 Early Childhood Special Education, Master's level; Ed 614.04 School Principal Conversation and Educational Specialist; Ed 614.15 Special Education Administrator, certificate licensure.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM VI. NONPUBLIC SCHOOL APPROVAL

A. US Performance Academy – Three Year Renewal for Attendance Purposes Only

Shireen Meskoob, NHDOE, Division of Education Analytics and Resources, began by handing out a page that was missing from the packet distributed to the Board.

The US Performance Academy is a digital school designed for high performance athletes to cater to their schedules, trainings, and competitions. They were approved for one year and now they are up for their three-year approval for attendance only. Helen Honorow stated she appreciates that the request says “for attendance only.” Ms. Meskoob responded that she also included a paragraph

indicating that she conferred with the head of each school to make sure they were not advertising themselves as anything other than what they are approved for.

US Performance Academy is required to report any changes since last reporting. Ms. Meskoob has gone through the requirements with them and they have submitted required documents. Nothing substantive has changed in the school handbook or policy, and they have met all of requirements of Ed 400 and 401.03. Ms. Meskoob asked the Board to approve US Performance Academy for attendance purposes only for three years, to expire June 30th, 2022.

MOTION: Cindy Chagnon made the following motion, seconded by Helen Honorow, that the State Board accept and approve the commissioner's nonpublic school approval designation report for attendance purposes only.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM VII. CHARTER SCHOOL REPORTS/UPDATES

A. Amendments to Making Community Connections Public Charter School's Charter

Kim Carter, CEO of Making Community Connections (MC2) Charter School, stated that MC2's Monadnock campus in Keene is up for renewal. As part of that process, MC2 has spent the last year on a deep dive into their charter with the Board, schools, and communities involved in both campuses.

MC2 has changed the wording of its mission to make it a positive statement instead of a negative statement at the recommendation of their board. Ms. Honorow asked what "interrupt the predictive value of race, class, language" means. Ms. Carter responded that there is an assumption supported by research that we can predict the performance of students from these different subgroups, and their performance will not be the same as other subgroups. MC2 wants to interrupt that and close that achievement gap, especially the completion and post-secondary accomplishment gaps. Chairman Cline added that in social science, especially in education, there is a lot of controlling for race, sex, and poverty. Chairman Cline suggested that what MC2 wants is to attack those underlying issues so that these students will come out better than what one would predict for the average in that subcategory. Ms. Carter agreed that this is MC2's vision, although they do not expect to accomplish it immediately, but it is what they are working towards and mindful of. MC2 also changed the word "eliminate" to "interrupt," because "eliminate" was too big, and they are focused on personalized, competency-based, community connected success for each child.

Ms. Honorow related a personal anecdote about a job interview where her son made a similar argument to MC2's vision, and was told that it affirmed stereotypes. Ms. Carter responded that it is a matter of how it is phrased. The system unquestionably has been designed and operates in terms of predictive values, but Ms. Carter said she does not believe any individual is defined by that. MC2 wants to approach the system in a way that interrupts that predictive value, not approach the children in a way that associates them with a predictive value.

Ms. Carter continued with the charter's amendments, directing the Board's attention to item number one, which states that students will make no less than one year's academic growth in reading, writing, math, social studies and science. MC2 is competency-based, not time-based, and has worked for the last year to come up with measurable benchmarks to help not only measure whether they are doing what they say they are doing, but also help guide their school communities, teachers, and staff. Ms. Carter noted that after doing some research, saw that all charter schools are accountable to state standards, so MC2 added goal six. MC2 expects to see growth as part of accountability, but also wanted to include benchmarks around competencies and proficiency. MC2's premise is based on education science, social-emotional development, work-ready competencies, and content understanding, and have tried to capture in their competency statement the benchmarks that will map progress in, and attainment of, the requirements for a high school diploma.

Ms. Carter noted two things about this change. First, these work habits align to state work ready skills and dispositions that are very important to life such as curiosity. Second, MC2 does not use numbers like 25, 50, 75, or 100%. MC2 is trying to step out of the time-based model, and what they have found is that there is significant growth in those dispositions and work habits, and as that growth is taking place, there is slower growth in the competency attainment. Once students have attained the basic dispositions, they accelerate in their attainment of knowledge and skills. Ms. Carter added that MC2 is working hard to have a data management system that tracks that for each individual so they can look at the program as a whole to see how they are keeping students on track and how they are being accountable to the learning students could have.

Helen Honorow asked whether MC2 has a current database system they are using. Ms. Carter responded that they have two systems, one MC2 is developing on their own and one from a management system that has been very supportive. MC2 will be including data in their charter renewal application. Ms. Carter added that if MC2 intends to be competency based, they need to identify accountability in measures that are not standardized tests but that are rigorous and meaningful, so that is what they are working on.

Ms. Carter directed the Board's attention to number four, in which MC2 refers back to their mission statement and added "and meaningfully collaborates

with peers to further their own learning.” MC2 believes that collaboration is important. Personalization is important, but it must be done in a community.

Ms. Carter noted that MC2 did not get rid of number six, they just moved it to number five. They added a sixth goal which is now listed as number one. Ms. Carter continued to section H, where the wording was changed from saying Smarter Balanced to saying NH State Assessment System.

MC2 updated graduation requirements. World languages are often a requirement for college ready, but not every one of their learners is going to college. At the same time, MC2 wanted to acknowledge those aforementioned habits and dispositions including things like goalsetting and project management, which is a key piece of the MC2 advisory curriculum. Rather than make it a 26 credit diploma, MC2 decided to make world languages an elective that students on a career pathway should definitely incorporate. But MC2 will also recognize the learning that happens in the advisory program, so that is really 0.5 per phase, and that represents the four phases. MC2 has an accelerated pathway which represents the state’s minimum diploma with a focus on career education. Transition preparation is critical for all of MC2’s learners, and MC2 did not want to cut out career exploration. MC2 split career education and the advisory curriculum and added a credit, so the accelerated pathway is now 21 credits instead of 20.

Ms. Carter continued to the addition of the statement, “students and teachers use assessment tools.” MC2 moved this from a different paragraph where it did not make as much as sense--just a relocation of that sentence. Ms. Carter emphasized that learning progressions and those levels of understanding are important to bringing rigor and fidelity to MC2’s accountability and assessment.

The next section addresses the business manager. MC2 must be flexible. The business management responsibility is critical but may not always reside with one person. MC2 wanted to make sure to capture the internal controls that are essential but not associated with a person so much as a responsibility.

Similar to the update on the internship coordinator position, ELOs are an important part of NH’s landscape and that role is 40% of MC2’s program design at minimum, so they wanted to capture that more accurately in their charter and have added more detail there.

MC2 added a responsibility that they have found to be critical to the sustainability of their charter school: Lead Teacher. Many pieces of MC2 are unique, and there must be somebody to assist with orientation and onboarding of new staff and to support them in their development work.

MC2 updated the admissions process to be clear about what they are doing and not doing. They are not screening students. MC2 wants students and their

families to know what the school is so they can make an informed decision. MC2 does not take educational history before they enroll a student. They do take educational history once a student is enrolled, but they have clarified this process in the charter.

Ms. Carter stated that MC2 has updated their financials as part of the requirements for the charter renewal application. MC2 is more realistic about their enrollment projections and associated staffing, largely because Manchester now has a significant number of charter schools and so the environment has changed. Ms. Carter also noted that MC2 plans to sync their two campuses so they do not have to do a charter renewal every two or three years.

Chairman Cline congratulated Ms. Carter on MC2's work, and stated that he is encouraged to see a charter school look at their charter and go through it and reassess. Ann Lane commended MC2 for their sense of responsibility particularly in coordinating special ed. MC2 is a role model for every other charter school based on how they itemize what it is they are responsible for and how they actually put it into practice. Ms. Carter responded that she is very proud of that aspect, particularly MC2's school leader at Monadnock who has worked with the special education coordinators in that region and developed some models that MC2 hopes to share with other charter schools and other school districts.

Ms. Lane directed Ms. Carter's attention to page 11 and the phrase "regarding 10% of MC2's resident pupils." Ms. Lane asked what that meant. Ms. Carter responded that this must be from the old charter, and her recollection was that it refers to the state law about how many students MC2 can accept from each district. Ms. Lane said she was unfamiliar with that requirement in the charter law, and Ms. Honorow affirmed that it is open enrollment. Ms. Lane quoted from the document: "MC2 is an open enrollment school of choice. There are students throughout NH for state sponsored student placements. MC2 will comply with the statutory provision declared by not more than 10% of the resident pupils in any grade shall be eligible to transfer to a charter school in any school year without approval of the local school board."

Chairman Cline suggested that this provision may be from an old version of the law. Ms. Carter asked about another provision, that if a student enrolls and then leaves, they cannot return without school board approval. Chairman Cline responded that that provision is no longer applicable either, and suggested that the website may be out of date. Ms. Carter said that they will take up these changes in the next amendment to the charter.

Cindy Chagnon asked whether MC2 has been able to move their Manchester campus to a facility that allowed for outdoor activities. Ms. Carter answered that they changed facilities two years ago, moving to the old Union Leader building with outdoor space.

Ms. Honorow expressed appreciation for the report and the included chart. She then drew the Board's attention to page 6 under the mission section: "Every young person deserves to graduate from high school with options, options to go to college or the option to work." Ms. Honorow asked if this meant any postsecondary education, for example cosmetology, or the option to go to college. Ms. Carter responded that it was MC2's intention to step out of the tract program where students are sorted by whether they are going to college. MC2 believes that all students need both work ready skills and academic skills, so MC2 is not going to make those decisions. MC2 is going to support their young people so they graduate ready to make whatever choice is best for them.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that pursuant to RSA 194-B:3 XI, the State Board of Education authorize a revision of Making Community Connections Public Charter School charter.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Ms. Carter closed by inviting the Board to serve as panelists in a graduation defense at MC2. Commissioner Edelblut stated that the defense was the best student presentation he had ever seen. Ms. Carter explained that in one hour's

time, Board members would get the best introduction to MC2 and what is possible with a competency-based model.

B. Updates on New Charter Application for Northeast Woodlands Public Charter School

Jason Gagnon of Northeast Woodlands Public Charter School (NWPCS) began by thanking the Board for its work. Commissioner Edelblut asked if there was a handout available since the Board did not have any documentation except for a legal notice. It was determined that there had been an email issue and Northeast Woodlands' response would have to be photocopied. Chairman Cline asked Jason to walk through the text regardless.

Jason stated that he believes Northeast Woodlands has answered the Board's questions from the January meeting and are looking forward to hiring staff and acquiring a physical space.

The first issue addressed was to demonstrate how Northeast Woodlands' curriculum meets or exceeds state standards. The curriculum encompasses the scope of Common Core standards as set by the state of NH although it differs in its implementation and timing. This is outlined in Part 3 of the Alliance for Public Waldorf Schools Handbook and is included with the application in Appendix J. Chairman Cline clarified that although Northeast Woodlands may differ in timing

from a traditional public school, they have agreed to perform at or above grade level based on NH standardized testing by seventh grade. Caroline of Northeast Woodlands added that the school's curriculum map is included in Appendix J as well. Commissioner Edelblut noted that the Waldorf approach has been approved by other states to meet Common Core standards.

Jason continued to the second point, which was the structural clarification of the board of trustees and school board including term lengths for the board of trustees. The Northwest Waldorf Education Foundation Board of Trustees is the founding board responsible for ensuring that the mission and the vision of Northeast Woodland Charter School stays focused over time. They are pillars of the community continually working to build support for the school through their strong network of educational, financial and community relationships. Staggered terms of two years shall be set for the trustees with appointments to the Board of Trustees made by a two-thirds majority vote of existing trustees. In the application, the word trustee or trustees refers to this overarching group. The Northeast Woodland Charter School Board will focus on school operations, providing fiscal oversight and administrative direction to school employees. The school board will be responsible for working with charter school staff to ensure the day-to-day operations are carried out in an efficient, fiscally responsible manner, final personnel decision making authority with recommendation from the head of the school and faculty chair, and conflict resolution within the student, faculty, staff and local education agency (LEA) communities. Jason explained that the phrase

“school board” refers to the group managing day-to-day operations. Northeast Woodlands recognizes that this is a lot of work and the people serving on these boards are volunteers with day jobs, so to do these tasks well, the work has to be divided so that there is adequate personnel capacity to make sure it can happen.

Helen Honorow asked if there would be term limits. Jason answered that there would be no term limits, especially because the community in the Mount Washington Valley is so small and there are only so many volunteers.

Jason continued to the next item, a list of trustees and affiliations with the White Mountain Waldorf School. These are provided in writing, and Jason stated that they have spoken with an attorney who said there were no issues.

For the next item, Northeast Woodlands was asked to remove grants and fundraising from their budget as these are not yet secured, and to add proper taxes to the budget. There were also questions about contingencies which have been addressed, specifically to identify areas where if for some reason enrollment projections are not met, the budget can be scaled to be fiscally responsible. Next, Northeast Woodlands was asked to produce a formal well-organized fundraising plan, strategic goals, objectives, detailed plans to execute and a timeline for implementation. That is attached as a spreadsheet broken down with different events and dates.

Section F was revised to include all grades and discipline areas for the required NH SAS tests: ELA and Math for 3rd through 8th grades, and 5th and 8th grade science.

Ann Lane asked how Northeast Woodlands arrived at their fund raising numbers. Jason responded that the board has been doing research on what the potential might be of available money and have set a realistic bar for what they think is possible. They know there is a lot of competition for these funds. It was also mentioned that they have spoken with other schools who have put on specific fundraisers and developed numbers based on what those schools were able to do. Cindy Chagnon stated that she was glad to see that they have reality-based numbers to work from. It was noted that Northeast Woodlands has tried to take as much information as possible from other people who have done similar things in similar geographic areas.

Jason returned to Assessment Section F, in which Northeast Woodlands addresses competency based portfolios, lesson book assessments, different opportunities for students to showcase and register their work and some of the example assessments.

Cindy Chagnon asked whether their assessments would be age specific or whether they would let advanced students move ahead in grades depending on their ability level. Caroline responded that when a child is enrolled, Northeast

Woodlands is looking at their developmental and physical body so that they are prepared to learn. If a child is not meeting these assessments, Northeast Woodlands would sit down with the parents, talk about what it would look like if they stayed another year in kindergarten, and talk about how that would help them so that they are more ready to learn academically starting in first grade. If a child was older, Northeast Woodlands might say they can move forward but they are going to do some remedial intervention to help the child work with the curriculum. Ms. Chagnon asked about the opposite situation, since there has been criticism of public schools that children who are ready to move on are kept back with students in their age group. Ms. Chagnon also wondered how much individual education there would be, or whether it would be more of a group mindset. Caroline stated that the child becomes part of the community of their class, and it is important to have different ranges within one classroom. Most likely, with the interdisciplinary methods of Waldorf education, a child may need something from somewhere else. For example, they may be wonderful at reading but need a lot of work with their painting or physical education, or they are struggling socially/emotionally to work with their peers. When students are pushed along, they may not be socially or emotionally prepared when they get to high school.

Jason continued to the next item, a general description of a proposed or potential location. The Mount Washington Valley is a north-south strip of population, so Northeast Woodlands aims to be as close to the center of that population as possible in the Conway or North Conway area. There is high property

demand in that area, but Jason stated that they have identified raw land that may work in the long term and buildings that may work in the short term. Until Northeast Woodlands has a charter in hand, it is difficult to seriously pursue property acquisition. Outdoor resources and proximity to existing transportation are priorities in securing a location.

The next item related to educational need. There is a long history of private Waldorf education in the Valley, so residents are well aware of the benefits and there is a strong foundation and demand for Waldorf education. All of the nearby private Waldorf schools cost a lot of money, so there is a desire to have this program but not an economic base to support it. Northeast Woodlands feels that there is a strong need for this type of education.

The next item referred to the governing board's rules, responsibilities, qualifications, skillset, and experience. Northeast Woodlands has expanded on the difference between the Board of Trustees and the School Board and what specific skillsets they are looking for. The method by which the trustees and their terms are determined was addressed earlier in the presentation.

Jason continued by reading the opening sentence of the organizational structure and growth plan section: "Our plan for growth will initially be focused on strengthening the structure of Northeast Woodland Charter School from within before considering external growth or expansion." Northeast Woodlands needs to

make sure to strengthen the foundation of their school before expanding into more students or other areas. Resources are limited, so as Northeast Woodlands grows, hopefully they will be able to offer internal support services to take the burden off the LEAs for things like supplemental programming.

The next item was the grievance, complaints process and policy. Northeast Woodlands looked at what other schools are doing and have come up with some basics for how to handle grievances that really work. These are spelled out in the document.

Ms. Honorow asked what the internal grievance dispute policy would be. Jason said as soon as the charter was approved they would hire the head of school who can write these policies. Ms. Honorow noted that other charter schools have experienced issues by not having a clear conflict of interest policy in place, so it is important to be clear who handles conflict and how it is resolved.

Ms. Chagnon noted that the next item regarding disputes between the LEA and Northeast Woodlands was well considered. She wondered if this came from knowledge of other charter schools that have had issues. Jason responded that they did not anticipate conflict with the LEA based on their experience developing this application, but in their research, other charter schools have had some issues so they decided to look at different options for handling disputes in an effort to be well prepared.

Jason continued to item 5-J, supplemental programming, where Northeast Woodlands addressed Title I programs specifically for schools with high percentages of students from low income families, how they will work to integrate those students and support their school as best they can. Once staff is in place, Northeast Woodlands will be better able to work with the Board to make sure the details are done right. Ms. Chagnon added that Title I is complex, and even if students are not from a low income family, they can still receive Title I services. Caroline interjected that the classification has to do with academic achievements, and noted that she researched a school that uses Title I money to hire a remedial teacher to work with all children.

Ms. Lane stated that the enrichment piece makes sense, but the accelerated education program does not seem to satisfy the need of a Title I student who is behind. Caroline responded that Title I would not be for an accelerated program, so the wording in the document is wrong and needs to be reviewed.

Ms. Lane also asked for a clarification of section 7A regarding special ed. Jason responded that Northeast Woodlands clarified their application to convey their understanding that they would not receive funding for special education, so it was an accident. Ms. Lane responded that Northeast Woodlands would have to provide those services if they received a student with an IEP. Jason agreed, and

Caroline added that they can work together with the LEA to provide those services. Jane Waterhouse, NHDOE, Charter School Administrator interjects that it was a reviewer question and they did mention that they would be using funds from special education provided services. But it is actually the school district that gets the funding, the home district of the student, and the district is responsible for providing all the services and making all the decisions. Then if they contract with the charter school, the charter school will provide the services.

Ms. Chagnon added that in discussions with the LEA, this has been a huge problem, and encouraged Northeast Woodland to understand exactly what the LEA will provide because it is a big issue on both sides. The LEA does not want their special educator to leave their school to come over to Northeast Woodlands because it dilutes their services. Caroline responded that she has already begun those discussions with Pam Stimpson, the head of special education in SAU 9. Caroline was also approached by the head of special education at Kennett High School, who wants to be a part of Northeast Woodlands.

Ms. Honorow asked to clarify the section of the organizational structure and growth plan, which should be very clear because the money for special needs students will be with the sending district. School districts have to provide services and they have no control on the number of students that might need services. Ms. Honorow encouraged Northeast Woodlands to be clear about their relationships

and what they can provide through Waldorf education, but in terms of what the LEA has to do, they need to pay for that and provide it.

Chairman Cline asked the Board if these updates have answered their questions, if the school is incorporating the Board's concerns and is capable of addressing them. Chairman Cline also asked if the Board were to give Northeast Woodlands an approval, would this document be incorporated into the official charter. Jason responded that Northeast Woodlands asked that question last week and were told not to incorporate the updates it into the charter. Chairman Cline agreed that it was easier to follow in this form than it would have been in the charter document. However, it is difficult for the Board to approve a charter without a charter to approve. Chairman Cline presented the possibility that if the Board is comfortable with the update, they could approve the charter based on incorporating these updates in the appropriate places. Representatives of Northeast Woodlands asserted that they could turn around an updated charter document very quickly. Ms. Chagnon asked if it would be possible to do a conditional approval pending Northeast Woodlands returning next month with an updated charter.

Ms. Honorow interjected and referred to the previous month's meeting minutes and the question for Northeast Woodlands about computers. Caroline responded that she researched the NH standards for computer programming, and the first response was to incorporate a tech teacher to work solely on tech

curriculum, possibly also as a math specialty teacher. The Waldorf math curriculum develops computer programming knowledge and skills from a young age and meets the computer programming standards without actually using a computer until about fifth grade. Caroline has also been researching a program called Cyber Civics, which allows children to learn how to be good citizens in the cyber world starting in the third grade. Caroline acknowledged she is not a tech expert and would have to work with the tech teacher to develop a program that meets NH standards. Chairman Cline asked if there was a technical advisory on computer science requirements. Commissioner Edelblut explained that there was no Department produced technical advisory, but there is a fairly extensive guidance document that was produced by a national group with the national computer science standards that is aligned to NH state standards. There is a link on the DOE website to an extensive handbook and guide for adopting and implementing the standards.

Ms. Honorow acknowledged that computer science would probably be the one place where a Waldorf curriculum would be the most difficult. Caroline responded that the Alliance for Public Waldorf Schools is working through this in many states and developing their own curriculum. There is also a professor of computer science at UMass Amherst who has taken it upon himself to work with the Waldorf standards to make them relevant in today's world of technology. Ms. Chagnon relayed a personal anecdote about observing Waldorf students recording bird migration data on a computer. Caroline responded that many Waldorf schools

now include Chromebooks in their classrooms beginning with fourth grade, partly because students with disabilities get a lot of help with the Chromebook. She also stated that Northeast Woodlands is not opposed to the use of computers, but believes there are many different mediums and that would be one way.

Ms. Honorow asked if it is possible to give Northeast Woodlands a conditional approval of their charter subject to incorporating their responses into the charter. Chairman Cline responded that a conditional approval is possible. Northeast Woodlands would come back next month with an updated charter for a full approval. Ms. Honorow expressed concern that Northeast Woodlands would not be able to secure a building in time for the fall semester unless the updated charter is approved as soon as possible. Caroline responded that the charter could be updated in a week or two. Ms. Waterhouse added that Northeast Woodlands had already addressed this in a conversation before the meeting in which she told them that their responses had to be in the charter, so they are prepared to get that done.

Chairman Cline asked how much the conditional approval would help Northeast Woodlands convince a potential landlord to let them sign a lease. Jason responded that the final approval is the most important thing, but the conditional approval may help. Phil Nazzaro interjected that he did not need to see the charter to approve it. Caroline asked if the charter could only be approved at the Board's monthly meeting and was informed that it had to be done at a public meeting and

the next one is March 12. Chairman Cline suggested the approval could go on the consent agenda for March, so that Northeast Woodlands would not have to attend a third monthly meeting. If Northeast Woodlands submits the updated document soon, the Board will have time to review and note any additional changes before the date of the next meeting. Chairman Cline and Mr. Nazzaro both asserted that the updated charter should not be done in haste because it is a foundational document, and the Board should have time to read through it.

Jason asked the Board if the process of updating the charter could go on forever. Caroline added that Northeast Woodlands needs to start an admissions process soon, in addition to the need for a building and staff. Chairman Cline clarified that he only meant small errors, nothing that would delay the charter approval further. Ms. Lane asked if the Board could provide Northeast Woodlands with a letter to present to potential landlords that would state that they have conditional approval from the Board. Chairman Cline stated that the motion could be worded to approve the charter conditioned on incorporating these responses into the charter document, which will lead to full approval anticipated on March 12.

MOTION: Phil Nazzaro made the following motion, seconded by Cindy Chagnon, that the State Board of Education approve the Northeast Woodlands Public Charter School charter conditional upon the inclusion of the agreed upon edits into the final charter. The Board will take up the final charter at its

March 12, 2020 meeting and anticipates full approval on that date.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM VIII. LEGISLATIVE UPDATES

A. INITIAL PROPOSAL – Vocational Rehabilitation Program (Ed 1000)

Amanda Phelps, NHDOE, Administrative Rules Coordinator, began by introducing Lisa Hatz, State Director for Vocational Rehabilitation. Ed 1000 was broken up into two different proposals, so Ms. Phelps suggested looking first at Ed 1001 through Ed 1012.

Ms. Phelps stated that upon reviewing these rules, she realized that they were copied and pasted from the federal regulations, creating a very lengthy document and duplicating what is in the federal regulations. All of the edits in this section are removing what is copied and referencing the federal regulations. Ms. Phelps decided to keep certain sections because expansion was required, so those sections are still in there, but the rest just points to the relevant regulation.

Chairman Cline noted Ed 1003.02 on page 5, the paragraph above Data Collection or paragraph B. He expressed discomfort that the wording could be interpreted that a fee is charged for downloading information. Ms. Phelps responded that the federal regulation does not require that NH charge; it is up to the state to decide whether to charge any fees, and there is no evidence that NH ever has. Typically, this comes up when there is a customer requesting a fair hearing and they want a copy of their file. Occasionally, there are subpoenas of information which could be more extensive, and the Department wants the option to charge if it is exorbitant. Chairman Cline reiterated that he does not like the wording or the implication of a document retrieval fee. Lisa responded that they could change the wording.

Ms. Phelps stated that there were no substantive changes to the first half.

MOTION: Phil Nazzaro made the following motion, seconded by Cindy Chagnon, that the State Board of Education approve the initial proposals for Ed 1001 through Ed 1012, Vocational Rehabilitation Programs.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Ms. Phelps continued to the second half, which addresses specific programs within the Vocational Rehabilitation Program. Most of the changes in this document are due to deleting sections in the first half, so Ms. Phelps had to renumber all of the rules and realign the rule references. One section was removed beginning on page 9, State Independent Living Services and Centers for Independent Living. The section before it is General Provisions for Independent Living Services and Centers for Independent Living Program, which refers to the money that VR receives for individuals requiring services at an independent living center. Ed 1017 is the money that is funneled from the federal government for the actual independent living center which does not get funneled through Vocational Rehabilitation anymore—it goes through the Department of Health and Human Services (DHHS).

Helen Honorow asked what an independent living center is. Lisa responded that Granite State Independent Living is the one center for independent living (GSIL). They receive a separate grant for Part B independent living services which are services to help people stay in their home, get to doctor's appointments, get to funerals, those kinds of things. That money comes in and then is contracted out to GSIL, the Brain Injury Association and to Northeast Deaf and Hard of Hearing, and anybody else that would respond to an RFP during that session. But since reauthorization, independent living has been separated away from Department federally and moved over to DHHS. To help clarify, Lisa provided another example, that the State Independent Living Council has determined that VR and

the DOE would still be the designated state entity. They could have said they wanted it to be DHHS or the Governor's Commission on Disability but they wanted it to remain with Department. Some of this change is due to the fact that Department is not receiving the money or overseeing them. The Department is the designated state entity, but the money goes right to Granite State Independent Living.

Ms. Honorow asked if the documents would be merged for public comment. Ms. Phelps confirmed.

MOTION: Phil Nazzaro moved to amend his motion, seconded by Cindy Chagnon, to include approval of the initial proposal for Ed 1000.

VOTE The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. INITIAL PROPOSAL – Adult High School, Basic Education Program and High School Equivalency Program (Ed 700)

Ms. Phelps introduced Sarah Bennett, Administrator, Bureau of Adult Education and stated that they updated these rules to comply with federal guidelines and state statutes. Ms. Phelps directed the Board's attention to an

amendment on page 4 of the proposal where eligibility has been changed from 18 years old to 16 years old to align with federal regulations.

Ms. Bennett clarified that this amendment is relevant to adult basic education, and Ms. Phelps stated that the amendment would point to the new eligibility in the handout, which points to Title II, Section 203, Subsection 4 for eligible individual. Cindy Chagnon said she thought that students needed to be enrolled in school through age 18 according to state regulation. Ms. Bennett responded that there are circumstances when somebody under the age of 18 may not be enrolled in high school. For example, there was a student who had moved to NH from Puerto Rico who had a high school diploma but needed to build her English skills. She was 17 and would meet that criteria to attend adult basic education.

Ms. Chagnon asked if anything else was substantially different. Helen Honorow stated that the next section refers to having a math and reading skill below 12:9. Ms. Bennett explained that in the original state rule there was a grade level, whereas the actual federal eligibility requirements would take out that section altogether. Ms. Chagnon stated that it is probably very easy to have a math score less than 12.9. Ms. Bennett responded that she had originally intended to expand that, because it did not cover anything at the secondary level.

Ms. Honorow asked why the Board was readopting these rules when there will be changes after the adoption. Ms. Phelps answered that she had talked to Attorney Bond and discovered that these rules are expired. Once the rules are in place, Ms. Phelps will go through these rules with the federal guidelines more in depth because she believes that the Department is missing pieces as far as what to do with money that comes in for adult education. Ms. Honorow asked what falls through the gaps if the Board does not readopt the rules. Ms. Phelps responded that technically, without rules in place, the Department cannot take action on any applications that come in, so right now the Department is in violation. Ms. Honorow noted that having a public hearing on rules that are not very good and are going to change seems like a waste of resources.

Ms. Chagnon asked where the adult basic education programs were run. Ms. Bennett responded that they are run through the Bureau of Adult Education, which is federally funded through the Workforce Innovation and Opportunity Act, along with state funding for adult diploma programs. There is a competitive bidding process to get grants for that money. Ms. Chagnon asked for a physical location of the program, and Ms. Bennett answered that there are 14 centers across the state, some located in school districts and some in community nonprofit organizations. Ms. Chagnon wondered if there should be more publicity for the program due to its unknown status. Ms. Bennett agreed and stated that the Department has done a lot of work to educate people that they exist. The reality is there are not a lot of people in NH who do not have a high school diploma, but

there are some individuals, many of them English language learners who make up 70% of the program. 96% of NH residents have a high school diploma; the state ranks third in the country. There are about 80,000 people in NH over the age of 25 who do not have a high school diploma.

Ann Lane asked if there was information about whether the students without high school diplomas had moved to the state as adults or matriculated through the schools. Ms. Bennett responded that since the compulsory attendance law went into effect, the dropout rate has dropped considerably. Chairman Cline added that it is reflective of NH's system and the fact that the state attracts a higher educated workforce. NH's system produces almost universal high school graduation. Ms. Lane asked how many people who were not college graduates had moved to the state versus matriculating through NH schools. Ms. Bennett responded that she did not know and it would be difficult to track. However, the adult high school program referenced here has been working with students enrolled in high school as a dropout prevention map, serving almost 1,500 high school students last year in addition to adults.

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal for Ed 700 Adult Education.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. FINAL PROPOSAL – School Building Aid (Ed 321)

Ms. Phelps began by noting that some edits were made in the initial proposal. There were also edits based on comments from the Office of Legislative Services (OLS). Representative Hill sent in some suggestions for edits which address the rule, and in the executive summary there are comments from OLS that were not addressed, but that will be explained. Amy Clark, Administrator for School Safety and Administrator of the School Building Aid Program introduced herself.

Chairman Cline stated that he had some concerns which should have been brought up earlier in the process regarding the very detailed requirements in some places. For example, on page 6-F, it states that every general purpose classroom shall have an erasable surface of at least 32 square feet. Chairman Cline wondered why these seemingly arbitrary rules were in place.

Ms. Clark began by addressing the intent of the edits: House Bill 175 came about and was approved last summer, so the Department had to add changes to mimic what is now in the new law. Building Aid has been around since the 1940s. In 2009 there was a ten-year moratorium on school construction in the state of NH by House Bill 2. The legislature decided to redo the rules in 2013, and the law

changed the process a lot. Ms. Clark stated that she was unsure if these rules existed before 2013 or not, but the intent of the rules is to address House Bill 175 and things that have changed since 2013. There were changes along the way that were made at the state level so those were addressed, and people are now applying for Building Aid for the first time. Ms. Clark explained while reviewing the rules when she encountered wording that caused a problem with her ability to process an application, she made changes. If it was not causing a problem, she left the language as it was, and has no idea why there is a requirement for a 32 square foot erasable surface. She added that schools do not ever complain about it, and she doubts that schools measure their whiteboards.

Chairman Cline said that he understands this is not a complete revision of the rules. This is one of those small details that probably does not cause problems but could be improved. Chairman Cline also stated that the Board does not know how these rules could affect school building design in the future. Ann Lane added that she would like to know the science behind the numbers that assign a certain square footage number per child. The square footage requirements make building costs prohibitive for some districts. Ms. Clark responded that she does not know the origin of these requirements, but could do research to find out.

Ms. Clark proposed a stakeholder group to address all of the rules. Phil Nazzaro asked if the Board should approve these rules and then take a full robust look, or not approve. Chairman Cline stated that his initial look at the rules was in

terms of compliance within the law and substantive changes without getting into a full review. However, Chairman Cline wanted to call attention to his concerns. For example, new high schools have to have a size of 50 contiguous acres when NH is losing population. Chairman Cline would like to get a group together to revise the rules in a way that leaves school districts more flexibility to control costs. Mr. Nazzaro agreed, pointing to the requirements for bookshelves in library-media centers, which may stifle innovation.

Ms. Phelps responded that the initial proposal was not a complete review. Since Ms. Clark received money this year for the first time in a long time, she must apply the new law and needs the rules to reflect the new law in order to appropriately process applications. The plan has always been for a more thorough review with a stakeholder group. Ms. Lane asked if schools that are designated to receive the funds are held to these rules. Ms. Clark responded that she does not believe schools are designing their buildings to leave a space for a 32 square foot board, but the rules do give them guidance, especially for example on square footage. Schools also have waiver criteria, so if they only have 10 students in a classroom, the Department lets them know that some of these classrooms may be oversized. Ms. Clark acknowledged that the square footage requirements are in line with other states, but it is true that some requirements are out of date.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 321, School Building Construction.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Cindy Chagnon asked whether the process for distributing Building Aid money would now speed up. Ms. Clark affirmed that it would, and that she will likely return before the Board in December or January with a ranked list.

D. FINAL PROPOSAL – Special Education Teacher and Early Childhood Special Education Teacher (Ed 507.40 & Ed 507.41)

Ms. Phelps stated that this proposal received comments from OLS. There were no comments from the public hearing so all the edits are editorial, nothing substantive.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 507.40 and Ed 507.41, Special Education Teacher and Early Childhood Special Education Teacher.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

E. FINAL PROPOSAL – Credential Standards for Educational Personnel
(Ed 501-Ed 504)

Stephen Appleby, Director, Division of Educator Support and Higher Education began by thanking Ms. Phelps for her work. Ms. Phelps stated that the Department did receive some substantive comments from OLS, and addressed most of them in the rules. There are two that Department did not address in the rules, and Ms. Phelps already spoke to Mike Morrill at OLS about both of them. Mr. Morrill wanted to know how the new nurse law aligned with the rules, and Ms. Phelps explained that she helped draft the new nurse law so that it would directly align with state laws. Mr. Morrill also wanted to know where PTs, OTs and SLPs fit into the Department's groups of licenses, and explained that the Department does not license PTs, OTs and SLPs.

Ms. Phelps stated that most of the changes were editorial. The Department changed the term Senior Education Official, because throughout all the 500 rules, sometimes it says superintendent, or superintendent or head of school, or superintendent and head of a public chartered school. Ms. Phelps said that it references the head of whatever educational institution an administrator is in

charge of. Everywhere that said superintendent or head of school was changed to Senior Educational Official. This was the only substantive change.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 501 through Ed 504, Credential Standards for Educational Personnel.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

F. FINAL PROPOSAL – How to Obtain a NH Educator License (Ed 505)

Ms. Phelps stated that the one comment made by OLS throughout this proposal was the observation that the Department does not have the authority to call educator licenses “licenses,” because the statutes refer to a credential or a certification. The only time the statutes refer to a license is in reference to an intern, which is not a license. If someone is on the intern license in NH and they move out of state, another state could see license and think they are fully credentialed and issue them a license even though they have not received full licensure. Ms. Phelps emphasized the importance of clarifying what it means to be licensed versus a credential. A credential is the overall group of everything issued from the Department, and a license is included in the credential.

There is also a bill right now for background checks, and because of the way the Department has changed definitions in the code of conduct, the bill's author took it upon herself to cross out certification and credential and insert license. This bill is going to change the word credential and certification to license in 75 statutes that governs the State Board of Education. However, the Department will most likely have to go through and change them, or convince OLS that the Department has the authority to call it a license.

Mr. Nazzaro asked for clarification on the difference between licensure and certification. Ms. Phelps responded that a license is full licensure, and everything else is a certification or authorization, but they are all different types of credentials.

Ann Lane directed the Board's attention to page 7 under Ed 505.06, Demonstrated Competencies. Ms. Lane stated that it was not clear whether or not a teacher must hold all of these things, and it gets confusing at the end when it says "as applicable" and "qualifying and applying for." Ms. Phelps responded that teachers must hold the minimum degree required for the endorsement sought. They have to meet endorsement specific requirements which are outlined in separate rules Ed 506 through Ed 508. They have to meet the requirements of Ed 505.01, the testing requirement, and Ed 505.03, professional educational requirements. It says "as applicable" because the testing requirement is not required for every endorsement. If Ed 505.01 and Ed 505.03 apply to the actual

endorsement, the educator does not have to meet that requirement. Ms. Lane asked whether the individual applicant would have to meet all of these requirements. Ms. Phelps responded yes, and added that teachers would have to also complete the competency pathway they want to apply for.

Ms. Honorow recalled the Board's intention to raise up the profession during the discussion of ethics rules. Other professions that have codes of conduct—lawyers, doctors—are licensed. Ms. Honorow expressed concern about calling it something other than a license. Ms. Phelps answered that the Department is calling it a license: a full license is a beginning educator license or an experienced educator license, but it is also a credential because a statement of eligibility is a credential, an intern authorization is a credential, an emergency authorization is a credential. But all of those are credentials that are not full licensure. OLS thinks the Department does not have the authority to call it a license, but Ms. Phelps is going to convince OLS that they do. Ms. Phelps stated that she did not bring the statute with her, but it says: "the State Board shall write rules for credentials and any other rules necessary to implement the credentials." Ms. Phelps noted that there are seven different statutes for the Board's ruling authority and in each one, it varies whether they call it a certification or a credential. The only place where it's called a license is when applied to an intern. Ms. Phelps stated that the Department will likely get a conditional approval, and then the legislature will decide whether to do a legislative fix.

Chairman Cline stated that the legislature has the same problem, where they pass a law that uses one term and then it is discovered that it conflicts with something else with the terminology in a law passed 100 years ago.

Ms. Phelps addressed one final substantive change, calling the Board's attention to page 6. This change was in response to a substantive comment from OLS. Prior to these new rules, the Department's basic entry requirements for obtaining a statement of eligibility said "by obtaining the entry requirements on our website," so in the new rules it is phrased the same way. This came back as a flag from OLS that if it is a requirement for application, it has to be in the rules and adopted as a rule because the Department is requiring it. There are 74 endorsement areas and every endorsement area has a different basic entry requirement. That document including all of the entry requirements for every endorsement area for a statement of eligibility was 13 pages long.

Mr. Appleby added that it would have enshrined them in the rules as well, which he guessed was one of the reasons historically that this document was separate, to be able to provide flexibility around critical shortage areas. The rule-making process, of course, is so long that the school year is often done before rules are passed.

Ms. Phelps explained that they came up with the language on page 6 so that the entry requirement would be meeting the degree and experience

requirement of the endorsement area sought, which is at the beginning of every endorsement area, and either passing the subject area assessment for endorsements for which the Board has adopted a cut score, or, only if a subject area test does not exist, using transcript analysis to determine a passing grade for three college level courses which directly translate to required competencies in the endorsement area sought. The difference is that in the 13-page document that the Department would have had to put into the rule, some endorsements said two courses, some endorsements said three, some said one. This would be a better way to do it than incorporating that entire document, but it would require the Board to adopt more subject area assessment cut scores, because they do exist.

Mr. Appleby stated that by looking around at other states, the Department was able to work through this process. A number of meetings back, he raised concerns around putting grade point average into this due to grade inflation and GPA not being an objective measure. Instead, this change will actually raise the bar from a rigor standpoint while making it simpler and more objective. Chairman Cline agreed that there were test scores for lots of subject areas but not for everything, so this gives the Department a way to get somebody through in those areas where there is not a test with a cut score.

Ms. Phelps handed out a small amendment to this section because at some colleges and institutions, their college level course is only comparable to one credit or two credits. The amendment changes it to say “transcript analysis to determine

a passing grade for three full-semester, full college level courses comparable to three-credit courses which directly translate to required competencies.” Ms. Phelps stated that the motion would have to be changed to include the amendment.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 505, incorporating the recommended amendments, How to Obtain a NH Educator License.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM IX. COMMISSIONER’S UPDATE

Commissioner Edelblut began by introducing the Preschool Development Grant, a \$26 million grant in partnership with UNH, DHHS and the Department. The Department is going to be the administrator of the grant for at least a portion of it, because it is the only participating organization with a grant management system. UNH has the reporting responsibility. There are already some connections between the Department, DHHS and UNH, but the grants themselves enable communities to be connected as well to start conversations, planning, and implementation. Commissioner Edelblut also mentioned Waterford Upstart, a

participating Pre-K program sponsored by TED through philanthropy, equipping parents to be effective with their four year olds in terms of brain-building exercises and parent coaching and engagement. Commissioner Edelblut has published an op ed in the Concord Monitor where Board members can read more about it.

Commissioner Edelblut also introduced the Mobile Access Possibilities (MAP) RV, which was parked by the hospital. Commissioner Edelblut is anticipating a new design for the MAP RV that will be bright, outrageous and attract attention. The Department already has a waitlist for MAP programs and events from businesses and schools. The MAP RV will be traveling around, bringing career and technical education, with manufacturers already stepping up to sponsor lots of “bling” to hand out to students. Commissioner Edelblut hopes the MAP RV is always on the move, or in a worst case, parked in a visible location so people will see it as they drive by.

Commissioner Edelblut provided an update on the NH Career Academy, a program through the charter schools to allow seniors in high school to stay in the game, keep them mission focused and not treading water. The program allows those students to leave the high school and go to the community college, where they have an extended 12th year. When they complete that program, they are able to earn a high school diploma, Associates degree, or certificate and an interview with a NH company.

Commissioner Edelblut mentioned that he met a student last week that would be a good candidate for the NH Career Academy. Commissioner Edelblut was rewarding students in the Top Chef Challenge, which the Department runs with the National Guard. The winning team was from Pinkerton, and one of the team members was a junior just finishing a two year CTE program in the culinary arts. Commissioner Edelblut recalled asking the program director what he would do with this student, and the director responded that he would have to figure out an independent study to keep him engaged. Commissioner Edelblut suggested that the student enroll in the NH Career Academy and that would pay for the student's tuition for two years, graduate debt free and launch himself into his career. The Governor also highlighted the NH Career Academy in his State of the State address.

Commissioner Edelblut invited the Board to attend the Family Engagement Summit being held on April 8 with keynote, Professor Karen Mapp of Harvard University. This one-day event focuses on family engagement.

Commissioner Edelblut mentioned he will be interviewing with WMUR's Fred Kocher later this evening discussing student assessments.

In a few weeks he will travel to Vermont to check in on a new partnership between Colebrook, NH and Canaan, VT. Commissioner Edelblut and the Secretary from Vermont both signed an interstate compact enabling these two

north country districts to open up conversations about how they can substantively collaborate around educating their students in these rural areas.

Cindy Chagnon asked if there was anything about education mentioned in the State of the State. Commissioner Edelblut stated that the Department got a shout out on the NH Career Academy and on the Preschool Development Grant. There were no other programs mentioned.

Ms. Honorow asked Commissioner Edelblut to address a press release on economic analysis for the charter school grant. He stated that the Department received a \$46 million charter school grant, and he has been advocating for the grant both publically and privately. Last Friday, he met with Senator D'Alessandro and Senator Wallner to figure out how to move this forward because it is a great opportunity. Superintendents have reached out to the Department to ask how to access this money, one being Lori Landry at Fall Mountain. She is thinking that a lot of her students would benefit from some type of a career high school and she has a wing in her high school that is not being used right now. She could set up a magnet school inside her school that would be focused on those students that are not postsecondary bound.

Commissioner Edelblut said that the fiscal committee had done a couple of different analyses, and one question that came up was around the financial viability of the charter schools. In fact, the Department conducted their own analysis of all

of the traditional schools as well as the charter schools and it turns out from a financial viability and a fragility standpoint, the charter schools are probably stronger than some of the traditional schools. The Department provided this analysis in a packet to the fiscal committee as well as presenting it at their last meeting. This is one of the concerns that the fiscal committee has—what is the long-term effect of the grant on the state. They believe that if we accept more charter schools in the state we will create a long-term cost obligation to the state, and in fact what the Department's analysis shows is that over ten years, conservatively, it will save \$62 million and maybe as much as \$178 million for state taxpayers over the course of a ten-year period.

The analysis the Department conducted was a deep dive into understanding the full flow of the funding, weighing factors for special education very heavily, taking into consideration the fact that just because a student leaves a public school and goes to a charter school, it does not mean they can adjust their costs right away. There is some fairly generous and evidence based work that shows that when a student leaves a traditional school to go to a public charter school, no money is saved in the first year. In the next year, the savings maybe a third, and in the next year maybe another third. It is a three year cost adjustment period which actually coincides with some of the history that has been seen in terms of school performance when we have economic downturns and a school's ability to respond to cost-cutting. In the end, there is no risk to the state—in fact, there is a benefit to the state with stronger outcomes for students and a lower burden on NH taxpayers.

Commissioner Edelblut stated that at any point in time the federal government could say that NH is not meeting the requirements of the grant and take it back, which would be a tragedy, to lose \$46 million of investment and education innovation in NH. Senator D'Alessandro in particular has had questions, and the Department is being responsive to questions so the grant can be moved forward.

Commissioner Edelblut said that he continues to hear the misstatement that NH charter schools have 1,000 open seats. Actually, NH has a waitlist of over 1,300 students. For example, Mills Falls is authorized up to 250 students but only accepts 167, which is their current capacity. The fiscal committee sees them as being authorized for 250 students, but Mills Falls sees it as needing the grant so they can expand programming to serve the 250 student they are authorized to accept. Commissioner Edelblut stressed the importance of getting people to accurately talk about charter schools. He has run into people who still think charter schools are not public schools.

Ms. Honorow noted that MC2 has consolidated their numbers because of a plethora of charter schools in the Manchester area. Ms. Honorow stated that in Manchester there are empty seats. Commissioner Edelblut responded that Mills Falls was in Manchester and has a waitlist, so it depends on what the school is offering, but he agrees with the central point. As the Department begins to charter

additional schools, the Board has to weigh enrollment concerns. Ms. Honorow said the Board discusses this all the time. Commissioner Edelblut stated that the Department has to be honest and look broadly. There is a very methodical and thoughtful process to make sure that Department opens up the right kind of schools in the right places and that is the role this Board has played historically.

Cindy Chagnon stated that she had just spoken with Jane Waterhouse about making an appointment with her and Sue Vaughn, who is very new to education but very influential, and have Jane walk them through the process of evaluations and oversights. Sue said there is a perception in the legislature that the charter schools are just rote and there is no accountability. Public schools have all this accountability, charter schools have none and they just go do their own thing. Ms. Honorow said the Board has gotten better about this after being lackadaisical for a while. Chairman Cline expressed frustration that the Board hears the same false talking points from lawmakers over and over, which are demonstrably not true, even after the Department has corrected them. Chairman Cline has talked to these people and reporters to point out some of the myths that continue to circulate despite being completely wrong.

Ms. Chagnon asserted that when Commissioner Edelblut goes before the legislature, he will have to have line by line documentation of the \$62 to \$178 million in charter school savings. Commissioner Edelblut responded that it is a 16 page reported, vetted by a number of different firms.

Commissioner Edelblut also mentioned the opening of a recovery high school in the Seacoast region. Twenty states have recovery high schools, with four in Massachusetts. With the intensity of the opiate crisis and the substance abuse crisis in NH, the school could be a valuable tool for some students.

AGENDA ITEM X. OPEN BOARD DISCUSSIONS

Helen Honorow stated that it was unacceptable to receive meeting materials on Tuesday, as some people received them on Friday but the majority did not. Ms. Honorow also expressed that the public needs the materials sooner than that. If organizations cannot submit their materials by the cutoff date a week before the meeting, they should be pushed to the next month.

Chairman Cline agreed with Ms. Honorow and stated that he and Angela have been working hard to have materials submitted on time. Some things cannot wait until the following month and that has been an issue. That was not the issue this week. Angela asked whether Board members would be okay with receiving materials in pieces as they come in rather than waiting for the whole packet. Angela also stated that she would not be at next month's meeting, so the materials would go out early before she left.

Ms. Honorow reiterated that the public needs access to the materials earlier. Angela noted that this was a fairly new practice, and previously the public did not have advance access to those materials. Ms. Honorow said that the Board would like feedback from the public. Commissioner Edelblut responded that transparency has improved dramatically, and recognizes the Board's interest in improving practices.

Ms. Honorow asked Commissioner Edelblut what he found out regarding the computer science curriculum requirement and explained she did not have the minutes from last month to know what to refer back to and follow up on.

Ms. Honorow inquired about the February 11th due date for materials from the Capitol City Public Charter School. Chairman Cline responded that it was due back but the Board did not receive it and it will be on next month's agenda.

Commissioner Edelblut stated that Department continues to monitor Capital City and had a surprise visit with them. The Department has met regularly with the Capitol City, and recently with the new chair of the board. From Commissioner Edelblut's perspective, the new chairman was very responsive and understands the need for speed. Cindy Chagnon expressed concern that the process would drag on, ruin the reputation of the charter school movement in NH, and become the poster child for why NH should not receive this grant. Commissioner Edelblut

countered that it could also be the poster child for why the Department monitors them closely and acts deliberately when things are not working.

Ms. Chagnon called attention to Sally Griffin's sons, who have raised \$100,000 for Parkinson's research through fundraisers and marathons in Washington, D.C.

AGENDA ITEM XI. OLD BUSINESS

There was no Old Business.

AGENDA ITEM XII. NONPUBLIC SESSION

There was no Nonpublic Session.

AGENDA ITEM XIII. TABLED ITEMS

A. Capital City Public Charter School Status Change Request

AGENDA ITEM XIV. CONSENT AGENDA

A. Meeting Minutes of January 9, 2020

Ms. Honorow noted a few updates. She called attention to page 4802, and suggests making a recommendation to help clarify the withdrawal statute. On page 4805, in the second full paragraph it says “for the educational students”— Ms. Honorow stated this should read “for the education students.” On page 4809, Chairman Cline is spelled with a small c. On page 4810, it says “Kate Cassady expressed her concern about enrollment.” Ms. Honorow believes it was her that expressed concern about enrollment. On page 4827, second paragraph, Ms. Honorow stated that it should read “Ms. Higgins has written a school culture plan.”

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education approve the minutes of January 9, 2020 as amended.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM XIV. ADJOURNMENT

MOTION: Cindy Chagnon made the motion, seconded by Phil Nazzaro, to adjourn the meeting at 3:35 PM.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Secretary

DRAFT

<p style="text-align: center;">Northeast Woodlands Charter Revision</p>	<p style="text-align: center;">Page # in Charter</p>
<p>Curriculum that meets or exceeds the State Standards (aligned to standards)</p> <p>The Northeast Woodland Charter School’s curriculum encompasses the scope of the Common Core Standards as set by the state of New Hampshire, although it differs in its implementation and timing as outlined in Part III of Public Waldorf Schools and the Common Core Standards, published by the Alliance for Public Waldorf Education (Appendix J). The Alliance for Public Waldorf Education states, “Every Common Core Standard (K-8) is included in Part III. None has been omitted – Part III simply reorganizes the CC standards, placing them in their appropriate Waldorf Grade Level in a summary format. The Alliance anticipates that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will have achieved the Common Core standards (K-8) and be fully prepared for success in any high school curriculum aligned to the Common Core Standards for Grades 9-12.”</p> <p>While a Waldorf inspired curriculum includes the mastery of the academic skills and knowledge outlined in the Common Core Standards, this set of academic attainments is just part of a much more comprehensive educational goal that explicitly includes and fosters the emotional, physical, social, ecological, and ethical development of each student. Quite simply, the goal of Waldorf inspired education is to support the growth of the “whole child” in a developmentally appropriate way. In addition to academic instruction, adequate time is allocated for a range of activities that allow the growing child to explore multiple aspects of the human condition; fostering character development, healthy physical growth, social consciousness, relationships, imagination and creativity, environmental awareness, and the capacity to make informed decisions and to act upon them responsibly. In Waldorf education, these are considered to be essential aptitudes for twenty-first century learners—for success in college, careers, and life. Student learning at the Northeast Woodland Charter School will be primarily competency-based, and include both formative and summative models. Students will demonstrate competency in all subjects of the Common Core State Standards. The learning goals and measurable objectives found in Appendix I of our application will be reviewed by a curriculum team who will then create competency-based rubrics and checklists pertaining to each subject in every grade level for teachers to use.</p> <p>The Northeast Woodland Charter School's primary academic goal is to offer students a wide range of pathways towards literacy, numeracy, cultural fluency, and competency in essential 21st century skills, but has three overarching goals for every student in the school:</p> <ol style="list-style-type: none"> 1. All students will gain an understanding of traditional academic subjects, through meaningful interdisciplinary study. 	<p style="text-align: center;">Page 15</p>

<p>2. All students will demonstrate their competency of each subject through portfolio development, which will be monitored using assessments throughout the grades. These portfolios will be maintained on the BIGsis program for assessment and monitoring by teachers, parents and school officials.</p> <p>3. All students will perform at or above grade level, based on NH State Standardized Testing by 7th grade.</p>	
<p>Board Item: Structural Clarification of the Board of Trustees and the School Board, including terms for the Board of Trustees</p> <p>The easiest way to describe the difference between the NWEF Board of Trustees (founding board) and the NWCS School Board is this: The NWEF Trustees are responsible for ensuring that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. Staggered terms of two (2) years shall be set for the Trustees with appointments to the Board of Trustees made by a 2/3 majority vote of existing Trustees. In the application for NWCS, the words "Trustee" or "Trustees" refers to members of this board.</p> <p>The NWCS School Board will focus directly on school operations, providing fiscal oversight and administrative direction to school employees. The School Board will be responsible for working with NWCS staff to ensure that day-to-day operations are carried out in an efficient, fiscally responsible manner, final personnel decision-making authority with recommendation from the Head of School and Faculty Chair, and conflict resolution within the student, faculty/staff, and local education communities. In the application for NWCS, the words "School Board" or "Board" refer to members of this board.</p> <p>It is our belief that the sum of tasks required to maintain strong development activities and simultaneously provide for efficient school operation is too much for a single volunteer Board to take on. We believe that this two-board setup will allow both areas of school operation to flourish.</p>	<p>Page 9</p>
<p>Board Item: List of Trustees and any affiliation to White Mountain Waldorf School (WMWS)</p> <p>The Northeast Waldorf Education Foundation (NWEF) is a non-profit organization formed to promote Waldorf-inspired public education in New Hampshire and beyond. Each of its Trustees were first exposed to the philosophy of Waldorf education at various private Waldorf institutions, ultimately meeting through varied involvement with the WMWS. The NWEF Trustees, through personal experience and community conversations over a number of years, became keenly aware of the demand for Waldorf education in the Mount Washington Valley (MWV). The barrier to this education was almost always financial – only those families who were comparatively well-off or able to make incredible personal sacrifice were able to attend WMWS or other, even more expensive, private Waldorf schools. From autumn 2018 through early winter 2019, those who would ultimately become NWEF Trustees began reaching out to the MWV community to gauge interest in a potential public Waldorf-inspired school. Given the</p>	<p>Not put in to charter application.</p>

overwhelmingly positive response, the initial NWEF group began preliminary meetings in February 2019. The group initially consisted of Jesse Badger, Ethan McKenney, Spring McKenney, Jason Gagnon, Heidi Miller, Tara Hartnett, and Jory Bailey. NWEF was officially incorporated in the State of New Hampshire on June 28, 2019. Following incorporation, Janice Crawford, Carolyn Harrison, and Judge Charles Greenhalgh joined the NWEF Board of Trustees.

Waldorf education, although a growing movement across the globe, has yet to become a truly mainstream educational philosophy. The number of affiliations between the NWEF Trustees and WMWS is therefore neither exceptional nor unexpected given the small number of Waldorf educational resources available in the MWV and indeed all of New Hampshire.

- Jesse Badger, Chair NWEF
Jesse's son is currently enrolled in first grade at WMWS.
- Ethan McKenney, Vice Chair NWEF
Ethan's wife, Shannon McKenney, is current president of the WMWS Board. Shannon joined the Board in November 2019 after the resignation of the former WMWS Board president with the goal of working to support the early childhood program, which her oldest son is currently enrolled part time in.
- Tara Hartnett, Treasurer NWEF
Tara has no current affiliation with WMWS.
- Spring McKenney, Secretary NWEF
Spring's daughter is currently enrolled part-time in the WMWS early childhood program.
- Jason Gagnon, President NWEF Board of Trustees
Jason's wife, Brett Gagnon, is the business manager for WMWS. Jason's two sons are currently enrolled in the elementary grades at WMWS.
- Heidi Miller, NWEF Board of Trustees
Heidi is a former teacher at WMWS, and her eldest son currently attends the early childhood program on a part-time basis.
- Carolyn Harrison, NWEF Board of Trustees
Carolyn is currently the kindergarten teacher at WMWS. All three of Carolyn's sons matriculated through WMWS.
- Jory Bailey, NWEF Board of Trustees
Jory's wife, Amanda Mixer, is currently an early childhood teacher at WMWS. Jory's two eldest sons matriculated through WMWS; his youngest son is currently enrolled in the elementary program.
- Janice Crawford, NWEF Board of Trustees

<p>Janice has no current affiliation with WMWS.</p> <ul style="list-style-type: none"> Charles Greenhalgh, NWEF Board of Trustees <p>Charles has no current affiliation with WMWS.</p>	
<p>Budget: Remove grants and fundraising from budget, as these are not secure at this time; Add property taxes to budget</p> <p>As requested, we have removed anticipated grant and fundraising revenue from our proposed annual operating budgets. We have not removed the fundraising and grant revenue associated with pre-operational costs, however, as these funds are required to be raised in lieu of Federal startup funding in order to secure the physical space and staff needed to open school doors. Property taxes for a physical school location have also been added to the budget.</p> <p>Although not formally requested in the communication received from NHDOE, we have examined our annual operating budgets to identify areas of potential cost reduction in the “worst case scenario” that NWCS receives no revenue from grants or fundraising. The specific areas identified include non-essential personnel, and these other things:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduction in teacher salaries and benefits <input type="checkbox"/> Elimination of Guidance Counselor position <input type="checkbox"/> Scale back Waldorf-specific professional development <input type="checkbox"/> Reduction in funds dedicated to: <ul style="list-style-type: none"> o Furniture, furnishings, & equipment (FF&E) for physical space o Supplies, buildings, & grounds o Contingencies <input type="checkbox"/> Delayed purchase of school-owned transportation 	<p>Attached as Appendix L</p>
<p>Formal, well-organized fundraising plan with strategic goals, objectives, detailed plans to execute and a timeline for implementation</p> <p>NCWS has attached the formal fundraising plan to the end of this response letter.</p>	<p>Attached as Appendix Q.</p>
<p>Revise assessment Section F to include all grade and discipline areas for the required NH SAS tests: ELA and Math – 3rd through 8th grades, 5th and 8th grade Science.</p> <p>Along with state and district-required assessments, Northeast Charter School focuses on monitoring and documenting individual progress through a range of assessments used formatively to assist students in their learning. A sample of specific assessments include:</p> <p>Competency-based portfolios</p>	<p>Page 18</p>

Students will demonstrate competency in all subject areas of the Common Core State Standards which will be monitored using a variety of formative and summative assessments. A collection of students' works indicating the mastery of each standard will be saved on a digital portfolio using Big SIS that will travel through the grades with each student eventually allowing them to take to high school and beyond.

Main lesson book assessment

Formative and summative methods are used to review a student's work in Main Lesson books. Work in-progress reflects a student's ongoing process, and pages are not considered complete until rendered with best efforts. These pages reflect a myriad of a given lesson's aspects, and reveal a student's qualities with great sophistication.

Opportunities for Students to Showcase their progress and work Many opportunities exist for students to showcase and celebrate their work and achievements. These include end-of-block celebrations, assemblies, class plays and other performances, individual and group projects and presentations.

Block Assessments in Grades 6-8

Major subjects of study (Math, Science, History, and Language) are taught in three- or four week blocks, and in the upper grades these blocks often culminate with written tests, projects, presentations, or other evidence of individual learning.

Trimester & Annual Reports

Northeast Woodland class teachers prepare reports for each student at the end of each trimester that reflect their growth and development within each of the three realms: head, heart, and hands. Personal and academic qualities are assessed and reported, and these culminate in a comprehensive review of a student's year known as an Annual Report.

State and District Required Testing

Northeast Woodland Charter School will participate in State and District required NH SAS tests: ELA and Math- 3rd grade through 8th grade, as well as 5th grade and 8th grade science testing. When practicable, Northeast Woodland will request waivers to administer standardized tests using paper copies rather than using a computer. When computer testing does occur, students will be given an opportunity to practice using a computer and keyboard ahead of the testing date.

First Grade Readiness Assessment:

The kindergarten teacher/s will provide ongoing observational assessment of each kindergarten child throughout the school year and will communicate regularly, both informally and formally, student progress. Formal First Grade Readiness Assessments will be performed in the spring by a team consisting of the kindergarten teacher and other qualified personnel. These assessments will help determine if the student is ready to move from Kindergarten to First Grade. These assessments will look at:

- o Fine and gross motor skill development
- o Visual, tactile and auditory development

<ul style="list-style-type: none"> o Speech and communication development o Language and cognitive development o Social and emotional integration and development o Other aspects of early childhood development. <p><input type="checkbox"/> When practical and possible, students new to Northeast Woodland Charter School will be assessed prior to being placed in Kindergarten, First or Second grades.</p> <p><input type="checkbox"/> 2nd Grade Assessment: The second grade teacher will provide ongoing observational assessment of each second grade student throughout the school year. Formal second grade assessments will occur in the spring and will be performed by a team of professionals to include, at a minimum, the second grade teacher and a person trained in performing these assessments. These assessments will look at:</p> <ul style="list-style-type: none"> o Integration of upper and lower senses (auditory and visual integrated with grossmotor) o Fine and gross motor skills development o Bodily coordination, such as crossing midlines o Rhythmic abilities that provide evidence of coordination of two or more senses at a time o Hand, foot, and eye coordination o Development of proprioceptive and vestibular skills (balance, spatial and temporal orientation) <p>Based on the findings of these assessments, the class teacher has the opportunity to incorporate targeted physical-spatial exercises into regular classroom teaching with the goal of supporting the development of all learners. In addition to the formal requests for information from the BOE, the following address comments received from the initial review of NWCS' application:</p>	
<p>3(a) General description and proposed or potential location. (Conway?)</p> <p>The NWEF Board has actively been seeking out potential locations for NCWS. We have a number of promising locations identified, but have held off beginning negotiations on any specific properties until we are certain that our charter is approved.</p> <p>The most important characteristics of our future location will be:</p> <ol style="list-style-type: none"> 1. Proximity to the center of population distribution around the MWV. We have identified this area to be North Conway, with special consideration given to areas less subject to seasonal tourism traffic. 2. Proximity to outdoor resources. Our school's focus on outdoor education in our natural environment will benefit from ease of access to forest and other natural environmental features. 3. Proximity to existing transportation routes to allow the greatest ease of access for local families, whether through partnerships with the LEA or third party transportation options. 	<p>Pages 2 and 7</p>

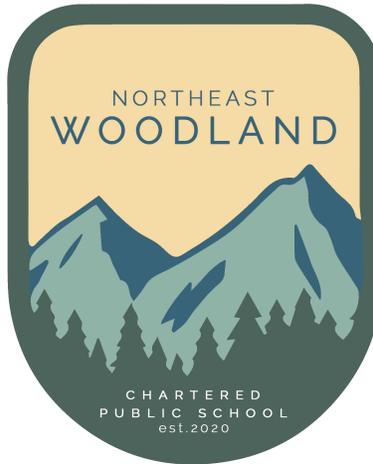
<p>4. Affordability of the property. We recognize that the higher our property costs are, the less funds will be available for our educational program.</p> <p>Our search for a home will be a balance between these four major considerations, with hopes that we will identify and secure a location that strikes a balance between these four needs as quickly as possible.</p>	
<p>3(b) Educational Need</p> <p>The MWV has a long, successful history with Waldorf education. A private Waldorf school has existed in the valley since the early 1980's. There are a significant number of Waldorf alumni contributing to the valley community, and educators at the local High School speak highly of the students who have received a Waldorf education. One of the main motivations for our drive to found a new public Waldorf school is the strong demand from parents throughout the Valley to have their children attend the private Waldorf school - and the large number of parents who cannot afford to do so. Given the familiarity with the benefits of Waldorf education, desire of families to provide that experience for their children, and high cost of private school education, we believe that the demand for Northeast Woodland Charter School will be very strong. The mission and curriculum of NWCS will differ from that of the existing public schools and provide diverse educational opportunity within the Mount Washington Valley (MWV). NWCS will stand on the foundation of a Waldorf curriculum with 100 years of development, refinement, and demonstrated success. In an area with a thriving outdoor recreation lifestyle, NWCS will additionally focus on providing students with an education based in our region's rich outdoor natural resources.</p> <p>Our hope is that all of the schools in the MWV will work together to meet the diverse educational needs of all families and students. We recognize the very real possibility that the anticipated success of NWCS may impact the existing charter school and private Waldorf school. We intend to stick to our mission, providing high quality education built on community involvement and sound fiscal management.</p>	Page 6
<p>4(a) Governing Board: roles, responsibilities, qualifications, skill set, experience (Board of Trustees)</p> <p>The differences between the NWEF Board of Trustees (founding board) and the NWCS School Board are further clarified as follows:</p> <p>NWEF Trustees:</p> <p>The primary role and responsibility of the NWEF Trustees is to ensure that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. Trustees work to ensure that the community remains invested in NWCS, and that the school upholds its commitment to the community. Qualifications and skills may be diverse for Trustees – community connections and strong support for the Waldorf educational philosophy are the most important. NWCS School Board</p>	Page 11

<p>The NWCS School Board will focus directly on school operations, providing fiscal oversight and administrative direction to school employees. Qualifications will vary among the Board, based on their particular role. The Board structure is found in our application on pages 9 and 10, Section 4(B)(2). For example, Community Representatives on the Board should ideally have some experience in public education administration, business management, or other related field.</p> <p>Why two distinct boards (Trustees & School Board)? It is our belief that the sum of tasks required to maintain strong development activities and simultaneously provide for efficient school operation is too much for a single volunteer Board to take on. We believe that this two-board setup will allow both areas of school operation to flourish.</p>	
<p>4(b) Methods by which Trustees and their Terms are Determined This information is found in Article 5 of the NWEF Bylaws, located in Appendix D of our application.</p>	Appendix D
<p>4(d) Organizational Structure and Growth Plan Our plan for growth will initially be focused on strengthening the structure of NWCS from within before considering external growth or expansion. Of particular importance are continued development and refinement of daily policies, procedures, and practices in our program. We will work to grow the strengths of our faculty through professional development. As finances allow, our own internal educational offerings will also grow to support observed educational needs to reduce demand on LEA resources. Supplemental programming, including during-, before-, and after-school activities will be developed to meet the demands of our student population. Given the financial realities of starting a school, we anticipate our facilities will also grow to support our program.</p>	Page 12
<p>4(e) Fundraising Plan This item addressed in attached fundraising plan.</p>	Attached as Appendix Q.
<p>4(f) Grievance/Complaints Process/Policy Internal Grievance/Disputes Disputes arising from within NWCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members, will be resolved pursuant to policies and processes developed by the school or that are stipulated in any Collective Bargaining Agreement that may exist. The LEA shall not be involved with internal disputes of the NWCS unless NWCS requests LEA involvement or it is legally required.</p>	Page 14

<p>Disputes Between the LEA and NWCS</p> <p>The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise. In the event of a dispute between the NWCS and the LEA, the staff and NWCS School Board and District agree to first frame the issue in written format and refer the issue to the Superintendent of the LEA and NWCS Head of School. The Head of School and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Head of School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Head of School will have the option to meet to jointly identify a neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. This mediation shall be voluntary and non-binding on either party. The format of the mediation session shall be developed jointly by the Superintendent and Head of School. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and the NWCS. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.</p>	
<p>5(a,d,e,f) Education Plan (multiple sections)</p> <p>These items have been addressed in previous sections of this response.</p>	
<p>5(j) Supplemental Programming</p> <p>Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools with high numbers or high percentages of students from low-income families. The purpose of the funding is to help ensure that all children meet high academic standards. (Please note that students do NOT have to be from low-income families to receive support through Title I funded programming.) Services provided are supplemental to instruction that already occur within the school setting. This purpose is accomplished in two ways: (1) by providing children supplemental support through enriched and accelerated education programs; and (2) by providing instructional personnel with substantial opportunities for professional development. Parent involvement is critical to the success of students and is highly encouraged through Title I.</p>	Page 23
<p>6(a) School Operation Plan – Admission Procedures</p> <p>In our application, Section 6(a)(2), second sentence, the word "not" was omitted accidentally after "shall" and "entitle". The sentence should read "Previous attendance at any other school shall NOT entitle any applicant to priority admission..."</p> <p>One reviewer was also concerned about a potential priority given to students from the host school district. NWCS anticipates no such priority being given.</p>	Page 24

<p>6(d) School Operation Plan – Employee Job Descriptions/Responsibilities One of three reviewers noted that these may need to be expanded for hiring and contracts; two of three reviewers identified this section as complete. NWCS will examine expansion prior to hiring process.</p>	Page 28
<p>6(j) School Operation Plan – Professional Development Two reviewers commented that this section did not include professional development for non-teacher positions. We will add the following text to this section of our application: NWCS recognizes the importance of continuing education for administrators and other nonteaching staff in progressive development of operational best management practices. Professional development will also be encouraged for non-teaching staff and will be overseen by the Head of School.</p>	Page 33
<p>7(a) Meeting Student Needs – Special Education NWCS will clarify this section to convey our understanding that NWCS will not receive funding for special education by removing the last sentence of the first paragraph on page 27 of our application.</p>	Page 35
<p>7(b) Other Disabled and Economically Disadvantaged/at Risk Two of three reviewers noted that our application does not say “how” we will provide services for each specific category. There are a broad range of possibilities for specific populations who may benefit from additional services like this. At this point, developing specific plans for a diverse group of possible populations is not practical. Upon enrollment of students with these needs, NWCS faculty and staff will reach out to other New Hampshire schools to understand the potential issues and develop appropriate strategies for providing needed services.</p>	Page 35
<p>8(a) Methods of Administering Fiscal Accounts and Reporting Two of three reviewers determined this section met scoring criteria. The third reviewer expressed concern that NWCS would attempt to raise money out of parent/family events, citing this as a potential deterrent for low-income families. Upon review of our application, we cannot determine where we have explicitly said we will fundraise at parent/family events. Similar to PTA/PTO/booster groups at the majority of public schools, we anticipate that parent/family groups will be actively interested in working to support aspects of their children’s educational experience. It is not the intention of NWCS to create the perception that parents/families are expected to provide financial assistance to the school at parent/family events.</p>	Page 36
<p>8(b,c) Budget, Budget Narrative Two reviewers offered general comments about the budget needing revision without specific areas. We believe we have addressed the concerns of the BOE in previous sections of this response.</p>	Attached as Appendix O
<p>9(b) Establishment and Maintenance of School Culture Two of three reviewers found this section to meet application requirements. The third reviewer expressed concern that the application did not explain how we would do this, however, we believe it is covered in our application.</p>	Page 39
<p>10(a) Philosophy of Parent Involvement and Related Plans and Procedures</p>	Page 40

<p>Education is not something that happens only at the school, but rather, is an ongoing adventure that penetrates all aspects of a child's life. It is strengthened by parents being informed and involved in the education and its processes. Therefore, a big part of our philosophy of community involvement is the education of the entire family. We will strike the word "mandatory" from this section as it pertains to parent meetings, however, given the critical importance of parent involvement NWCS will endeavor to work with parents' schedules and limitations in availability to develop their understanding of the important role they play in their child's education.</p>	
<p>10(c) Community Involvement Plan including Partnerships One reviewer commented that no mention was made of LEAs other than SAU 9. We will amend this section to include reference to surrounding LEAs.</p>	Page 41
<p>10(c) LEA Partnerships We will add the following text to this section of our application: A successful LEA partnership starts with recognition that both the LEA and NWCS have the best interest of the students as their common goal. It is also important for NWCS to build a relationship founded on respect for the LEA's work and limited resources. Over time, and with these common goals and understanding in mind, we hope that the relationship between NWCS and the LEA will be a solid two-way street supporting the needs of all students in the district. NWCS will meet with key LEA stakeholders, including Superintendents, special education staff/faculty, and other administrative staff to identify partnership opportunities and challenges that may exist. These relationships will be nurtured to create open dialogue and foster partnerships that benefit both NWCS and the LEAs.</p>	Page 41
<p>11(a) Facilities – Whether the applicant has access to a facility suitable for the school... One reviewer commented that our application did not have all the details yet. As we discussed with the BOE at the January meeting, we are actively seeking a property on which to locate the school. Upon receipt of our Charter, securing a physical location will be a top priority.</p>	Page 41
<p>12(a) School Safety Management Plan – Emergency Operations Plan This was addressed in our application on page 39. During pre-submission review, we were instructed by DOE staff to remove plan specifics from the application due to the public availability of our Charter application.</p>	Page 42
<p>13(b) Communication Plan – a plan to develop and disseminate best practices to charter schools, LEAs and the wider community This was addressed in our application on page 40.</p>	Page 44
<p>14(j) Assurances, Provisions, Policies – A plan for the education of the school's pupils after the charter school may cease operation This is addressed in our application on page 44.</p>	Page 45



NORTHEAST WOODLAND CHARTERED PUBLIC SCHOOL
 (Herein referred to as Northeast Woodland or NWCS)

February 26, 2020

SPONSORED BY NORTHEAST WALDORF EDUCATION FOUNDATION

Point of Contact: JESSE BADGER
 Northeast Woodland Charter School
 PO Box 1297
 Intervale, NH 03845
 Primary Phone: (207) 251-1621
 Alternate Phone: Jason Gagnon
 (603) 969-7949
 EMAIL: Jesse@BadgerNautical.com

Projected Opening September 2020

Projected Location: North Conway, NH

Projected Grade Level Enrollment					
Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	25	25	25	25	25
Grades 1 – 7	15	20	25	25	25
Grade 8	-	15	20	25	25

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SECTION 1 Requirements for Submitting Application

A. Letter of Intent Ed 318.08(a)

A letter of intent was submitted to and received by the New Hampshire Department of Education on May 28, 2019.

SECTION 2 Application Document Requirements

A. Application Cover Sheet

The Application Cover Sheet is located on the front page of this application and includes:

- (1) The name of the proposed charter school;
- (2) Name of organization sponsoring the charter school;
- (3) Name of contact person;
- (4) Mailing address;
- (5) Primary telephone;
- (6) Alternate telephone;
- (7) Email address;
- (8) Projected date of school opening;
- (9) Proposed school location; and
- (10) Total projected student enrollment broken out per year for 5 years listing the following:
 - a. School year;
 - b. Grade levels; and
 - c. Number of kindergarten students

B. Table of Contents, page numbers on each page, one-inch margins and at least 11-point font.

- A table of contents is provided;
- Each page has page numbers;
- The document has 1-inch margins; and
- The font is a minimum of 11-point in size.

C. Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget or both.

The total number of pages, not including appendices, is 45.

D. Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education.

One (1) original, three (3) paper copies, and one (1) electronic copy are submitted.

E. The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application."

The application includes the above statement, which has been initialed by those signing the application. The statement, initials, and signatures of the founding members are found on Page 45.

SECTION 3 Introduction

"Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives."

Rudolf Steiner (1861-1925)

A. General description and proposed or potential location

Mount Washington Valley has a rich history and vibrant out of doors culture which resonates strongly within our community. It is the reason people move to our locale and the backbone of our local economy. Northeast Woodland Charter School is an idea born of a desire to bring together our local natural resources with the growing trend towards student centric, holistic learning. The NWEF Board has actively been seeking out potential locations for NCWS. We have a number of promising locations identified, but have held off beginning negotiations on any specific properties until we are certain that our charter is approved.

The most important characteristics of our future location will be:

1. Proximity to the center of population distribution around the MWV. We have identified this area to be North Conway, with special consideration given to areas less subject to seasonal tourism traffic.
2. Proximity to outdoor resources. Our school's focus on outdoor education in our natural environment will benefit from ease of access to forest and other natural environmental features.
3. Proximity to existing transportation routes to allow the greatest ease of access for local families, whether through partnerships with the LEA or third party transportation options.

4. Affordability of the property. We recognize that the higher our property costs are, the less funds will be available for our educational program.

Our search for a home will be a balance between these four major considerations, with hopes that we will identify and secure a location that strikes a balance between these four needs as quickly as possible.

B. The name, address, telephone and fax numbers, and email address of a contact person

The direct point of contact for Northeast Waldorf Education Foundation is:

Jesse Badger
Chairman – Board of Trustees
Northeast Waldorf Education Foundation
PO Box 1297
Intervale, New Hampshire 03845
+1 (207) 251-1621
Jesse@BadgerNautical.com

C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3, V.

Northeast Woodland is sponsored by the Northeast Waldorf Education Foundation (NWEF), a New Hampshire nonprofit entity established for the purpose of promoting Waldorf Pedagogy by creating and sustaining a Waldorf Inspired Public Charter School in the Mount Washington Valley Region. Evidenced as Appendix A.

D. Education Vision and Mission Statement

Our mission at Northeast Woodland is to awaken children to the wonder and joy of learning through nature combined with the living arts, academics, and the role these elements play in the development of the whole child. Our school will nurture creativity, individuality, and independent thinking to inspire and prepare children to pursue educational excellence and enter their community and the world with confidence, competence and compassion.

By addressing their heads, hands and hearts, the school will encourage students to be lifelong learners and contributors to their communities and society as a whole.

The vision of Northeast Woodland is to create an environment of nature-based learning focused on the teachings of Rudolph Steiner with the goal of making this education available to all who wish to attend. As a member of the Alliance for Public Waldorf Education and utilizing the curriculum set forth by this organization, we will bridge the gap between the structure and goals of the Waldorf program as enacted in Waldorf-Inspired Public Schools with the academic content and student goals identified in the Common Core Standards (CC).

E. A summary of the school’s focus, including a description of the characteristics, methods and goals of the school.

Our goal is to bring forth in every child their unique potential in a way that encourages students to be positive contributors to their local communities and the world at large. Our curriculum, pedagogy, and teaching methods are designed to nurture this potential within every student. Specific aspects of our educational approach include full integration of the arts, immersion in the rich natural outdoor environment of the Mount Washington Valley, and a focus on contribution to and gratitude for the school community as we work toward developing a culture of community involvement and responsibility.

Northeast Woodland will target economically disadvantaged students from families with lower than State average median household income in the Mount Washington Valley region (see MHI data in Appendix B). Many of these families’ incomes are dependent on the tourism economy of the region and therefore especially susceptible to decline during periods of economic downturn.

F. Measurable Goals and Objectives and a timeline for implementation and accountability.

Goal	Timeline	Deliverable
Complete and submit application for NH Public Charter School	September 2019	Notice of receipt from State of NH Charter School Review Board
Receive approval for NH Public Charter School status	December 2019	State of NH School Charter Approval
Ramp up grant and fundraising campaigns for school funding	August 2019 →	Receipt of sufficient funds to operate school for August 2020 opening
Begin marketing and outreach campaign; begin application period for student enrollment	Post Application Submission	Production of marketing materials; Finalize and implement outreach campaign; Production of formal application and implementation of application procedure
Locate suitable property for school campus	Post Application Approval	Purchase or obtain long-term lease for school campus

Hire School Administrative Leadership	By February 2020	Secure contracts with Head of School, Business Administrator & Development/Enrollment Director(s)
Hire Operating Staff & Faculty	By May 2020	Secure contracts with faculty, operating staff, and educational support staff
Faculty & Staff Onboarding	May 2020 – July 2020	Identify training needs during hiring process; Coordinate and administer training to meet both opening day and long-term needs
Opening day of Northeast Woodland Charter School	August 2020	Open the doors at 7 AM. Smiling teachers arrive ready to welcome children eager to learn. Joyful, hopeful children arrive and begin their new journey.

The Northeast Waldorf Education Foundation seeks approval of our application by December of 2019 so as to facilitate the required fundraising and site acquisition needs of Northeast Woodland Charter School. We have already attained measurable goals in fundraising and acceptance to the Alliance of Public Waldorf Schools as an Initiative Member, goals which have expedited our ability to set up the 501(c)3 and develop our curriculum. Moving forward we look to employ and begin training faculty to the standards set forth by the Alliance for Public Waldorf Education as we prepare for a September 2020 opening.

NWEF has begun the initial outreach for Administration and Faculty positions and the response has been overwhelmingly positive. We are also working on community outreach to gauge the interest amongst parents with school age children not only at the younger grade levels, but also parents with older children whom might not be satisfied with their current educational options. Outreach and polling suggest that we are on target to meet the enrollment numbers posted in subsections (g) & (h) below. Post application submission, NWEF will ramp up its grant writing and fundraising efforts as well as continuing to engage the potential locations and determine their viability for our needs.

G. Projected student enrollment for each of the first 5 years of operation.

Year of Operation	Projected Enrollment
-------------------	----------------------

Year 1 (2020 – 2021)	130
Year 2 (2021 – 2022)	180
Year 3 (2022 – 2023)	220
Year 4 (2023 – 2024)	225
Year 5 (2024 – 2025)	225

Following year 5, enrollment targets and capacity will be revisited to determine appropriate enrollment numbers moving forward.

H. Students to be served: grade/age levels, maximum number, other information about pupils to be served.

Initially Northeast Woodland will serve Kindergarten through seventh grade with a max cap of 15 students per grade and 25 in Kindergarten for a projected enrollment maximum of 130 students in year one (2020-2021).

After year one, we will raise the cap to 20 students per elementary grade (Kindergarten to remain at 25 students) and add eighth grade to accommodate the previous year’s seventh graders, which will bring our maximum capacity to 180 students. In year three, enrollment will again increase with grades K through seven having a maximum capacity of 25 (20 in eighth grade); In year four we will reach our maximum capacity for our initial 5 years and a total maximum enrollment of 225 students.

Grade Level	Grade Level Enrollment (per grade)				
	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	25	25	25	25	25
Grades 1 – 7	15	20	25	25	25
Grade 8	-	15	20	25	25

The school’s targeted population is an economically and culturally diverse group of students geographically centered around the Conway area.

I. Educational Need – How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students?

At Northeast Woodland, we are dedicated to nurturing a child’s capacity for imagination and independent thinking. We believe that these capacities develop best through warm human interaction and the immersion in the natural world with all of the senses fully engaged. The debilitating effect of electronic media on a child’s developing capacities are apparent to us and are well documented in independent research. This is what supports our strong suggestion to significantly reduce, if not eliminate, all electronic media in the early childhood years through sixth grade to support our school culture focused on nurturing children's natural developmental processes.

The Northeast Woodland Charter School will differ from existing public schools within the district through integration of the Waldorf educational philosophy and outdoor-focused education aimed at incorporation of movement, arts, and the natural world. In addition, we believe the predominant use of technology in nearly every aspect of student's lives can be counterproductive to intellectual and personal development. A 2017 survey conducted by the Silicon Valley Community Foundation found among Silicon Valley parents that despite high confidence in technology's benefits, many parents now have serious concerns about tech's impact on kids' psychological and social development.¹ Our aim is to take what is a growing nationwide awareness of the use of screens in elementary education and reduce technology use within the classroom until a developmentally appropriate time. The positive effects of reduced screen time are well documented with the most sought-after private school in Silicon Valley, the Waldorf School of Peninsula, banning electronic devices for under 11-year-olds. It teaches the children of eBay, Apple, Uber and Google executives.

Northeast Woodland's curriculum embodies the recommended approach of Memorial Hospital, a member hospital of the Maine Health Network serving our local community. By promoting healthy eating, reduced screen time, and increased outdoor activity, Maine Health Network looks to address the issues at risk students face in the home and school environments. As a lifestyle, Northeast Woodland will work to address these issues with parent education, outdoor activity, movement in the classroom, and interweaving health and nutrition in all aspects of the education. <https://www.businessinsider.com/silicon-valley-parents-raising-their-kids-tech-free-red-flag-2018-2>

Our anticipated geographic location positions us at the population center of an area with below average Median Household Income (MHI). According to 2013 – 2017 community survey data, on average, the MHI of communities surrounding Northeast Woodland Charter School is only 77% of the Statewide average MHI. Our school will provide additional educational opportunity for these economically disadvantaged communities. MHI Data is attached as Appendix B. Other school options in our geographic area include: Conway Elementary School; John H. Fuller Elementary School; Pine Tree Elementary School; Jackson Grammar School; Josiah Bartlett Elementary School; Freedom Elementary School; Kenneth A Brett School; Madison Elementary School; White Mountain Waldorf School; Robert Frost Charter School; Kennett Middle School; Effingham Elementary School; Ossipee Central School; Edward Fenn Elementary School; Gorham Middle School; Brown School; Hillside School; Berlin Middle School; and Paul School.

J. Any reasons why the prospective board of trustees believes RSA 194-B:3, XII relative to a shortening of deadlines may apply to this case.

Due to the strict requirements of RSA 194-B:8, II, any facility will need to be built or brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v). Because of the importance

of the physical space in the future success of the school, we ask for an expedited decision regarding the application of Northeast Woodland Charter School so as to enable the timely acquisition and/or retrofit of an appropriate space.

SECTION 4 Governance

A. Governing Board: roles, responsibilities, qualifications, skill set, experience.

Our governing board will consist of a diverse representation of community leaders and stakeholders with successful organizational, business, and educational experience to ensure that the school is built with a strong foundation with a broad reach throughout the surrounding community.

(1) The Founding Board (“Trustees”)

Northeast Waldorf Education Foundation (NWEF) is a nonprofit entity established for the purpose of promoting the benefits of Waldorf education by creating and sustaining a Waldorf Inspired Public Charter School in the Mount Washington Valley Region. The NWEF Board are the founding members of the Northeast Woodland Charter School and will therefore serve as Trustees. The Trustees will serve as custodians of the Mission and Vision for Northeast Woodland, provide high-level fiscal and legal oversight and guidance to the Northeast Woodland School Board, and foster community support and seek out fundraising opportunities for the school. The Trustees will work with a goal for the transition of direct leadership to take place in the months prior to the opening day of school. Both the Trustees and Northeast Woodland School Board will regularly meet jointly before, during and after the transition to ensure continuity of Governance from the intended Mission and Vision for the school.

The Trustees shall receive and review regular reports from the Board demonstrating adherence to the mission set forth in the School Charter and a sustainable fiscal trajectory. Following the initial transition period, trustees will continue to meet quarterly or as needed and continue to serve as oversight for the school’s health as well as the fundraising foundation for the long-term success of Northeast Woodland.

Brief biographical information of the Northeast Waldorf Education Foundation Executive Board members is attached as Appendix C.

(2) Northeast Woodland Charter School Board

In accordance with RSA 194-B: 5, Northeast Woodland Charter School will be governed by a School Board (“Board”) no less than five members and no more than nine whom will be responsible for maintaining oversight of school operations. The Board has a statutory responsibility for reporting progress and achievement of Northeast Woodland’s stated goals.

The Board shall have direct oversight of School operations and work through the Head of School to ensure the vision, mission, and financial health of the School supports the values set forth by the founding members in accordance with guidance from the Trustees. The Board shall have the responsibility to enter into contracts for, approve payments from, and borrow against the credit of the School. The Board shall also have the authority to hire and/or terminate personnel.

The President of the Northeast Woodland Charter School Board will be responsible for the following as described in the NWEF bylaws:

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Northeast Woodland Charter School, subject to the control, advice and consent of the Trustees. The President shall keep the Trustees completely informed, shall freely consult with them in relation to all activities of the Northeast Woodland, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Trustees may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Northeast Woodland Charter School between meetings of the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Northeast Woodland Charter School, to execute in the name of Northeast Woodland Charter School all contracts and other documents authorized either generally, or specifically by the Board to be executed by the Northeast Woodland Charter School, and to negotiate any and all material business transactions of the Northeast Woodland Charter School.

The Vice-President shall have the powers and duties of the President in his/her absence or for the duration of the disability, and any other powers and duties assigned by the Board.

The Secretary shall keep a true record of each Board meeting, make any required reports to the State of New Hampshire, and carry out duties as required by law.

The duties of the Treasurer of Northeast Woodland Charter School are outlined in the New Hampshire statutes relating to public schools.

The NWEF Trustees are responsible for ensuring that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. Staggered terms of two (2) years shall be set for the Trustees with appointments to the Board of Trustees made by a 2/3 majority vote of existing Trustees. In the application for NWCS, the words "Trustee" or "Trustees" refers to members of this board.

The NWCS School Board will focus directly on school operations, providing fiscal oversight and administrative direction to school employees. The School Board will be responsible for working with NWCS staff to ensure that day-to-day operations are carried out in an efficient, fiscally responsible manner, final personnel decision-making authority with recommendation from the Head of School and Faculty Chair, and conflict resolution within the student, faculty/staff, and local education communities. In the application for NWCS, the words "School Board" or "Board" refer to members of this board.

It is our belief that the sum of tasks required to maintain strong development activities and simultaneously provide for efficient school operation is too much for a single volunteer Board to take on. We believe that this two-board setup will allow both areas of school operation to flourish.

(3) Committees

The Board will develop subcommittees as it deems necessary to pursue specific topics and report back to the Trustees for action. Initial subcommittees will include: start-up, board recruitment, strategic planning, finance, curriculum development, personnel, outreach, technology, and others as needed.

The Trustees may authorize one or more of its members to serve on a School Board committee. A quorum of the Board shall hold the authority for selecting and naming the Committee Chair person. No opinion, decision, or commitment on behalf of the Board however, can be made by a Board representative or subcommittee without Board authorization.

B. Method by which trustees and their terms are determined

(1) NWEF Trustees

The Board of Trustees shall consist of no less than five members. Initially, membership on the Trustees will be filled by the Founding Members of the NWEF and the Northeast Woodland Charter School. Trustees shall have no term limits. Vacancies on the Board of NWEF shall be filled by appointment of remaining Board members. Members on the Board of NWEF are deemed Trustees of the Northeast Woodland Charter School by virtue of their status as a NWEF Board member.

(2) Northeast Woodland Charter School Board

NWEF, as the founding organization, shall appoint the initial President of the School Board for Northeast Woodland and will assist in the selection of additional School Board members. Board member selection will be based on personal and professional background and a commitment to Northeast Woodland vision and mission, support, and sustainability. As vacancies arise, remaining Trustees will appoint new Board members whose educational vision most closely aligns with the mission and vision for the Northeast Woodland Charter School.

The Board shall consist of no less than five members, with a maximum of nine. Three of the Board positions shall have alternating three-year terms; two of the Board positions shall have alternating two-year terms; and the remaining positions shall have one-year terms. The Board membership is further outlined in the table below:

Board Term	Membership
(3) Three-year term	(2) Community Representative (1) Parent
(2) Two-year term	(1) Local Education Representative (SAU 9) (1) Parent
(4) One-year term	(1) Upper Grades Faculty Representative (1) Lower Grades Faculty Representative (2) Parent or Community Representative

The differences between the NWEF Board of Trustees (founding board) and the NWCS School Board are further clarified as follows:

NWEF Trustees:

The primary role and responsibility of the NWEF Trustees is to ensure that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. Trustees work to ensure that the community remains invested in NWCS, and that the school upholds its commitment to the community. Qualifications and skills may be diverse for Trustees – community connections and strong support for the Waldorf educational philosophy are the most important. NWCS School Board

The NWCS School Board will focus directly on school operations, providing fiscal oversight and administrative direction to school employees. Qualifications will vary among the Board, based on their particular role. The Board structure is found in our application on pages 9 and 10.

Why two distinct boards (Trustees & School Board)?

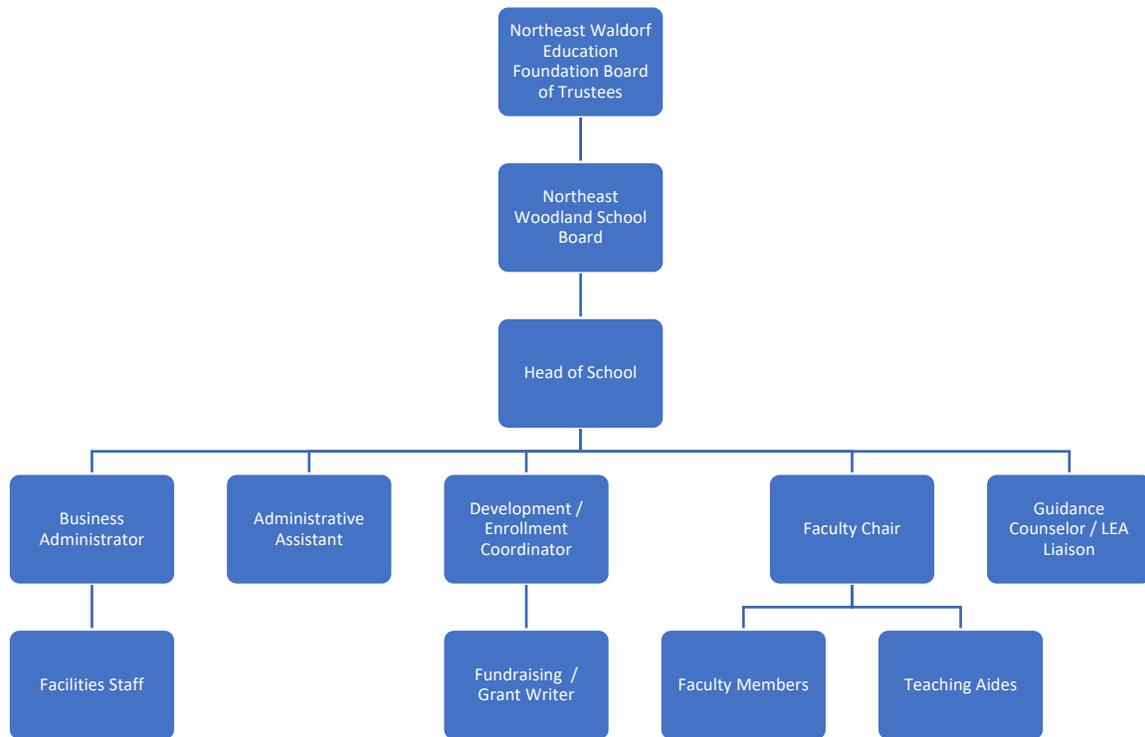
It is our belief that the sum of tasks required to maintain strong development activities and simultaneously provide for efficient school operation is too much for a single volunteer Board to take on. We believe that this two-board setup will allow both areas of school operation to flourish.

C. Board of Trustees By-Laws

The bylaws of the Northeast Waldorf Education Foundation Board of Trustees and the Northeast Woodland Charter School Board are attached as Appendix D.

D. Organizational Structure and Growth Plan

The organizational chart for Northeast Woodland Charter School is as follows:



In addition to the descriptions provided above for the Trustees and Board, key responsibilities and qualifications for faculty and staff at Northeast Woodland Charter School are outlined in Section 6d. As the School grows, faculty and administrative staff will be added to support School needs.

Our plan for growth will initially be focused on strengthening the structure of NWCS from within before considering external growth or expansion. Of particular importance are continued development and refinement of daily policies, procedures, and practices in our program. We will work to grow the strengths of our faculty through professional development. As finances allow, our own internal educational offerings will also grow to support observed educational needs to reduce demand on LEA resources. Supplemental programming, including during-, before-, and after-school activities will be developed to meet the demands of our student population. Given the financial realities of starting a school, we anticipate our facilities will also grow to support our program.

E. Fundraising Plan

Northeast Woodland Charter School understands that fundraising will be a necessary part of establishing, growing, and maintaining our school. For our fundraising to be successful we will have the school staff, development committee, parents and students all involved with fundraising ventures. Initially a capital campaign will be undertaken by NWEF with help from professional grant writers to engage educational philanthropists, both local and outside of our community, who align with our goals.

(1) Development Committee:

The Development Committee's primary responsibility is to raise non-grant funds to support the school and its mission. They will develop annual and multi-year fundraising plans to generate enough funds to satisfy the non-public, non-grant fundraising goal in support of the School budget. They will coordinate the fulfillment of the plan with the efforts of staff, parents, and other volunteers.

The Development Committee will also work to systemize the charter school donation process for different categories of benefactors such as individuals, corporations, and foundations; develop sub-committee to carry out fundraising events; and continuously work to identify new prospective donors.

(2) School Staff:

Staff will assist with applying for foundation and corporate grants. They will also volunteer at events and tap their network of friends and family as potential donors.

(3) Parents/Caretakers:

As parents are some of the main stakeholders in the success of their children's school, they will be a great pool of talent from which to recruit volunteers, especially for events.

(4) Fundraising Events:

Northeast Woodland Charter School will have annual fund drives, capital campaigns, as well as fundraising for specific projects. Each fundraising campaign we develop will have a clear scope and steps to be sure that our goals will be achievable.

Northeast Woodland Charter School will identify potential donors to which the school's mission and values have particular appeal. We will be appealing to the following:

- Individual donors
- Foundation Grants
- Corporations
- Government Grants

Events are a critical component for raising awareness for the school in the wider community and will be included as a main focus in our fundraising plan. We plan to implement a large annual auction as well as a few other large events that will become locally known as the Northeast Woodland Charter School's fundraising events.

(5) Campaign Effectiveness:

Finally, we will have a semiannual evaluation of each campaign to determine best practices and potential areas for improvement. For each fundraising operation, we will look at our ROI, our growth rate, retention rate, and average gift amount.

F. Grievance/complaints Process or Policy

Grievances and complaints shall be brought before a subcommittee of the Board for hearing. This subcommittee will make recommendations to the full Board for action regarding the grievances and/or complaints brought forth. Grievances and/or complaints against the Board shall be brought to the NWEF Trustees.

Additionally, policies for School Board Governance and Operations, Records Retention, Promoting School Safety (including reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), RSA 193-F pupil safety and violence prevention, RSA 126-U, limiting the use of child restraint practices), and developmentally appropriate daily physical activity pursuant to Ed 310 will be developed upon authorization by the State Board of Education and made publicly available prior to opening.

Internal Grievance/Disputes

Disputes arising from within NWCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members, will be resolved pursuant to policies and processes developed by the school or that are stipulated in any Collective Bargaining Agreement that may exist. The LEA shall not be involved with internal disputes of the NWCS unless NWCS requests LEA involvement or it is legally required.

Disputes Between the LEA and NWCS

The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise. In the event of a dispute between the NWCS and the LEA, the staff and NWCS School Board and District agree to first frame the issue in written format and refer the issue to the Superintendent of the LEA and NWCS Head of School. The Head of School and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Head of School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Head of School will have the option to meet to jointly identify a neutral third-party

mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. This mediation shall be voluntary and non-binding on either party. The format of the mediation session shall be developed jointly by the Superintendent and Head of School. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and the NWCS. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

SECTION 5 Education Plan

A. Curriculum and Instruction that meets or exceeds the state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness.

Northeast Woodland Charter School will use a curriculum inspired by Waldorf Education and adapted for public use by the Alliance of Public Waldorf Schools as the basic curriculum structure for kindergarten through grade eight. Areas of study include Language Arts, Foreign Language, Literature, History, Geography, Sciences, Mathematics, Art, Textile Crafts, Gardening, Outdoor Education, Drama, Music, and Movement. Teachers utilize activities designed to allow each child an intellectual, emotional, and physical (thinking, feeling, and willing) connection with the material. The breadth of the curriculum is supported by the work to deepen each child's capacity for self-reflection that leads, in turn, to the birth of independent thought and abstract reasoning. State standards are incorporated into the curriculum in an age appropriate manner. Attached as Appendix E (Alliance for Public Waldorf Education Handbook Part II) are a grade by grade description of Northeast Woodland Charter School's curriculum.

Education in the outdoors is an integral part of Waldorf philosophy and Northeast Woodland Charter School intends to highlight this aspect of the curriculum. In the kindergarten, for example, that means long walks and outdoor exploration. These outings help children gain awareness of the cycles of nature, build social skills, and develop fine and gross motor skills that support future academic growth. Students learn about our ecosystem, work with tools in the garden, cook with fresh produce, and will share a harvest meal with their class. Grade school students learn from experts in the field, from foresters to marine scientists. In third through eighth grades, they are also challenged with exciting excursions into wilderness areas and farmland. Field trips complement academic studies such as botany, geology, and astronomy, and help students learn about cooperation, personal responsibility, and environmental stewardship.

The breadth of Northeast Woodland Charter School's curriculum will be delivered to its students during a two-hour main lesson each morning where all academic subjects, except specialties, are taught on a block rotation. During this two-hour class period teachers will employ a three-day rhythm consisting of content delivery, verbal recall, and illustration and/or composition of the core content. The block rotations vary from three

to six weeks allowing teachers to cover curriculum intensively and economically, with the fullest immersion possible, meeting each individual student's educational needs.

The Northeast Woodland Charter School's curriculum encompasses the scope of the Common Core Standards as set by the state of New Hampshire, although it differs in its implementation and timing as outlined in Part III of Public Waldorf Schools and the Common Core Standards, published by the Alliance for Public Waldorf Education (Appendix J). The Alliance for Public Waldorf Education states, "Every Common Core Standard (K-8) is included in Part III. None has been omitted – Part III simply reorganizes the CC standards, placing them in their appropriate Waldorf Grade Level in a summary format. The Alliance anticipates that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will have achieved the Common Core standards (K-8) and be fully prepared for success in any high school curriculum aligned to the Common Core Standards for Grades 9-12."

While a Waldorf inspired curriculum includes the mastery of the academic skills and knowledge outlined in the Common Core Standards, this set of academic attainments is just part of a much more comprehensive educational goal that explicitly includes and fosters the emotional, physical, social, ecological, and ethical development of each student. Quite simply, the goal of Waldorf-inspired education is to support the growth of the "whole child" in a developmentally appropriate way. In addition to academic instruction, adequate time is allocated for a range of activities that allow the growing child to explore multiple aspects of the human condition; fostering character development, healthy physical growth, social consciousness, relationships, imagination and creativity, environmental awareness, and the capacity to make informed decisions and to act upon them responsibly. In Waldorf education, these are considered to be essential aptitudes for twenty-first century learners—for success in college, careers, and life.

Student learning at the Northeast Woodland Charter School will be primarily competency-based, and include both formative and summative models. Students will demonstrate competency in all subjects of the Common Core State Standards. The learning goals and measurable objectives found in Appendix I of our application will be reviewed by a curriculum team who will then create competency-based rubrics and checklists pertaining to each subject in every grade level for teachers to use. The Northeast Woodland Charter School's primary academic goal is to offer students a wide range of pathways towards literacy, numeracy, cultural fluency, and competency in essential 21st century skills, but has three overarching goals for every student in the school:

1. All students will gain an understanding of traditional academic subjects, through meaningful interdisciplinary study.
2. All students will demonstrate their competency of each subject through portfolio development, which will be monitored using assessments throughout the grades. These portfolios will be maintained on the BIGsis program for assessment and monitoring by teachers, parents and school officials.
3. All students will perform at or above grade level, based on NH State Standardized Testing, by 7th grade.

B. Current research for selecting the curriculum.

Growing a Waldorf-Inspired Approach in a Public School District

By Diane Friedlaender, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond

Attached as Appendix F

Stanford found significantly higher positive student achievement outcomes on standardized state assessments by Waldorf students, greater engagement and significantly lower disciplinary action and truancy. These results held across the subsets of African American, Latino and socio-economically disadvantaged students. They also accounted for the initial lag owing to the planned Waldorf progression in education.

Connecting the Known and the Unknown in a Waldorf Classroom

Research on Steiner Education Vol 7, No. 1 (2016) Attached as Appendix G

This paper focuses on the role that narrative methodology plays in the introduction of new content knowledge. You will read about known knowledge (prior skills), unknown knowledge (new skills that are yet to be acquired), and narrative methodology and how these three aspects connect. The process of going through to discover this connection, allows us to explore many different areas of research, the two most important areas being the concrete region and the abstract region. When introducing new content, these two regions, together with the use of narrative methodology, play a vital part in the child's understanding of the work. All of the above share an intricate connection.

'Rhythms in Education and the Art of Life'

Lefebvre, Whitehead and Steiner on the Art of Bringing Rhythmical Transformations into Teaching and Learning – By Arve Mathisen Attached as Appendix H

This article discusses rhythms in education, a topic that has thus far been taken up in educational research or thinking only to a limited degree. Gert Biesta has pointed to how temporal notions such as change, learning and development are often connected to a simplified, linear conception of time and to a one-sided rationalized view of education (Biesta, 2013). By focusing on the rich variety of rhythms in teaching and learning, these articles have let other dimensions of time come to the fore. The first article gives a brief overview of research on rhythms in education, and introduces Alfred North Whitehead and Henri Lefebvre's thoughts on rhythms. The second article presents Rudolf Steiner's ideas on this topic, and concludes with a discussion of all three approaches with regard to ideas relevant for today's classrooms.

C. Statement that the school will have available information about its curriculum and policies to all persons, parents, and students considering enrollment.

The Northeast Woodland Charter School will make available information about its curriculum and policies for all persons, parents, and students considering enrollment contained within the school's handbook, which will be accessible online as well as in hard

copy form in the office. Additionally, tours will be available to prospective parents and discuss the campus and curriculum.

D. Measurable academic goals, objectives, and timeline for accountability

Northeast Woodland Charter School's academic goals and objectives are laid out in great detail in Appendix I (Learning Goals and Objectives). In short, the curriculum will use the outdoor environment and Waldorf philosophy to awaken the wonder of learning in all students while fostering community connection and involvement. These goals and objectives are integral to our mission and vision, and will be engrained into the school culture from day one.

E. Performance standards

As a member of the Alliance for Public Waldorf Education the Northeast Woodland Charter School is provided with a guide incorporating the Common Core Learning Standards into its Waldorf-inspired curriculum, which are attached as Appendix J (Alliance for Public Waldorf Handbook Part III). In addition, State of NH Technology standards set forth in Ed 306.26 will be integrated into our curriculum as outlined in Appendix P.

F. Achievement tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics.

Measurement of student achievement will comply with RSA 194-B:8,V, which states "At least annually, and near the end of each school year, a chartered public school shall evaluate the educational progress of each pupil, as specified in RSA 194-B:3 II(h). Such evaluation shall include, but not be limited, to the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state."

Student achievement will initially be measured using current mandatory State Assessment System (SAS) testing in grades three through eight, with accommodations for students with learning challenges.

Assessments at Northeast Woodland Charter School are used to advance learning by providing useful feedback to teachers and students, which are built into the process of teaching and learning. A variety of formative assessments are used throughout the school year, embedded into each learning block. Achievement tests will be developed by faculty in concert with Alliance for Public Waldorf Education guidance and used to measure academic and social developmental goals to include objective measures of literacy and numeracy competencies, spelling, reading, expository writing, history, geography, science, and mathematics. Achievement tests and/or formative assessments are used together with a full evaluation of each student's progress provided in the form of an end of year narrative assessment in all subject areas. These assessments are

supported by mandatory parent/teacher conferences and class meetings throughout the year.

In addition, communication of explicit learning goals to students (for the course, unit, activity, or assignment) will ensure that students become informed, engaged, self-reflective and self-motivated learners. Teachers and students may work collaboratively, developing criteria identifying the key qualities and indicators of success on assignments; concrete teacher and peer comments may guide improvement during the process; and students may become empowered self-evaluators of their own learning, performance, progress, and growth. Although students self-monitor as they grow, this type of conscious self-assessment is introduced slowly and with great care as developmentally appropriate in ways that foster student engagement, empowerment, and growth. Along with state and district-required assessments, Northeast Charter School focuses on monitoring and documenting individual progress through a range of assessments used formatively to assist students in their learning. A sample of specific assessments include:

Competency-based portfolios

Students will demonstrate competency in all subject areas of the Common Core State Standards which will be monitored using a variety of formative and summative assessments. A collection of students' works indicating the mastery of each standard will be saved on a digital portfolio using Big SIS that will travel through the grades with each student eventually allowing them to take to high school and beyond.

Main lesson book assessment

Formative and summative methods are used to review a student's work in Main Lesson books. Work in-progress reflects a student's ongoing process, and pages are not considered complete until rendered with best efforts. These pages reflect a myriad of a given lesson's aspects, and reveal a student's qualities with great sophistication.

Opportunities for Students to Showcase their progress and work

Many opportunities exist for students to showcase and celebrate their work and achievements. These include end-of-block celebrations, assemblies, class plays and other performances, individual and group projects and presentations.

- Block Assessments in Grades 6-8
Major subjects of study (Math, Science, History, and Language) are taught in three- or four-week blocks, and in the upper grades these blocks often culminate with written tests, projects, presentations, or other evidence of individual learning.
- Trimester & Annual Reports
Northeast Woodland class teachers prepare reports for each student at the end of each trimester that reflect their growth and development within each of the three realms:

head, heart, and hands. Personal and academic qualities are assessed and reported, and these culminate in a comprehensive review of a student's year known as an Annual Report.

- State and District Required Testing

Northeast Woodland Charter School will participate in State and District required NH SAS tests: ELA and Math- 3rd grade through 8th grade, as well as 5th grade and 8th grade science testing. When practicable, Northeast Woodland will request waivers to administer standardized tests using paper copies rather than using a computer. When computer testing does occur, students will be given an opportunity to practice using a computer and keyboard ahead of the testing date.

- First Grade Readiness Assessment:

The kindergarten teacher/s will provide ongoing observational assessment of each kindergarten child throughout the school year and will communicate regularly, both informally and formally, student progress. Formal First Grade Readiness Assessments will be performed in the spring by a team consisting of the kindergarten teacher and other qualified personnel. These assessments will help determine if the student is ready to move from Kindergarten to First Grade. These assessments will look at:

- Fine and gross motor skill development
- Visual, tactile and auditory development
- Speech and communication development
- Language and cognitive development
- Social and emotional integration and development
- Other aspects of early childhood development.

- When practical and possible, students new to Northeast Woodland Charter School will be assessed prior to being placed in Kindergarten, First or Second grades.

- 2nd Grade Assessment:

The second grade teacher will provide ongoing observational assessment of each second grade student throughout the school year. Formal second grade assessments will occur in the spring and will be performed by a team of professionals to include, at a minimum, the second grade teacher and a person trained in performing these assessments. These assessments will look at:

- Integration of upper and lower senses (auditory and visual integrated with gross motor)
- Fine and gross motor skills development
- Bodily coordination, such as crossing midlines
- Rhythmic abilities that provide evidence of coordination of two or more senses at a time
- Hand, foot, and eye coordination
- Development of proprioceptive and vestibular skills (balance, spatial and temporal orientation)

Based on the findings of these assessments, the class teacher has the opportunity to incorporate targeted physical-spatial exercises into regular classroom teaching with the goal of supporting the development of all learners.

G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.

Not applicable.

H. Academic Achievement Data Management System

Northeast Woodland Charter School intends to use software which has been developed with a specific focus for use in Waldorf schools and encompasses a wide variety of measurement metrics. With BigSIS (www.bigsis.com) software, teachers work online through the teacher portal to write grades and reports, curriculum summaries (descriptions), and allow proofreaders direct access. Parents and students can access assignments, documents, and in-progress reporting.

The Student Reports & Grades module is part of the teacher portal. Teachers may log in, view their courses and write narrative progress reports (alternatively, end-of-year reports, end-of-semester reports, or report cards) for each student, including an option to fill out a rubric-style matrix assessment.

These reports are stored in the student's record and may be printed out for parents with ease or released to the parent portal to give parents access to them online. Finally, class teachers, room parents, and advisors may be given access to view reports for an entire grade as well as email parents and students.

I. Daily/weekly Schedule Sample

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 10:00	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
10:00 – 10:30	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess	Snack/Recess
10:30 – 11:15	Handwork	Extra Main LA	Handwork	Extra Main LA	Extra Main LA
11:15 – 12:00	Extra Main Art	German	Extra Main Art	German	German
12:00 – 1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00 – 1:45	Extra Main Math	Wood Work	Extra Main Math	Wood Work	Extra Main Math
1:45 – 2:30	Outdoor Education	Music	Outdoor Education	Music	Outdoor Education

J. Supplemental Programming

Supplemental programming needs will be evaluated and implemented based on the unique needs of enrolled students. We anticipate teaching aides and specialty subject faculty providing additional supplemental programming capacity throughout the School. Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools with high numbers or high percentages of students from low-income families. The purpose of the funding is to help ensure that all children meet high academic standards. (Please note that students do NOT have to be from low-income families to receive support through Title I funded programming.) Services provided are supplemental to instruction that already occur within the school setting. This purpose is accomplished in two ways: (1) by providing children supplemental support through enriched and accelerated education programs; and (2) by providing instructional personnel with substantial opportunities for professional development. Parent involvement is critical to the success of students and is highly encouraged through Title I.

SECTION 6 School Operations Plans

A. Admissions Procedures

Northeast Woodland Charter School provides an outdoor focused, tuition-free educational opportunity not available in a traditional public school setting to students within the Mount Washington Valley region and beyond. Our admission procedures shall not discriminate or violate individual rights as prohibited by law. We believe that our school community is strengthened by diversity and welcome all students and

families wishing to achieve personal and academic growth through our unique educational offerings.

(1) Student Recruitment Plan

Student recruitment for Northeast Woodland Charter School has already begun in earnest through word of mouth and social media. The benefits of both Waldorf and outdoor-focused education are well known throughout our region because of the historical presence of Waldorf education in the Mount Washington Valley; participation, however, is not able to match demand for the Waldorf educational experience due to affordability. Once the charter approval process is complete, print and radio advertising will be incorporated to both build awareness of the school's existence, but also to educate as many families as possible on the substance and benefits of our educational philosophy. Northeast Waldorf Educational Foundation will work to establish a strong presence at community events – especially those with a focus on young children and/or outdoor activities – to raise awareness of this new educational opportunity and generate initial enrollment. This strong community presence will be maintained moving forward by the Northeast Woodland Charter School to solidify our presence as a pillar of the educational community in the Mount Washington Valley.

NWEF anticipates as many as 12 initial students will be children of founding members.

Our admissions process begins through dissemination of information about our mission, philosophy, and curriculum via word of mouth, print, and electronic media. Prospective students and families will have the opportunity to attend informational sessions to ask questions and become more familiar with our educational approach. Families may also request individual meetings with Northeast Woodland faculty, staff, and/or trustees to further inform their decision on school choice. Although public Waldorf-inspired education may be new to the Mount Washington Valley, area families and educational professionals are keenly aware of the benefits of a Waldorf education thanks to more than thirty years of tangible educational success stories. In the economic climate of the Mount Washington Valley, however, the vast majority of families are unable to afford tuition associated with private Waldorf education.

(2) Enrollment & Registration Policies

Northeast Woodland Charter School admission procedures shall not be used to discriminate or violate individual civil rights in any manner prohibited by law. Previous attendance at any other school shall not entitle any applicant to priority admission – we believe that our school community is strengthened by diversity and welcome all students and families wishing to achieve personal and academic growth through our unique educational offerings. Families wishing to enroll students at Northeast Woodland will be required to submit a complete application that includes an agreement indicating their understanding of the school's mission and other expectations as part of the admissions process. The deadline for applications will be in late March to give families ample notice and will be clearly defined on the Northeast Woodland website and on the application itself.

- If, at the application deadline, the number of spaces available is greater than the number of applications received, all qualified applications will be accepted for enrollment.
- If, at the application deadline, the number of spaces available is less than the number of qualified applications received, a lottery will be conducted with all qualified applicants, beginning at the highest grade level offered by the school and then continuing sequentially to lower grades finishing at kindergarten, the hierarchy for admission priority will be assigned as follows:
 - 1) Siblings of existing students shall receive first priority for admission;
 - i. If a student is selected in the lottery for admission, any younger siblings who are also qualified applicants are automatically granted admission if space in their grade level is available.
 - ii. If there are more qualified applicants who are siblings of existing students than there are available spaces, the siblings shall be subject to a lottery to determine award of available spaces. Siblings not awarded admission shall be placed at the head of the waiting list according to their lottery position.
 - 2) Children of Northeast Woodland faculty, staff, and Founding Members shall receive 2nd priority;
 - 3) Students residing in New Hampshire shall receive absolute priority over out-of-state tuition students;
 - 4) Remaining spaces shall be filled by a blind lottery; and
 - 5) Students not receiving admission through steps 1 – 4 above shall be placed on a waiting list in the order their qualified application was received and be offered admission in that order as space becomes available.
 - 6) If the number of students meeting any of the criteria 1-5 above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to fill available spots.
- Following the application deadline, qualified applications will be accepted on a rolling admission basis until all spots are filled.
- If, after the application deadline, the number of qualified applications is greater than the number of spaces available, qualified applications shall be placed on a waiting list and given the following priority:
 - 1) Siblings of existing students shall receive first priority for admission from the waitlist;
 - a. If space opens and a student is admitted from the waiting list, any younger siblings of that newly admitted student who are also qualified applicants on the waiting list are automatically moved to the head of their respective waiting list.

- 2) Children of Northeast Woodland faculty, staff, and Founding Members shall receive 2nd priority on the waitlist;
- 3) Students residing in New Hampshire shall receive absolute priority over out-of-state tuition students;
- 4) Qualified applications received earlier shall have higher priority than those received later; and
- 5) Qualified applications on the waitlist shall roll over from one year to the next. Families on the waitlist will be contacted to reaffirm that they still want a space at the school.
- 6) If the number of students meeting any of the criteria 1-5 above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to place them on the waiting list.

Once admitted to Northeast Woodland, enrolled students in good standing are not subject to the enrollment lottery and are automatically offered space in the school. Families of enrolled students will be asked to sign and submit a letter of intent to re-enroll by an established date prior to the enrollment lottery. Students who have unenrolled from the school and wish to re-enroll must reapply subject to the above procedure.

(3) Application Eligibility Criteria

Students are eligible for enrollment at Northeast Woodland if they:

- Have submitted a complete application for enrollment, including the signed agreement acknowledging the mission and educational philosophy of the school, and
- Have provided proof of physical examination, a copy of their birth certificate, and proof of residency.

B. School Calendar and the number and duration of days pupils are to be served.

Northeast Woodland Charter School will closely mirror the school calendar and schedule of School Administrative Unit 9 to maximize synergy with existing school transportation and extracurricular activity schedules and to comply with the requirements of NH Ed 306.18. The 2020-2021 school year calendar will be determined no later than 30 days following the publishing of the school calendar by SAU 9. The 2019-2020 SAU 9 calendar is attached in Appendix N.

C. Staffing Overview, including qualifications sought for professionals and paraprofessionals, administrators, teachers

Northeast Woodland Charter School will strive to employ highly qualified faculty and administrative staff meeting State of New Hampshire requirements with a keen interest and background in the Waldorf educational approach. Ideal qualifications for individual faculty positions include:

- Lead Professional Teachers should have a state teacher certification and Waldorf teacher training;
- Paraprofessionals should have a bachelor degree in education or related field;
- Remedial Teachers should have a Master's degree in Special Education and/or an equivalent Waldorf training in Remedial Work; and
- All teachers will be striving to develop their teaching capacities through continued education and/ or credited conferences and workshops throughout the year.

See Section 6d below for a more detailed description of staffing qualifications for each position.

D. Employee job description/responsibilities

(1) Head of School

Job Description: The Head of School shall be the chief administrator of the School and report directly to the Board. Responsibilities include supervisory oversight of the Business Administrator, Administrative Assistant, Development Coordinator, Faculty (through the Faculty Chair), and Guidance/Support staff. The Head of School shall implement the vision and mission of the School under the direction of the Board.

Qualifications & Experience: The Head of School should have a minimum of a Master's degree in the field of education and a minimum of 5 years' experience in public school or Waldorf school administration with a demonstrated track record of successful school leadership.

(2) Business Administrator

Job Description: The Business Administrator is responsible for financial administration of the School and oversight of school facilities and facilities staff. The Business Administrator reports directly to the Head of School.

Qualifications & Experience: The Business Administrator should have a degree in accounting, finance, business administration, or education and have a minimum of 5 years' experience of educational organization financial management.

(3) Administrative Assistant

Job Description: The Administrative Assistant provides administrative support to all School staff as needed and as directed by the Head of School.

Qualifications & Experience: The Administrative Assistant should have a minimum of 3 years' experience in a fast-paced office setting with a demonstrated track record of exceptional organization and customer service skills.

(4) Development / Enrollment Coordinator

Job Description: The Development / Enrollment Coordinator reports directly to the Head of School. Responsibilities include management of School marketing, fundraising, and student enrollment. This position coordinates with and/or provides supervisory oversight for professional grant writing staff and volunteer fundraising efforts.

Qualifications & Experience: The Development / Enrollment Coordinator should have a strong background in recruitment, marketing, and/or fundraising, and have strong ties to the Mount Washington Valley business and educational community. The ideal candidate will have a demonstrated track record of fostering growth at places of previous employment.

(5) Faculty Chair

Job Description: The Faculty Chair is chosen by the Faculty to serve in a leadership position reporting directly to the Head of School. This position works closely with the

Head of School to support Faculty in the successful implementation of curriculum in support of the School mission, vision, and educational goals.

Qualifications & Experience: The Faculty Chair will be selected by the Faculty based on their experience with and understanding of the educational philosophy of the school and educational needs of the students.

(6) Guidance Counselor / LEA Liaison

Job Description: The Guidance Counselor / LEA Liaison works under the direction of the Head of School and in collaboration with Faculty to support the special education and counseling needs of students at the School, including being the point of contact for the LEA and coordinating support services between the LEA, the School, and families of students.

Qualifications & Experience: The Guidance Counselor / LEA Liaison should have an educational degree with a focus on school counseling, special education, or other relevant field. The ideal candidate will also have or be able to establish strong working relationships with the local educational community.

(7) Grant Writer

Job Description: Develop proposals and familiarize themselves with Northeast Woodland's programs, goals and financial needs. Identify potential funding sources and compile all the information needed to submit proposals on the school's behalf.

Qualifications & Experience: A qualified Grant Writer should have 2 or more years of experience grant writing and hold a Bachelor's degree in English, journalism, communications or Marketing. Non-profit experience a plus.

(8) Office Assistant

Job Description: The Office Assistant will perform clerical tasks, answer phones, and sort mail. Other duties will include assisting the administrative assistant with preparing documents, organizing files, managing existing documents, and generally keeping the office organized, tidy, and running smoothly.

Qualifications & Experience: The Office Assistant should have a minimum of a high school diploma and experience working in an office setting. Strong communication skills are a must. Ability to work with limited supervision and familiarity with Microsoft Office a plus.

(9) Custodian

Job Description: The Custodian is responsible for cleaning, maintenance, and safety of the school facility including interior classroom and office space, as well as exterior landscaping.

Qualifications & Experience: The Custodian should have a strong work ethic and be highly self-motivated. Custodial experience a plus.

E. The total number of teachers and the average teacher/student ratio for the first 5 years.

See Table 1 on the following page.

Table 1: Projected Students, Teachers, & Ratios for Years 1 – 5

Grade Level	Year 1 (2020)			Year 2 (2021)			Year 3 (2022)			Year 4 (2023)			Year 5 (2024)		
	Students	Teachers	Ratio												
Kindergarten	25	2	12.5:1	25	2	12.5:1	25	2	12.5:1	25	2	12.5:1	25	2	12.5:1
Grade 1	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 2	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 3	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 4	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 5	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 6	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 7	15	1.43	10.5:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1	25	1.38	18.1:1
Grade 8	0	0	N/A	15	1.33	10.9:1	20	1.38	14.5:1	25	1.38	18.1:1	25	1.38	18.1:1

F. A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.

Northeast Woodland Charter School shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.

G. Personnel compensation plan, including provisions for leaves and other benefits, if any.

As a charter school, Northeast Woodland Charter School anticipates the need to budget with disciplined spending. We believe that the budget we have outlined fully supports our faculty with industry standard wages, health care coverage, and retirement benefits, as well as continued education support. By tailoring the compensation plan to the individual needs as well as the individuals experience level, we feel we can attain and maintain an attractive work environment staffed by highly qualified and motivated personnel while working within the constraints of our budget.

(1) Salary

School administration and full-time teachers shall be paid an annual salary on a bi-weekly basis. Part time staff will be paid at an hourly rate for time worked.

(2) Leave

Northeast Woodland will publish an annual calendar outlining school holidays and vacations for which the school will not be open. Salaried employees will receive an additional three (3) paid personal leave days and five (5) sick days per year.

(3) Other Benefits

Northeast Woodland Charter School will offer full-time salaried employees health insurance as a specific insurance plan provided by the school with an employee contribution. Full-time salaried employees will also be offered a retirement plan (e.g., 401(k), 457(b), or New Hampshire Retirement System) to be determined.

H. Administration Performance Evaluation

Northeast Woodland Charter School will conduct performance evaluations for administration positions on an annual basis. Administration performance will be evaluated based on their position. If an administration position is found to be underachieving in its performance recommendations for improvement will be made by the Board. The power to dismiss any administrator other than the Head of School based on the school's needs or expectations not being met will be held by the Board. Performance evaluation, discipline, or termination of the Head of School shall require action of both the Board and the NWEF Trustees.

I. Teacher Performance Evaluation

Northeast Woodland Charter School will conduct performance conversations/coaching for teachers on a continual basis, with regularly scheduled (quarterly or monthly) one-on-one sessions with their supervisor/mentor. These sessions will serve to proactively

develop teacher achievement throughout the academic year. Teachers will also receive an annual evaluation by the Head of School and Faculty Chair in which current year progress is discussed and goals will be developed for the following year. The power to dismiss any teachers based on the school's needs or expectations not being met will be held by the Board following due process upon recommendation from the Head of School and Faculty Chair.

J. Professional Development

Teacher development is a cornerstone of the Waldorf educational philosophy and Northeast Woodland is committed to developing each teacher to their fullest potential. Professional development will be overseen by the Faculty Chair. In its early stages, we anticipate that Northeast Woodland Charter School will draw from both Waldorf trained and non-Waldorf trained teachers and will therefore invest heavily in Waldorf-specific teacher training. As the school matures, individual and school-wide areas for improvement will be assessed and targeted for improvement through a combination of financial support for professional development (tuition assistance and reimbursement for continuing education) and peer mentorship. NWCS recognizes the importance of continuing education for administrators and other nonteaching staff in progressive development of operational best management practices. Professional development will also be encouraged for non-teaching staff and will be overseen by the Head of School.

K. Philosophy of Student Governance and Discipline

Northeast Woodland Charter School believes that there is an innate desire in all students to be contributing members of their community. School culture will focus on students taking responsibility for their actions through recognition of the effects of their actions on the community at large.

The focus of student discipline will be to engage students in building the strength of our school community and understanding the importance of their role in building and maintaining the supportive nature of that community. For example, disciplinary consequences for teasing and/or bullying will involve the offending student working to strengthen the classroom community weakened by their actions. Specific disciplinary actions will be determined by the classroom teacher in conjunction with the Faculty Chair and/or Head of School as appropriate for specific offences.

L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

Northeast Woodland Charter School will use the principles outlined in section 6k above to address minor behavior and policy violations. Disciplinary measures will focus on encouraging positive behavior and School community contributions to foster a sense of belonging and ownership in the health of the School community. All disciplinary action at Northeast Woodland will follow due process to be developed by faculty and staff and clearly articulated to all members of the school community.

Northeast Woodland Charter School will develop full disciplinary due process by which pupils can be suspended or expelled as outlined in Appendix K (Education Law Center publication "Student Discipline Rights and Procedures: A Guide for Advocates").

M. Student Transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located.

Northeast Woodland Charter School will comply with all State of New Hampshire charter school provisions governing transportation, including Section 194-B:2,V, RSA 189:6, and RSA 189:8. Specifically, transportation to Northeast Woodland will be provided to students who reside in the district where Northeast Woodland is located by the district on the same terms and conditions as provided for non-chartered public schools in the district, utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district; Northeast Woodland Charter School will bear any additional cost to transport Northeast Woodland students who reside within the district as billed by the district.

Northeast Woodland anticipates selecting a permanent physical location to maximize synergy with existing SAU 9 transportation routes, allowing students to ride existing SAU 9 bus routes for transportation to the school. Students residing outside the district boundary will be responsible for arranging their own transportation to and from the school. Northeast Woodland Charter School will use an internet-based application to connect families and facilitate ride sharing and/or carpooling to ease the burden of transportation on families and the local environment.

N. Student, Staff Handbooks

Upon application approval, Northeast Woodland will finalize and adopt student and staff handbooks.

O. Student Information System

Northeast Woodland Charter School will utilize BigSIS for its student information system. This software platform maintains and reports the full suite of student record keeping, including maintenance and reporting for historical academic performance. For more information on the capabilities of BigSIS, visit <https://www.bigsis.com/features>.

SECTION 7 Meeting Student Needs

A. Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities.

In accordance with RSA 194-B:8,I Northeast Woodland Charter School shall not discriminate against any child with a disability as defined in RSA 186-C. We believe the education provided by Northeast Woodland can benefit all students, regardless of

disability status. Northeast Woodland will collaborate with LEAs from each sending district and the parents and/or legal guardians of special needs students, working together to identify and implement practices to meet special education needs for our students.

NH RSA 194-B:11, III(a) states "In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district."

Northeast Woodland Charter School recognizes the critical role and responsibilities of the LEA in successful implementation and administration of individual IEPs. A liaison from Northeast Woodland will collaborate with LEAs from sending school districts on matters pertaining to individual students' needs. Specific responsibilities of the Northeast Woodland liaison will include:

- Notify and collaborate with the LEA when an individual student may require referral for services or accommodations.
- Supply information about Northeast Woodland to the sending district, parents or legal guardians, service agencies, and other members of a student's potential IEP team.
- Receipt and review of IEPs from the LEA, including review of each IEP with teachers and staff involved in implementation.
- Maintain contact lists for all service providers related to IEPs.
- Coordination and communication with the LEA, parents, faculty, and staff to ensure consistent implementation of IEP services during school hours.
- Provide concerns and/or recommendations to the LEA liaison about IEP implementation.
- If requested, attend meetings with the LEA, parents, faculty, and/or staff to review the IEP and/or educational status of students.

B. Other educationally disabled and economically disadvantaged/at risk includes:

Northeast Woodland Charter School will provide support services as needed to support the following disadvantaged/at risk populations:

- (1) Educationally Disadvantaged
- (2) English Language Learners (ELL)
- (3) Neglected or Delinquent
- (4) Homeless Students
- (5) Migrant and Refugee populations

C. Additional Academic support and credit recovery: strategies for improving student achievement and closing achievement gaps

Northeast Woodland Charter School will incorporate strategies for improving student achievement and closing achievement gaps through ongoing evaluation of student achievement data, available resources, and additional resources, strategies, and actions that may be needed. Federal title programs will be identified for which our school meets eligibility requirements; where Federal title monies are not available, actions will be taken to provide supplemental services like after school tutoring to support student achievement. Specific areas of focus will be based on National Education Association guidelines, and include:

- Enhanced Cultural Competence
- Comprehensive Support for Students
- Outreach to Students' Families
- Extended Learning Opportunities
- Classrooms that Support Learning
- Supportive Schools
- Strong District Support
- Access to Qualified Staff
- Adequate Resources and funding

D. Federal Title Programs

Northeast Woodland Charter School will endeavor to secure funding through Federal title programs at every opportunity to both enhance the education of the students and maximize leverage of State funding toward improvement of student education. Eligibility for specific Federal title programs will be identified based on staff and student demographics/needs.

SECTION 8 Financial Management

A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

The Business Administrator of the School will be responsible for daily oversight of school finances under the supervision of the Head of School and School Board, including monthly financial reporting to the Northeast Woodland Board of Directors. Northeast Woodland Charter School will work with independent certified public accountants for general financial oversight and to perform fiscal audits and reports as per RSA 194-B:3 II (q). The Northeast Waldorf Foundation and the Northeast Woodland Charter School Board will meet quarterly to review the fiscal health & overall wellbeing of the school. As Trustees, the Northeast Waldorf Education Foundation's approval is required for large capital expenditures to safeguard the financial stability & alignment with the mission of the Northeast Woodland Charter School.

The Northeast Waldorf Education Foundation will remain engaged in support of the mission of the Northeast Woodland Charter School. NWEF fully understands that School success is dependent on solid long-term financial planning. Recognizing that the state per pupil allotment will not fully fund our educational goals, NWEF will develop, implement, and guide a strategic plan for fundraising, both within our community and in the greater realm of educational funding, working closely with the School Board in the name of long-term financial stability and fiscal accountability.

In addition to the Northeast Waldorf Education Foundation's contributions, Northeast Woodland Charter School will utilize local sources to offset funding that may be necessary to fulfill the gap. A development committee of families, board members, and staff will oversee & execute the fundraising plan established. See section 4E for further details. Alongside fundraising initiatives, the Northeast Woodland will also work closely with vendors & community businesses to leverage the best purchasing choices to the school's educational needs. Northeast Woodland will be working with Professional Grant Writers, a company specializing in grant writing, to capitalize the philanthropic sources available and applicable to our mission. The Northeast Woodland Charter School will hold fund drives, capital campaigns, as well as fundraising for specific projects. In addition, extracurricular activities such as afterschool programs, summer camps, and parent & family special events will be used to raise additional funding.

B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures)

Attached as Appendix L.

Additionally, attached we have attached a Budget Narrative as Appendix O.

C. Budget Narrative: providing a justification for the budget.

Currently the Northeast Waldorf Foundation budget projections include revenue from the State of New Hampshire Charter School Per Pupil Aid 2018-2019 which is \$7,188 for grades 1-12, and \$5,333 for full day Kindergarten students. These are the figures available at the time of the submission of the application for the Northeast Woodland Charter School. These numbers will be updated annually pursuant to RSA 194-B: 11. Our operating budget includes projected employee compensation & benefits. Costs for operations are scaled to size based on local area schools and quotes we have sourced. For more information, see Northeast Woodland's detailed 5-year budget in Section 8B.

The budget proposed in this application includes what we believe to be realistic fundraising and enrollment goals. We understand, however, that there may be circumstances beyond our control that may lead to shortfalls in either fundraising or enrollment. Our operating plan and budget have been developed with an understanding that specific components have higher priority than others. Should our fundraising or enrollment targets not be met, the School will identify and remove lower priority items within the operating budget so that we may provide the highest possible quality education within our revenue means.

SECTION 9 School Culture

A. School Environment: culturally inclusive

Northeast Woodland will have an inclusive and nurturing culture within its campus, events and outreach to the greater community. We will focus on building strong relationships throughout the school and community. We believe that combining a high-quality curriculum and a strong school culture will lead to long-lasting academic excellence.

The Northeast Woodland Charter School and community - families, faculty, administration, and students - will reflect the rich diversity of cultures and families in our area. Our school will be supported by strong culture of parent involvement, and all segments of our community will strive to embody a commitment to the values of Waldorf education – compassion and cooperation in our dealings with each other and in our work within the school. To this end, a parent involvement policy will be developed to outline expectations. We will also seek to encourage student awareness of and empathy for diverse peoples, cultures, and languages.

B. Establishment and maintenance of School Culture

Northeast Woodland will create and maintain a dynamic, nurturing learning environment that attends to the developing needs of the whole child. We will engage students with a curriculum inspired by Waldorf education that provides the foundational knowledge and skills, required for successfully navigating the demands of a multicultural society. We will develop a school culture that values creative and academic achievement and that enables students to be self-motivated, competent, and to be lifelong learners. We will maintain a community-based school that incorporates the unique qualities of the greater Mount Washington Valley area, with high levels of parent participation, and opportunities for learning both within the classroom, in the out-of-doors and in the greater community.

Northeast Woodland intends to involve parents in cultivating the school's mission as well as maintaining their input for plans for school growth. Parents and students will be actively involved in a school culture which supports parental participation in monitoring and ensuring progress for student achievement.

Johns Hopkins University researcher and author, Ashley Berner, in her book *Pluralism and American Public Education: No One Way to School* (<http://edpolicy.education.jhu.edu/team/no-one-way-to-school-pluralism-and-american-public-education-by-deputy-director-ashley-berner/>), shows through her research that any culture bound by a common purpose and an environment of trust and cohesion can boost academic results. Culture is ultimately and practically about connection. Northeast Woodland's strong school culture will have overlapping and cohesive interactions, so that knowledge about the school's distinctive character and how to thrive in it will be widely spread.

Exceptional teachers immerse students in creative and critical academic pursuits through deeply-integrated lessons grounded in our curriculum. Our classrooms and interior spaces will be designed to support and inspire students toward continuous excellence. Students and families will enthusiastically participate in beloved school traditions and celebrations that build a strong sense of cohesion and belonging.

SECTION 10 Stakeholder Engagement

A. Philosophy of parent (Family) involvement and related plans and procedures

The success of Northeast Woodland's approach is highly dependent on parent involvement and the continued adoption of our school philosophy outside of the classroom environment. As such we will have parent learning sessions that help parents continue growing their understanding of our pedagogy and how it pertains to their child. By educating the family as a whole, we hope to make lasting lifestyle impressions which will make the education and enhance the overall wellbeing of the child. Northeast Woodland will ask parents to pledge that they will work to continue the education in the home and Northeast Woodland will enable parents with materials to do so.

B. Community Involvement Plan

The Mount Washington Valley community has a long history of supporting the school communities within our region. Northeast Woodland and NWEF will work to ensure our community understand the benefits of a Waldorf-inspired education through outreach events, community service and local business relationships. The nature of our educational philosophy has our students participating in outreach events, clean up days, food drives and various good will activities. Community partnerships will be developed and strengthened over time through these activities and the proactive relationship building work of the School Board and the Trustees.

Current outreach as led by members of our committee, the local Chamber of Commerce, and local school officials, have us on a swift path to community acceptance. Post application approval, we will ramp up social media, local media and print, and various targeted marketing campaigns to ensure that our goal is well known to bring to our community an educational option that is currently not accessible to all.

C. LEA Partnerships

The Northeast Woodland Charter School will provide a public Waldorf-inspired, outdoor-focused primary education option to the Mount Washington Valley community and beyond. Our goal is not to compete with existing public schools, but to provide an educational choice to families who want their children to develop immersed in the natural beauty that draws so many to this part of New Hampshire.

Our Waldorf-inspired focus, including reduced screen time and increased focus on the arts, can provide a solid foundation for life-long learning, citizenship, and stewardship of our natural resources.

The benefits of a Waldorf-inspired education are well understood within the Mount Washington Valley education community in large part due to the long-standing existence of a private Waldorf school serving early childhood through eighth grade. NWEF has been in steady contact with LEAs from the genesis of the Northeast Woodland Charter School creation. Local faculty and staff at the High School level have experienced the inspired desire for lifelong learning and thoughtful, caring character exhibited by students receiving primary-level Waldorf education. A number of these experienced public educators have provided letters of support for Northeast Woodland due in part to the positive contributions of Waldorf graduates to the local community, and the Mount Washington Valley community as a whole.

A successful LEA partnership starts with recognition that both the LEA and NWCS have the best interest of the students as their common goal. It is also important for NWCS to build a relationship founded on respect for the LEA's work and limited resources. Over time, and with these common goals and understanding in mind, we hope that the relationship between NWCS and the LEA will be a solid two-way street supporting the needs of all students in the district.

NWCS will meet with key LEA stakeholders, including Superintendents, special education staff/faculty, and other administrative staff to identify partnership opportunities and challenges that may exist. These relationships will be nurtured to create open dialogue and foster partnerships that benefit both NWCS and the LEAs.

SECTION 11 Facilities

A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school.

The Northeast Waldorf Education Foundation (NWEF) is working with local realtors and other community members to identify available properties in the Mount Washington Valley region suitable for our curriculum and equipped to support our campus. As we are an outdoors based education, we will need a campus with suitable and safe wooded acreage.

Ideally Northeast Woodland Charter School will be centrally located to our target demographic of SAU 9 and within close proximity to the current SAU upper grade locations in Conway and North Conway to facilitate efficient pupil transportation.

B. Description of school requirements

NWEF is locating a campus which will be able to accommodate our expected growth over the first 5-year period of our charter. The overwhelming response to our polling indicates we will need to be ready to expand after year one to accommodate grade 8 the following school year of 2021. Anticipating this, we are seeking a property with the potential to build as necessary to accommodate this growth. NWEF has identified a number of properties which would be suitable for our purposes and pending application approval, the trustees will pursue, negotiate, and arrange facility options and work with the local Code Enforcement and Fire Code personnel. In accordance with RSA 194-B:8, II, any facility will be built to or brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v).

C. Classroom, Offices, Athletics, Outdoor Needs Plan

The initial space needs for Northeast Woodland Charter School are projected as follows:

- Classroom space
 - Nine (9) individual classrooms will house two (2) kindergarten classes and grades 1 – 7.
- Office space
 - (1) secure office for Business Administrator with controlled access to personnel and student files.
 - (1) secure office for Head of School.
 - (1) private room for school infirmary.
 - Shared office space for other administrative staff and general school office functions.
- Athletic space & outdoor needs
 - Athletics will focus on traditional outdoor recreation activities that take advantage of the rich natural resources of the Mount Washington Valley. A key consideration in site selection for the school will be proximity to forested land that supports outdoor recreation activities.

D. Plans for the facilities lease or purchase

At such a time, as when Northeast Woodland is granted a charter, NWEF will take appropriate action to finalize the lease or purchase of a location suitable for Northeast Woodland's needs based on appropriate locations being available and those locations being financially viable.

SECTION 12 School Safety Management Plan

A. Emergency Operations Plan

Northeast Woodland has a draft school Emergency Operations Plan which will be edited, made site specific and adopted once we have secured a location. We have attached the draft as Attached as Appendix L.

B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; and Food Service.

Northeast Woodland Charter School shall comply with all federal and state health and safety laws, rules and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; and Food Service.

SECTION 13 Communications Plan

A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.

Northeast Woodland Charter School's Development Committee will include goals for finding ways to reach new students. The committee will work to reach and educate as many prospective students and families as possible on our unique educational approach. We will use diverse creative avenues to reach the community at large and spread the word about Northeast Woodland.

As part of our mission, Northeast Woodland will inform area caregivers about key educational concerns and the options they have in choosing the best education for their children. We will host screenings of educational documentaries featuring the types of alternative education that we will be offering at Northeast Woodland. We will also host panel discussions and community events where interested families may attend, meet with school administration leaders and ask questions. We will work with our local Chamber of Commerce to provide information sessions in the greater Mount Washington Valley area to create a multitude of opportunities to share information and gain visibility in the community. To further connect with potential families, we will coordinate with our local Board of Realtors to be sure that all new families moving to the area know what choices they have for their children's education.

We will take available opportunities to represent Northeast Woodland at all appropriate community events, including having booths at local festivals, educational events, and community gatherings. We will be working to spread good favor and information about our school along every possible avenue.

Located in the Mt. Washington Valley area, we are fortunate that there is a large population of families in our area who love and appreciate the outdoors and who we believe will be welcoming to an outdoor focused learning opportunity for their children. We have already established an ongoing dialogue with many families in our community and seek to build on these relationships once our charter approval is achieved.

We will foster relationships with the local daycare providers and Pre-K communities around our area, ensuring they consider Northeast Woodland Charter School as a viable next step for their children's education.

Northeast Woodland Charter School will also hold public information sessions, once approved, to provide families with details about our educational opportunities prior to opening admissions. These sessions will be held at a variety of locations to include our local public libraries, the North Conway Community Center and other community locations that prove comfortable and convenient for interested families. Families may also request to have individual in person meetings with the staff and/or school board to answer additional questions and help with deciding if Northeast Woodland is the right fit for their child.

Northeast Woodland Charter School will take advantage of technology for sharing our mission and school information, including but not limited to: social media; advertising in public forums; radio; local print; and media coverage. Our website will provide information about the school and its mission as well as include links for the application process. For those who lack access to technology, we will also utilize printed materials that can be distributed to libraries, public organizations.

B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.

As a newly formed Charter School, Northeast Woodland anticipates reaching out to the community of established LEAs and Charter Schools both within New Hampshire and within the Alliance for Public Waldorf Education community. Although the early stages of these relationships will likely involve more information download to Northeast Woodland, as our school evolves and develops, we envision the flow of information to and from our network of peer schools to become much more bi-directional in nature. The policy of Northeast Woodland will be to disseminate best practices developed over time at our school to the greater educational community to help strengthen educational practice in New Hampshire and across the United States.

C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.

Northeast Woodland Charter School will develop a communication plan with both families, board members, committee members and other school stakeholders to stay in close contact about all school business, upcoming events, student performances etc. We will publish a newsletter specifically for students and families that will go out on a weekly basis to keep everyone in touch with the current school calendar of events and other important reminders. We will also have regular newsletters for committee and board members to coordinate and plan events, functions, and upcoming meetings. Creation of a Parent-Teacher Association will work to build the connection between parents and their children's education.

Northeast Woodland will have an active social media presence to spread the word for any events and fundraisers as well as to stay in touch with our alumni and continue to foster community involvement.

Northeast Woodland will use RainedOut.com to communicate with families when school is delayed or canceled due to inclement weather. This is a wonderful free service that allows families to sign up for text message alerts that will inform them of school delays, early dismissals or cancellations in a timely manner which will be a great asset for us knowing that our students will come from a wide local area.

Teachers will proactively work with parents to establish preferred means of communication for student performance conversations. At the start of every academic year, as well as in published communications throughout the year, parents will be encouraged to maintain ongoing conversation with their child's teacher about performance and behavior. School policy will also guide teachers to maintain ongoing conversations to help keep parents involved in their child's engagement in school activities.

SECTION 14 Assurances, Provisions, Policies

A. Global hold-harmless clause

In accordance with RSA 194-B: 3, II(x), NEW CS, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the host school district and any other school district which sends its students to Northeast Woodland Charter School, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of Northeast Woodland Charter School, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

B. Severability Provisions and Statement of Assurance

In accordance with RSA 194-B:3,II(y), if any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract, which shall remain in full force and effect. Any provision of the charter school contract is found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

C. Statement of Assurances Related to Nondiscrimination

Northeast Woodland Charter School's success depends on a dynamic and diverse student body and staff. In accordance with RSA 193-B:3, II(m), NWCS will cultivate diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law.

D. Provision for Providing Continuing Evidence of Adequate Insurance Coverage

Northeast Woodland Charter School will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School in accordance with RSA 194-B:3,II(t).

E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.

Northeast Woodland Charter School will engage the services of a CPA for account reviews, reporting, fiscal accounting and fiscal audits. Northeast Woodland Charter School will utilize an Attorney for review of all policies and procedures, handbooks and contacts.

F. A Policy and Procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option.

Northeast Woodland Charter School will either employ directly or contract with a local maintenance and custodial services provider and therefore declines to contract with SAU 9 for these services.

In the event there are students at Northeast Woodland Charter School who wish to participate in athletic or other extracurricular activities offered at other schools within SAU 9, the policy of Northeast Woodland Charter School will be to contract with the host school to provide that opportunity to those students. Transportation to and from athletic or other extracurricular activities will be the responsibility of the parents and/or guardian of the child participating.

Because Northeast Woodland Charter School has not secured a physical location at the time of this application, the specific transportation needs are not currently known. When the school's physical location is secured, Northeast Woodland Charter School will negotiate a contract with the host district for transportation to meet the requirements of Ed. 318.08(j)(2).

Maintenance and other facility services will be privately contracted. Transportation services may be negotiated with SAU 9 once the physical school location is determined.

G. Statements that the School Will Develop, Prior to Opening, Policies

Northeast Woodland Charter School will develop prior to opening policies regarding: records retention; promoting school safety, including: reporting of suspected abuse or neglect, sexual harassment, pupil safety and violence prevention; limiting the use of child restraint practices; and developmentally appropriate daily physical activity in accordance with Ed 318.08(j)(7).

H. Provision for Dissolution of the Charter School including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation.

In the event that Northeast Woodland Charter School ceases operation, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met in accordance with RSA 194-B:3,II(z).

Upon dissolution of Northeast Woodland Charter School, the property remaining after the payment of all liabilities, and the return of any loaned items to rightful owner, shall be distributed to the Northeast Waldorf Education Foundation or offered to other similar educational organizations in hopes that the assets will continue to benefit students in New Hampshire. Any money earned through the sale of assets shall be used to settle all outstanding debts. Once all debts have been settled, remaining money earned shall be distributed according to the following guidelines:

- Money obtained through the sale of items purchased using governmental grant funds will be returned to the State for distribution to other state-funded school programs.
- To the best of our ability, money obtained through sale of items purchased using private donations or non-governmental grants will be offered back to the funders. Should that not be possible, assets will be offered to other non-profit organizations for work that resembles the intended purpose of the original donation.
- Money obtained from the sale of items purchased through community fundraising will be donated to other non-profit community organizations committed to supporting innovative education in New Hampshire.

See Section J below for description of the plan for the education of the School's pupils after the charter school may cease operation.

I. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school.

This section is not applicable to Northeast Woodland Charter School.

J. Plan for the Education of the School's Pupils after the Charter School May Cease Operation

In the event that the Northeast Woodland Charter School shall have cause to cease operation, the Head of School will work with the Board to develop a student transfer process and advise all parents/guardians, Staff and Faculty of the process to be followed. Northeast Woodland Charter School will work with the parents/guardians in order to provide the best appropriate education in accordance with RSA 194-B:3,II(bb).

Other school options in our geographic area include: Conway Elementary School; John H. Fuller Elementary School; Pine Tree Elementary School; Jackson Grammar School; Josiah Bartlett Elementary School; Freedom Elementary School; Kenneth A Brett School; Madison Elementary School; White Mountain Waldorf School; Robert Frost Charter School; Kennett Middle School; Effingham Elementary School; Ossipee Central School; Edward Fenn Elementary School; Gorham Middle School; Brown School; Hillside School; Berlin Middle School; and Paul School.

K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level.

If Northeast Woodland Charter School provides the only available public education services at a specific grade level within its home school district, the School shall offer those educational services to all resident pupils of the grade level in accordance with RSA-B:8, IV and ED 318.07(b)(5).

L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.

A full accountability plan will be developed prior to the date of opening. Northeast Woodland Charter School will provide the New Hampshire Department of Education with reports on our programs and process annually utilizing a variety of curriculum-based and other assessment tools, as well as assessment data collected from our students throughout the year. We will measure and quantify student, classroom and school progress in all learning areas. Surveys, interviews and feedback from staff and faculty as well as families will enable Northeast Woodland to gain insight into our overall education impact and success. We will evaluate both academic and non-academic goals, parent involvement and NWEF's satisfaction. We will share all information of our progress in relation to our goals with the school community annually. In addition to our annual reports we will inform the Department of Education of our student enrollment, financial operations, and governance as required.

This reporting will address the following:

- The school's progress towards maintaining our mission;
- The school's responsibility for using public funds;
- The school's promotions for student attainment and expected knowledge and skills;
and
- The school's sustainability.

SECTION 15 Letters of Support

A. From business and community leaders, elected officials, local school districts, parents.

Attached as Appendix M

SECTION 16 Charter School Opening Timeline

Goal	Timeline	Deliverable
Complete and submit application for NH Public Charter School	September 2019	Notice of receipt from State of NH Charter School Review Board
Receive approval for NH Public Charter School status	December 2019	State of NH School Charter Approval
Ramp up grant and fundraising campaigns for school funding	August 2019 →	Receipt of sufficient funds to operate school for August 2020 opening
Begin marketing and outreach campaign; begin application period for student enrollment	Post Application Submission	Production of marketing materials; Finalize and implement outreach campaign; Production of formal application and implementation of application procedure
Locate suitable property for school campus	Post Application Approval	Purchase or obtain long-term lease for school campus
Hire School Administrative Leadership	By February 2020	Secure contracts with Head of School, Business Administrator & Development/Enrollment Director(s)
Hire Operating Staff & Faculty	By May 2020	Secure contracts with faculty, operating staff, and educational support staff
Faculty & Staff Onboarding	May 2020 – July 2020	Identify training needs during hiring process; Coordinate and administer training to meet both opening day and long-term needs
Opening day of Northeast Woodland Charter School	August 2020	Open the doors at 7 AM. Smiling teachers arrive ready to welcome children eager to learn. Joyful, hopeful children arrive and begin their new journey.

Section 17 Signed and Certified Application

This application is respectfully submitted by the Northeast Waldorf Education Foundation, a registered non-profit entity in the State of New Hampshire.

This application has been prepared using the criteria set forth in the 'New Hampshire Department Application Rubric 5' and evaluation guidelines set forth in the 'New Hampshire Department of Education Charter School Evaluation Scoring Guide For Proposed Charter School Applications' as provided by the State of New Hampshire at the time of receipt and acceptance of the 'Letter of Intent' as dated May 28th, 2019.

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation of award. I understand that incomplete applications will not be considered. The person named as contact person for the application is so authorized to serve as the primary contact for this application.

A handwritten signature in black ink that reads "Jesse Badger". The signature is written in a cursive style with a long horizontal line extending to the right.

Jesse Badger
Chairman – Board of Trustees
Northeast Waldorf Education Foundation

Northeast Woodlands Charter Revision	Page # in Charter
<p>Curriculum that meets or exceeds the State Standards (aligned to standards)</p> <p>The Northeast Woodland Charter School’s curriculum encompasses the scope of the Common Core Standards as set by the state of New Hampshire, although it differs in its implementation and timing as outlined in Part III of Public Waldorf Schools and the Common Core Standards, published by the Alliance for Public Waldorf Education (Appendix J). The Alliance for Public Waldorf Education states, “Every Common Core Standard (K-8) is included in Part III. None has been omitted – Part III simply reorganizes the CC standards, placing them in their appropriate Waldorf Grade Level in a summary format. The Alliance anticipates that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will have achieved the Common Core standards (K-8) and be fully prepared for success in any high school curriculum aligned to the Common Core Standards for Grades 9-12.”</p> <p>While a Waldorf inspired curriculum includes the mastery of the academic skills and knowledge outlined in the Common Core Standards, this set of academic attainments is just part of a much more comprehensive educational goal that explicitly includes and fosters the emotional, physical, social, ecological, and ethical development of each student. Quite simply, the goal of Waldorf inspired education is to support the growth of the “whole child” in a developmentally appropriate way. In addition to academic instruction, adequate time is allocated for a range of activities that allow the growing child to explore multiple aspects of the human condition; fostering character development, healthy physical growth, social consciousness, relationships, imagination and creativity, environmental awareness, and the capacity to make informed decisions and to act upon them responsibly. In Waldorf education, these are considered to be essential aptitudes for twenty-first century learners—for success in college, careers, and life. Student learning at the Northeast Woodland Charter School will be primarily competency-based, and include both formative and summative models. Students will demonstrate competency in all subjects of the Common Core State Standards. The learning goals and measurable objectives found in Appendix I of our application will be reviewed by a curriculum team who will then create competency-based rubrics and checklists pertaining to each subject in every grade level for teachers to use.</p> <p>The Northeast Woodland Charter School's primary academic goal is to offer students a wide range of pathways towards literacy, numeracy, cultural fluency, and competency in essential 21st century skills, but has three overarching goals for every student in the school:</p> <ol style="list-style-type: none"> 1. All students will gain an understanding of traditional academic subjects, through meaningful interdisciplinary study. 	<p>Page 15</p>

<p>2. All students will demonstrate their competency of each subject through portfolio development, which will be monitored using assessments throughout the grades. These portfolios will be maintained on the BIGsis program for assessment and monitoring by teachers, parents and school officials.</p> <p>3. All students will perform at or above grade level, based on NH State Standardized Testing by 7th grade.</p>	
<p>Board Item: Structural Clarification of the Board of Trustees and the School Board, including terms for the Board of Trustees</p> <p>The easiest way to describe the difference between the NWEF Board of Trustees (founding board) and the NWCS School Board is this: The NWEF Trustees are responsible for ensuring that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. Staggered terms of two (2) years shall be set for the Trustees with appointments to the Board of Trustees made by a 2/3 majority vote of existing Trustees. In the application for NWCS, the words "Trustee" or "Trustees" refers to members of this board.</p> <p>The NWCS School Board will focus directly on school operations, providing fiscal oversight and administrative direction to school employees. The School Board will be responsible for working with NWCS staff to ensure that day-to-day operations are carried out in an efficient, fiscally responsible manner, final personnel decision-making authority with recommendation from the Head of School and Faculty Chair, and conflict resolution within the student, faculty/staff, and local education communities. In the application for NWCS, the words "School Board" or "Board" refer to members of this board.</p> <p>It is our belief that the sum of tasks required to maintain strong development activities and simultaneously provide for efficient school operation is too much for a single volunteer Board to take on. We believe that this two-board setup will allow both areas of school operation to flourish.</p>	<p>Page 9</p>
<p>Board Item: List of Trustees and any affiliation to White Mountain Waldorf School (WMWS)</p> <p>The Northeast Waldorf Education Foundation (NWEF) is a non-profit organization formed to promote Waldorf-inspired public education in New Hampshire and beyond. Each of its Trustees were first exposed to the philosophy of Waldorf education at various private Waldorf institutions, ultimately meeting through varied involvement with the WMWS. The NWEF Trustees, through personal experience and community conversations over a number of years, became keenly aware of the demand for Waldorf education in the Mount Washington Valley (MWV). The barrier to this education was almost always financial – only those families who were comparatively well-off or able to make incredible personal sacrifice were able to attend WMWS or other, even more expensive, private Waldorf schools. From autumn 2018 through early winter 2019, those who would ultimately become NWEF Trustees began reaching out to the MWV community to gauge interest in a potential public Waldorf-inspired school. Given the</p>	<p>Not put in to charter application.</p>

overwhelmingly positive response, the initial NWEF group began preliminary meetings in February 2019. The group initially consisted of Jesse Badger, Ethan McKenney, Spring McKenney, Jason Gagnon, Heidi Miller, Tara Hartnett, and Jory Bailey. NWEF was officially incorporated in the State of New Hampshire on June 28, 2019. Following incorporation, Janice Crawford, Carolyn Harrison, and Judge Charles Greenhalgh joined the NWEF Board of Trustees.

Waldorf education, although a growing movement across the globe, has yet to become a truly mainstream educational philosophy. The number of affiliations between the NWEF Trustees and WMWS is therefore neither exceptional nor unexpected given the small number of Waldorf educational resources available in the MWV and indeed all of New Hampshire.

- Jesse Badger, Chair NWEF
Jesse's son is currently enrolled in first grade at WMWS.
- Ethan McKenney, Vice Chair NWEF
Ethan's wife, Shannon McKenney, is current president of the WMWS Board. Shannon joined the Board in November 2019 after the resignation of the former WMWS Board president with the goal of working to support the early childhood program, which her oldest son is currently enrolled part time in.
- Tara Hartnett, Treasurer NWEF
Tara has no current affiliation with WMWS.
- Spring McKenney, Secretary NWEF
Spring's daughter is currently enrolled part-time in the WMWS early childhood program.
- Jason Gagnon, President NWEF Board of Trustees
Jason's wife, Brett Gagnon, is the business manager for WMWS. Jason's two sons are currently enrolled in the elementary grades at WMWS.
- Heidi Miller, NWEF Board of Trustees
Heidi is a former teacher at WMWS, and her eldest son currently attends the early childhood program on a part-time basis.
- Carolyn Harrison, NWEF Board of Trustees
Carolyn is currently the kindergarten teacher at WMWS. All three of Carolyn's sons matriculated through WMWS.
- Jory Bailey, NWEF Board of Trustees
Jory's wife, Amanda Mixer, is currently an early childhood teacher at WMWS. Jory's two eldest sons matriculated through WMWS; his youngest son is currently enrolled in the elementary program.
- Janice Crawford, NWEF Board of Trustees

<p>Janice has no current affiliation with WMWS.</p> <ul style="list-style-type: none"> Charles Greenhalgh, NWEF Board of Trustees <p>Charles has no current affiliation with WMWS.</p>	
<p>Budget: Remove grants and fundraising from budget, as these are not secure at this time; Add property taxes to budget</p> <p>As requested, we have removed anticipated grant and fundraising revenue from our proposed annual operating budgets. We have not removed the fundraising and grant revenue associated with pre-operational costs, however, as these funds are required to be raised in lieu of Federal startup funding in order to secure the physical space and staff needed to open school doors. Property taxes for a physical school location have also been added to the budget.</p> <p>Although not formally requested in the communication received from NHDOE, we have examined our annual operating budgets to identify areas of potential cost reduction in the “worst case scenario” that NWCS receives no revenue from grants or fundraising. The specific areas identified include non-essential personnel, and these other things:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reduction in teacher salaries and benefits <input type="checkbox"/> Elimination of Guidance Counselor position <input type="checkbox"/> Scale back Waldorf-specific professional development <input type="checkbox"/> Reduction in funds dedicated to: <ul style="list-style-type: none"> o Furniture, furnishings, & equipment (FF&E) for physical space o Supplies, buildings, & grounds o Contingencies <input type="checkbox"/> Delayed purchase of school-owned transportation 	<p>Attached as Appendix L</p>
<p>Formal, well-organized fundraising plan with strategic goals, objectives, detailed plans to execute and a timeline for implementation</p> <p>NCWS has attached the formal fundraising plan to the end of this response letter.</p>	<p>Attached as Appendix Q.</p>
<p>Revise assessment Section F to include all grade and discipline areas for the required NH SAS tests: ELA and Math – 3rd through 8th grades, 5th and 8th grade Science.</p> <p>Along with state and district-required assessments, Northeast Charter School focuses on monitoring and documenting individual progress through a range of assessments used formatively to assist students in their learning. A sample of specific assessments include:</p> <p>Competency-based portfolios</p>	<p>Page 18</p>

Students will demonstrate competency in all subject areas of the Common Core State Standards which will be monitored using a variety of formative and summative assessments. A collection of students' works indicating the mastery of each standard will be saved on a digital portfolio using Big SIS that will travel through the grades with each student eventually allowing them to take to high school and beyond.

Main lesson book assessment

Formative and summative methods are used to review a student's work in Main Lesson books. Work in-progress reflects a student's ongoing process, and pages are not considered complete until rendered with best efforts. These pages reflect a myriad of a given lesson's aspects, and reveal a student's qualities with great sophistication.

Opportunities for Students to Showcase their progress and work Many opportunities exist for students to showcase and celebrate their work and achievements. These include end-of-block celebrations, assemblies, class plays and other performances, individual and group projects and presentations.

Block Assessments in Grades 6-8

Major subjects of study (Math, Science, History, and Language) are taught in three- or four week blocks, and in the upper grades these blocks often culminate with written tests, projects, presentations, or other evidence of individual learning.

Trimester & Annual Reports

Northeast Woodland class teachers prepare reports for each student at the end of each trimester that reflect their growth and development within each of the three realms: head, heart, and hands. Personal and academic qualities are assessed and reported, and these culminate in a comprehensive review of a student's year known as an Annual Report.

State and District Required Testing

Northeast Woodland Charter School will participate in State and District required NH SAS tests: ELA and Math- 3rd grade through 8th grade, as well as 5th grade and 8th grade science testing. When practicable, Northeast Woodland will request waivers to administer standardized tests using paper copies rather than using a computer. When computer testing does occur, students will be given an opportunity to practice using a computer and keyboard ahead of the testing date.

First Grade Readiness Assessment:

The kindergarten teacher/s will provide ongoing observational assessment of each kindergarten child throughout the school year and will communicate regularly, both informally and formally, student progress. Formal First Grade Readiness Assessments will be performed in the spring by a team consisting of the kindergarten teacher and other qualified personnel. These assessments will help determine if the student is ready to move from Kindergarten to First Grade. These assessments will look at:

- o Fine and gross motor skill development
- o Visual, tactile and auditory development

<ul style="list-style-type: none"> ○ Speech and communication development ○ Language and cognitive development ○ Social and emotional integration and development ○ Other aspects of early childhood development. <p><input type="checkbox"/> When practical and possible, students new to Northeast Woodland Charter School will be assessed prior to being placed in Kindergarten, First or Second grades.</p> <p><input type="checkbox"/> 2nd Grade Assessment: The second grade teacher will provide ongoing observational assessment of each second grade student throughout the school year. Formal second grade assessments will occur in the spring and will be performed by a team of professionals to include, at a minimum, the second grade teacher and a person trained in performing these assessments. These assessments will look at:</p> <ul style="list-style-type: none"> ○ Integration of upper and lower senses (auditory and visual integrated with grossmotor) ○ Fine and gross motor skills development ○ Bodily coordination, such as crossing midlines ○ Rhythmic abilities that provide evidence of coordination of two or more senses at a time ○ Hand, foot, and eye coordination ○ Development of proprioceptive and vestibular skills (balance, spatial and temporal orientation) <p>Based on the findings of these assessments, the class teacher has the opportunity to incorporate targeted physical-spatial exercises into regular classroom teaching with the goal of supporting the development of all learners. In addition to the formal requests for information from the BOE, the following address comments received from the initial review of NWCS' application:</p>	
<p>3(a) General description and proposed or potential location. (Conway?)</p> <p>The NWEF Board has actively been seeking out potential locations for NCWS. We have a number of promising locations identified, but have held off beginning negotiations on any specific properties until we are certain that our charter is approved.</p> <p>The most important characteristics of our future location will be:</p> <ol style="list-style-type: none"> 1. Proximity to the center of population distribution around the MWV. We have identified this area to be North Conway, with special consideration given to areas less subject to seasonal tourism traffic. 2. Proximity to outdoor resources. Our school's focus on outdoor education in our natural environment will benefit from ease of access to forest and other natural environmental features. 3. Proximity to existing transportation routes to allow the greatest ease of access for local families, whether through partnerships with the LEA or third party transportation options. 	<p>Pages 2 and 7</p>

<p>4. Affordability of the property. We recognize that the higher our property costs are, the less funds will be available for our educational program.</p> <p>Our search for a home will be a balance between these four major considerations, with hopes that we will identify and secure a location that strikes a balance between these four needs as quickly as possible.</p>	
<p>3(b) Educational Need</p> <p>The MWV has a long, successful history with Waldorf education. A private Waldorf school has existed in the valley since the early 1980's. There are a significant number of Waldorf alumni contributing to the valley community, and educators at the local High School speak highly of the students who have received a Waldorf education. One of the main motivations for our drive to found a new public Waldorf school is the strong demand from parents throughout the Valley to have their children attend the private Waldorf school - and the large number of parents who cannot afford to do so. Given the familiarity with the benefits of Waldorf education, desire of families to provide that experience for their children, and high cost of private school education, we believe that the demand for Northeast Woodland Charter School will be very strong. The mission and curriculum of NWCS will differ from that of the existing public schools and provide diverse educational opportunity within the Mount Washington Valley (MWV). NWCS will stand on the foundation of a Waldorf curriculum with 100 years of development, refinement, and demonstrated success. In an area with a thriving outdoor recreation lifestyle, NWCS will additionally focus on providing students with an education based in our region's rich outdoor natural resources.</p> <p>Our hope is that all of the schools in the MWV will work together to meet the diverse educational needs of all families and students. We recognize the very real possibility that the anticipated success of NWCS may impact the existing charter school and private Waldorf school. We intend to stick to our mission, providing high quality education built on community involvement and sound fiscal management.</p>	Page 6
<p>4(a) Governing Board: roles, responsibilities, qualifications, skill set, experience (Board of Trustees)</p> <p>The differences between the NWEF Board of Trustees (founding board) and the NWCS School Board are further clarified as follows:</p> <p>NWEF Trustees:</p> <p>The primary role and responsibility of the NWEF Trustees is to ensure that the mission and vision of the school stay focused over time. They are pillars of the community, continually working to build support for the school through their strong network of educational, financial, and community relationships. Trustees work to ensure that the community remains invested in NWCS, and that the school upholds its commitment to the community. Qualifications and skills may be diverse for Trustees – community connections and strong support for the Waldorf educational philosophy are the most important. NWCS School Board</p>	Page 11

<p>The NWCS School Board will focus directly on school operations, providing fiscal oversight and administrative direction to school employees. Qualifications will vary among the Board, based on their particular role. The Board structure is found in our application on pages 9 and 10, Section 4(B)(2). For example, Community Representatives on the Board should ideally have some experience in public education administration, business management, or other related field.</p> <p>Why two distinct boards (Trustees & School Board)? It is our belief that the sum of tasks required to maintain strong development activities and simultaneously provide for efficient school operation is too much for a single volunteer Board to take on. We believe that this two-board setup will allow both areas of school operation to flourish.</p>	
<p>4(b) Methods by which Trustees and their Terms are Determined This information is found in Article 5 of the NWEF Bylaws, located in Appendix D of our application.</p>	Appendix D
<p>4(d) Organizational Structure and Growth Plan Our plan for growth will initially be focused on strengthening the structure of NWCS from within before considering external growth or expansion. Of particular importance are continued development and refinement of daily policies, procedures, and practices in our program. We will work to grow the strengths of our faculty through professional development. As finances allow, our own internal educational offerings will also grow to support observed educational needs to reduce demand on LEA resources. Supplemental programming, including during-, before-, and after-school activities will be developed to meet the demands of our student population. Given the financial realities of starting a school, we anticipate our facilities will also grow to support our program.</p>	Page 12
<p>4(e) Fundraising Plan This item addressed in attached fundraising plan.</p>	Attached as Appendix Q.
<p>4(f) Grievance/Complaints Process/Policy Internal Grievance/Disputes Disputes arising from within NWCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members, will be resolved pursuant to policies and processes developed by the school or that are stipulated in any Collective Bargaining Agreement that may exist. The LEA shall not be involved with internal disputes of the NWCS unless NWCS requests LEA involvement or it is legally required.</p>	Page 14

<p>Disputes Between the LEA and NWCS</p> <p>The Charter School and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise. In the event of a dispute between the NWCS and the LEA, the staff and NWCS School Board and District agree to first frame the issue in written format and refer the issue to the Superintendent of the LEA and NWCS Head of School. The Head of School and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent and Head of School and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and Head of School will have the option to meet to jointly identify a neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. This mediation shall be voluntary and non-binding on either party. The format of the mediation session shall be developed jointly by the Superintendent and Head of School. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the LEA and the NWCS. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.</p>	
<p>5(a,d,e,f) Education Plan (multiple sections)</p> <p>These items have been addressed in previous sections of this response.</p>	
<p>5(j) Supplemental Programming</p> <p>Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools with high numbers or high percentages of students from low-income families. The purpose of the funding is to help ensure that all children meet high academic standards. (Please note that students do NOT have to be from low-income families to receive support through Title I funded programming.) Services provided are supplemental to instruction that already occur within the school setting. This purpose is accomplished in two ways: (1) by providing children supplemental support through enriched and accelerated education programs; and (2) by providing instructional personnel with substantial opportunities for professional development. Parent involvement is critical to the success of students and is highly encouraged through Title I.</p>	Page 23
<p>6(a) School Operation Plan – Admission Procedures</p> <p>In our application, Section 6(a)(2), second sentence, the word "not" was omitted accidentally after "shall" and "entitle". The sentence should read "Previous attendance at any other school shall NOT entitle any applicant to priority admission..."</p> <p>One reviewer was also concerned about a potential priority given to students from the host school district. NWCS anticipates no such priority being given.</p>	Page 24

<p>6(d) School Operation Plan – Employee Job Descriptions/Responsibilities One of three reviewers noted that these may need to be expanded for hiring and contracts; two of three reviewers identified this section as complete. NWCS will examine expansion prior to hiring process.</p>	Page 28
<p>6(j) School Operation Plan – Professional Development Two reviewers commented that this section did not include professional development for non-teacher positions. We will add the following text to this section of our application: NWCS recognizes the importance of continuing education for administrators and other nonteaching staff in progressive development of operational best management practices. Professional development will also be encouraged for non-teaching staff and will be overseen by the Head of School.</p>	Page 33
<p>7(a) Meeting Student Needs – Special Education NWCS will clarify this section to convey our understanding that NWCS will not receive funding for special education by removing the last sentence of the first paragraph on page 27 of our application.</p>	Page 35
<p>7(b) Other Disabled and Economically Disadvantaged/at Risk Two of three reviewers noted that our application does not say “how” we will provide services for each specific category. There are a broad range of possibilities for specific populations who may benefit from additional services like this. At this point, developing specific plans for a diverse group of possible populations is not practical. Upon enrollment of students with these needs, NWCS faculty and staff will reach out to other New Hampshire schools to understand the potential issues and develop appropriate strategies for providing needed services.</p>	Page 35
<p>8(a) Methods of Administering Fiscal Accounts and Reporting Two of three reviewers determined this section met scoring criteria. The third reviewer expressed concern that NWCS would attempt to raise money out of parent/family events, citing this as a potential deterrent for low-income families. Upon review of our application, we cannot determine where we have explicitly said we will fundraise at parent/family events. Similar to PTA/PTO/booster groups at the majority of public schools, we anticipate that parent/family groups will be actively interested in working to support aspects of their children’s educational experience. It is not the intention of NWCS to create the perception that parents/families are expected to provide financial assistance to the school at parent/family events.</p>	Page 36
<p>8(b,c) Budget, Budget Narrative Two reviewers offered general comments about the budget needing revision without specific areas. We believe we have addressed the concerns of the BOE in previous sections of this response.</p>	Attached as Appendix O
<p>9(b) Establishment and Maintenance of School Culture Two of three reviewers found this section to meet application requirements. The third reviewer expressed concern that the application did not explain how we would do this, however, we believe it is covered in our application.</p>	Page 39
<p>10(a) Philosophy of Parent Involvement and Related Plans and Procedures</p>	Page 40

<p>Education is not something that happens only at the school, but rather, is an ongoing adventure that penetrates all aspects of a child's life. It is strengthened by parents being informed and involved in the education and its processes. Therefore, a big part of our philosophy of community involvement is the education of the entire family. We will strike the word "mandatory" from this section as it pertains to parent meetings, however, given the critical importance of parent involvement NWCS will endeavor to work with parents' schedules and limitations in availability to develop their understanding of the important role they play in their child's education.</p>	
<p>10(c) Community Involvement Plan including Partnerships One reviewer commented that no mention was made of LEAs other than SAU 9. We will amend this section to include reference to surrounding LEAs.</p>	Page 41
<p>10(c) LEA Partnerships We will add the following text to this section of our application: A successful LEA partnership starts with recognition that both the LEA and NWCS have the best interest of the students as their common goal. It is also important for NWCS to build a relationship founded on respect for the LEA's work and limited resources. Over time, and with these common goals and understanding in mind, we hope that the relationship between NWCS and the LEA will be a solid two-way street supporting the needs of all students in the district. NWCS will meet with key LEA stakeholders, including Superintendents, special education staff/faculty, and other administrative staff to identify partnership opportunities and challenges that may exist. These relationships will be nurtured to create open dialogue and foster partnerships that benefit both NWCS and the LEAs.</p>	Page 41
<p>11(a) Facilities – Whether the applicant has access to a facility suitable for the school... One reviewer commented that our application did not have all the details yet. As we discussed with the BOE at the January meeting, we are actively seeking a property on which to locate the school. Upon receipt of our Charter, securing a physical location will be a top priority.</p>	Page 41
<p>12(a) School Safety Management Plan – Emergency Operations Plan This was addressed in our application on page 39. During pre-submission review, we were instructed by DOE staff to remove plan specifics from the application due to the public availability of our Charter application.</p>	Page 42
<p>13(b) Communication Plan – a plan to develop and disseminate best practices to charter schools, LEAs and the wider community This was addressed in our application on page 40.</p>	Page 44
<p>14(j) Assurances, Provisions, Policies – A plan for the education of the school's pupils after the charter school may cease operation This is addressed in our application on page 44.</p>	Page 45



Business Information

Business Details

Business Name: NORTHEAST WALDORF EDUCATION FOUNDATION
 Business Type: Domestic Nonprofit Corporation
 Business Creation Date: 06/27/2019
 Date of Formation in Jurisdiction: N/A
 Principal Office Address: 2163A EAST CONWAY ROAD, Center Conway, NH, 03813, USA
 Citizenship / State of Incorporation: Domestic/New Hampshire
 Duration: Not Stated
 Business Email: JESSE@BADGERNAUTICAL.COM
 Notification Email: JESSE@BADGERNAUTICAL.COM

Business ID: 821914
 Business Status: Good Standing
 Name in State of Incorporation: Not Available
 Mailing Address: PO BOX 1297, Intervale, NH, 03845, USA
 Last Nonprofit Report Year: N/A
 Next Report Year: 2020
 Phone #: 207-251-1621
 Fiscal Year End Date: NONE

Principal Purpose

S.No	NAICS Code	NAICS Subcode
1	Public Administration	Administration of Education Programs

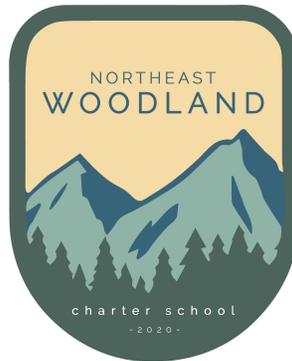
Principals Information

Name/Title	Business Address
JESSE BADGER / Chairman of the Board of Directors	PO BOX 1297, Intervale, NH, 03845, USA
SPRING MCKENNEY / Secretary	722 HALEY TOWN ROAD, Brownfield, ME, 04010, USA
TARA HARTNETT / Treasurer	PO BOX 453, Intervale, NH, 03845, USA
JESSE BADGER / Incorporator	PO BOX 1297, Intervale, NH, 03845, USA
ETHAN MCKENNEY / Incorporator	2163A EAST CONWAY ROAD, Center Conway, NH, 03813, USA

**Median Household Income
for towns surrounding Northeast Woodland Charter School**

Albany	\$58,570.00
Bartlett	\$50,250.00
Berlin	\$37,969.00
Carroll	\$57,679.00
Center Ossipee	\$27,745.00
Center Sandwich	\$51,250.00
Conway	\$59,510.00
Dummer	\$41,389.00
Eaton	\$70,855.00
Effingham	\$50,000.00
Freedom	\$59,330.00
Gorham	\$57,107.00
Hale's Location	\$67,917.00
Jackson	\$62,875.00
Madison	\$59,675.00
Ossipee	\$47,500.00
Sanbornville CDP	\$53,056.00
Shelburne	\$64,375.00
Sandwich	\$63,583.00
Tamworth	\$52,963.00
Wakefield	\$56,291.00

NH Average	\$71,305.00
Surrounding Town Average	\$54,756.62



Northeast Waldorf Education Foundation Executive Biographies

Jesse Badger

Owner – Badger Nautical Corporation

Jesse Badger, Chairman of Northeast Waldorf Education Foundation is the owner of Badger Nautical Corporation, a management company serving the Maritime Industry since 2001. Badger Nautical manages private yachting programs throughout the world providing qualified crew and experienced leadership. A US Coast Guard, British Maritime Coast Administration, Cayman and Marshall Islands Master Mariner upon all Oceans as well as a licensed turbine helicopter pilot, Jesse has used his extensive experience afloat to provide leadership and management training to many of today's rising cadets in the maritime sector. A strong advocate for education, Jesse has worked to promote Waldorf education at home in New Hampshire and abroad. When not travelling the globe building maritime programs, Jesse can be found at home in Intervale NH with his wife and child taking advantage of it's incredible outdoor offerings.

Ethan McKenney

Director of Compliance, Professional Ambulance Service, Inc.

Ethan McKenney, Vice Chairman of Northeast Waldorf Education Foundation is the Director of Compliance of Professional Ambulance Service, a premier Emergency Medical Service primarily based in Cambridge, MA, as well as Pro EMS Solutions, an EMS Billing Agency in MA. Ethan has worked in the EMS industry since 2005. As an Officer in the US Army he developed his leadership skills. Ethan remains in service to the community through The American Legion as Post Commander and recently a State-Level Officer for the Department of Maine American Legion. Ethan resides in Conway, NH with his wife and two sons and has promoted Waldorf education since being introduced to it, wanting as many children as possible to experience the Waldorf way.

Tara Hartnett

Tara Hartnett, Northeast Waldorf Foundation's Treasurer is an alumna of Sweet Briar College, where she received a B.A. in Studio Arts. Tara's background includes Photography, Studio Management & Creative Consulting. After several years working with Garnet Hill in Franconia, New Hampshire Tara took the opportunity to work with a number of Fortune 500 companies. Tara developed in-house photography studios allowing companies to streamline creative workflows while improving the bottom line. Tara has spent most of her life in the Great North Woods of New Hampshire enjoying all the experiences of living in the woods. In 2013 Tara and her husband, Rich were joined on their journey by their son Jack. A little luck and good timing lead the young family to Waldorf education and a deep understanding of the power that education combined with the nature have to nurture our future. Tara has joined the Northeast Waldorf Foundation with a desire to make possible alternative education experiences for families whilst allowing children to thrive in the beauty of the Mount Washington Valley.

Spring McKenney Owner Spring Smith Studios

Spring McKenney, Secretary of Northeast Waldorf Education Foundation is the owner of Spring Smith Studios, a wedding and lifestyle photography studio and a realtor for Coldwell Banker Wright Realty. Spring Smith Studios has been operating in Mt. Washington Valley since 2009. Spring is also a member of the MidPines foundation which raises camperships funds and fosters strong alumnae connections to Waukeela Camp for Girls in Eaton, NH. When Spring isn't photographing weddings, selling real estate or volunteering she can be found spending time with her husband and kids outside enjoying their family's camp on Lovewell Pond and the surrounding mountains.

Heidi Miller Waldorf Teacher

Heidi Miller is a Waldorf certified teacher who believes wholeheartedly in Waldorf education. She received her Bachelor's and Master's degree in Early Childhood Education from the University of Maine at Farmington and worked with young children and their families in Maine for nearly ten years before moving to the Mount Washington Valley area. When Heidi first learned about Waldorf Education she felt at home and soon after began her journey to becoming a trained teacher earning her Master's level certificate in Waldorf Education Grades 1-8 through Antioch University New England. Heidi enjoys living in the White Mountains with her husband and two young children and she takes full advantage of all the hiking and skiing this area has to offer. Her greatest passions in life are the outdoors, education, and being a mom.

Carolyn Harrison
Waldorf Teacher

Carolyn Harrison has worked with children since she was a teenager when she was a counselor at a large recreational summer camp in her hometown of Lancaster, PA. This experience led her to study Education at the University of Richmond where she received a BA in American Studies and Elementary Education. After teaching adult education, she moved to New Hampshire to continue her studies. Carolyn received a Post Graduate degree in Elementary Education from the Upper Valley Teacher Training Program in Lebanon, NH. This program allowed her to work for two years in elementary schools in the surrounding areas under the mentorship of identified master teachers. While pursuing this degree, she was introduced to Rudolph Steiner's philosophy of child development and Waldorf education. She and her husband moved to the White Mountains of New Hampshire to raise their three sons in a community where the vast beauty of the unspoiled natural surroundings supported their love of year round outdoor recreation. Carolyn and her husband knew they had truly found the best place to raise their family when they discovered a Waldorf School in this area. They enrolled their children and became active members of the White Mountain Waldorf School community for the next 16 years. Carolyn pursued her Waldorf teacher training at the West Coast Institute for Anthroposophy in Vancouver, British Columbia. Carolyn has been the Kindergarten Teacher for the past 7 years. She moved away from the Mount Washington Valley for a year to teach Kindergarten at the Maine Coast Waldorf School in Freeport Maine and care for her aging parents. Carolyn has since moved back to Mount Washington Valley and looks forward to helping make affordable Waldorf inspired education available to all as a member of the Northeast Waldorf Education Foundation.

Jason Gagnon
Superintendent, North Conway Water Precinct

Jason Gagnon currently serves the Mount Washington Valley community in the role of Superintendent for the North Conway Water Precinct where his duties include technical support, staff supervision, and fiscal oversight of the municipality as a whole. He also serves on the New Hampshire Drinking Water & Groundwater Trust Fund Advisory Commission, Board of Directors for the New Hampshire Water Works Association, and Board of Directors for the New Hampshire Outing Club. Jason received his BS in Environmental Engineering from the University of New Hampshire and is currently working toward completion of an MS in Civil Engineering, also at UNH. He has previously served as Director of Public Works for the Town of Farmington, NH; consulting engineer for Wright-Pierce and S.W. Cole Engineering; and wore many blue-collar hats in the family excavation business. Jason is a strong supporter of public education, and during his two terms of service on the Dover, NH City Council he consistently advocated for budgetary support of public schools across the State of NH.

While living in Dover his children attended Seacoast Charter School, an experience that reinforced his belief in the value of diverse public educational opportunities to meet the unique needs of diverse student populations. Jason has long believed in the value of the Waldorf educational philosophy. Through his involvement in NWEF and the founding of the Northeast Woodland Charter School, he hopes to help strengthen the Mount Washington Valley community through the unique offerings of this diverse educational opportunity.

Additional Board Members

Charles Greenhalgh
Circuit Judge, NH Judicial Branch

Janice Crawford
Executive Director, North Conway Chamber of Commerce

Jory Bailey
Owner, Jory Bailey Carpentry

Thomas head
Owner, Thomas Head Carpentry and Custom Cabinetry

NON-PROFIT BYLAWS OF NORTHEAST WALDORF EDUCATION FOUNDATION

PREAMBLE

The following Bylaws shall be subject to, and governed by, the Non-Profit Corporation Act of New Hampshire and the Articles of Incorporation of Northeast Waldorf Education Foundation. In the event of a direct conflict between the herein contained provisions of these Bylaws and the mandatory provisions of the Non-Profit Corporation Act of New Hampshire, said Non-Profit Corporation Act shall be the prevailing controlling law. In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation of Corporation/Organization, it shall then be these Bylaws which shall be controlling.

ARTICLE 1 – NAME

The legal name of the Non-Profit Corporation/Organization shall be known as Northeast Waldorf Education Foundation, and shall herein be referred to as the "Corporation/Organization."

ARTICLE 2 – PURPOSE

The general purposes for which this Corporation/Organization has been established are as follows:

The purpose for which the Non-Profit Corporation is formed is set forth in the attached Articles of Incorporation.

The Corporation/Organization is established within the meaning of IRS Publication 557 Section 501(c)(3) Organization of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding section of any future federal tax code and shall be operated exclusively for promoting and fostering waldorf education in mount washington valley.

In addition, this Corporation/Organization has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation/Organization shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

The Corporation/Organization shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of New Hampshire and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation/Organization. At no time and in no event shall the Corporation/Organization participate in any activities which have not been permitted to be carried out by a Corporation/Organization exempt under Section 501(c) of the Internal Revenue Code of 1986 (the "Code").

ARTICLE 3 – OFFICES

The principal office of the Corporation/Organization shall be located at PO Box 1297, Intervale, New Hampshire 03845.

The Corporation/Organization may have other such offices as the Board of Directors may determine or deem necessary, or as the affairs of the Corporation/Organization may find a need for from time to time.

ARTICLE 4 – DEDICATION OF ASSETS

The properties and assets of the Corporation/Organization are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this Corporation/Organization, on dissolution or otherwise, shall inure to the benefit of any person or any member, director, or officer of this Corporation/Organization. On liquidation or dissolution, all remaining properties and assets of the Corporation/Organization shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

ARTICLE 5 – BOARD OF DIRECTORS

General Powers and Responsibilities

The Corporation/Organization shall be governed by a Board of Directors (the "Board"), which shall have all the rights, powers, privileges and limitations of liability of directors of a non-profit corporation organized under the Non-Profit Corporation Act of New Hampshire. The Board shall establish policies and directives governing business and programs of the Corporation/Organization and shall delegate to the Executive Director and Corporation/Organization staff, subject to the provisions of these Bylaws, authority and responsibility to see that the policies and directives are appropriately followed.

Number and Qualifications

The Board shall have up to Nine, but no fewer than Five, Board members. The number of Board members may be increased beyond Nine members or decreased to less than Five members by the affirmative vote of a two-thirds majority of the then serving Board of Directors. A Board member need not be a resident of the State of New Hampshire.

In addition to the regular membership of the Board, representative of such other organizations or individuals as the Board may deem advisable to elect shall be *Ex-Officio Board Members*, which will have the same rights and obligations, including voting power, as the other directors.

Board Compensation

The Board shall receive no compensation other than for reasonable expenses. However, provided the compensation structure complies with Sections relating to "Contracts Involving Board Members and/or Officers" as stipulated under these Bylaws, nothing in these Bylaws shall be construed to preclude any Board member from serving the Corporation/Organization in any other capacity and receiving compensation for services rendered.

Board Elections

The Governance Committee shall present nomination for new and renewing Board members at the board meeting immediately preceding the beginning of the next fiscal year. Recommendations from the Governance Committee shall be made known to the Board in writing before nominations are made and voted on. New and renewing Board members shall be approved by a majority of those Board members at a Board meeting at which a quorum is present.

Term of Board

All appointments to the Board shall be for a term of Two year(s). No person shall serve more than indefinite consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to indefinite additional year(s). No person shall serve more than indefinite consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after Indefinite years have passed since the conclusion of such Board member's service.

Vacancies

A vacancy on the Board of Directors may exist at the occurrence of the following conditions:

- a) The death, resignation, or removal of any director;
- b) The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, found by final order or judgment of any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a director, or has missed three consecutive meetings of the Board of Directors, or a total of four meetings of the Board during any one calendar year;
- c) An increase in the authorized number of directors; or
- d) The failure of the directors, at any annual or other meeting of directors at which director(s) are to be elected, to elect the full authorized number of directors.

The Board of Directors, by way of affirmative vote of a majority of the directors then currently in office, may remove any director without cause at any regular or special meeting, provided that the director to be removed has been notified in writing in the manner set forth in Article 5 – Meetings that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chair of the Board, the president of Corporation/Organization, the secretary of Corporation/Organization, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Attorney General of New Hampshire is first notified, no director may resign when the Corporation/Organization would then be left without a duly elected director in charge of its affairs.

Any vacancy on the Board may be filled by vote of a two-thirds majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect

of removing any director before that director's term of office expires.

A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Resignation

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the Executive Director. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall not be necessary to make it effective.

Removal

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative vote of a two-thirds majority of then-serving Board members.

Meetings

The Board's regular meetings may be held at such time and place as shall be determined by the Board. The Chair of the Board or any three regular Board members may call a special meeting of the Board with two days' written notice provided to each member of the Board. The notice shall be served upon each Board member via hand delivery, regular mail, email, or fax. The person(s) authorized to call such special meetings of the Board may also establish the place the meeting is to be conducted, so long as it is a reasonable place to hold any special meeting of the Board.

Minutes

The Secretary shall be responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted in such order as the Board may determine from time to time. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the Corporation/Organization to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via either regular mail, hand delivered, emailed, or faxed within seven business days after the close of each Board meeting.

Action by Written Consent

Any action required by law to be taken at a meeting of the Board, or any action that may be taken at a meeting of the Board, may be taken without a meeting if consent in writing setting forth the action so taken shall be signed by all Board members. The number of directors in office must constitute a quorum for an action taken by unanimous written consent. Such consent shall be placed in the minute book of the Corporation/Organization and shall have the same force and effect as a unanimous vote of the Board taken at an actual meeting. The Board members' written consent may be executed in multiple counterparts or copies, each of which shall be deemed an original for all purposes. In addition, facsimile signatures and electronic signatures or other electronic "consent click" acknowledgments shall be effective as original signatures.

Quorum

At each meeting of the Board of Directors or Board Committees, the presence of five persons shall constitute a quorum for the transaction of business. If at any time the Board consists of an

even number of members and a vote results in a tie, then the vote of the Chair of the Board shall be the deciding vote. The act of the majority of the Board members serving on the Board or Board Committees and present at a meeting in which there is a quorum shall be the act of the Board or Board Committees, unless otherwise provided by the Articles of Incorporation, these Bylaws, or a law specifically requiring otherwise. If a quorum is not present at a meeting, the Board members present may adjourn the meeting from time to time without further notice until a quorum shall be present. However, a Board member shall be considered present at any meeting of the Board or Board Committees if during the meeting he or she is present via telephone or web conferencing with the other Board members participating in the meeting.

Voting

Each Board member shall only have one vote.

Proxy

Board members shall not be allowed to vote by written proxy

Board Member Attendance

An elected Board Member who is absent from Three consecutive regular meetings of the Board during a fiscal year shall be encouraged to reevaluate with the Chair of the Board his/her commitment to the Corporation/Organization. The Board may deem a Board member who has missed Three consecutive meetings without such a reevaluation with the Chair to have resigned from the Board.

ARTICLE 6 – OFFICERS

Officers and Duties

The Board shall elect officers of the Corporation/Organization which shall include a Chair of the Board (Chief Executive Officer), a Vice Chair of the Board, President (Executive Director), a Secretary, a Treasurer (Chief Financial Officer), and such other officers as the Board may designate by resolution. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board or the President. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and they shall perform any other such additional duties which the Board of Directors may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting, and shall serve the needs of the Board, subject to all the rights, if any, of any officer who may be under a contract of employment. Therefore, without any bias or predisposition to the rights of any officer that may be under any contract of employment, any officer may be removed with or without cause by the Board. All officers have the right to resign at any time by providing notice in writing to the Chair of the Board, President, and/or Secretary of the Corporation/Organization, without bias or predisposition to all rights, if any, of the Corporation/Organization under any contract to which said officer is a part thereof. All resignations shall become effective upon the date on which the written notice of resignation is received or at any time later as may be specified within the resignation; and unless otherwise indicated within the written notice, a stated acceptance of the resignation shall not be required to make the resignation effective.

Any and all vacancies in any office because of death, resignation, disqualification, removal, or for any other cause, shall be filled in accordance to the herein prescribed bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Chair of the Board (Chief Executive Officer)

It shall be the responsibility of the Chair of the Board, when present, to preside over all meetings of the Board of Directors and Executive Committee. The Chair of the Board is authorized to execute, in the name of the Corporation/Organization, any and all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the Corporation/Organization, except when required by law that the President's signature must be provided.

Vice Chair of the Board

In the absence of the Chair of the Board, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice Chair of the Board to perform all the duties of the Chair of the Board, and in doing so, he/she shall have all authority and powers of and shall be subject to all of the restrictions on the Chair of the Board.

President (Executive Director)

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Corporation/Organization, subject to the control, advice and consent of the Board of Directors. The President shall keep the Board of Directors completely informed, shall freely consult with them in relation to all activities of the Corporation/Organization, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Board of Directors may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Corporation/Organization between meetings of the Board. The President shall be responsible for the hiring and firing of all personnel, and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies which may be adopted and implemented by the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Corporation/Organization, to execute in the name of the Corporation/Organization all contracts and other documents authorized either generally or specifically by the Board to be executed by the Corporation/Organization, and to negotiate any and all material business transactions of the Corporation/Organization.

Secretary

The Secretary, or his/her designee, shall be the custodian of all records and documents of the Corporation/Organization, which are required to be kept at the principal office of the Corporation/Organization, and shall act as secretary at all meetings of the Board of Directors, and shall keep the minutes of all such meetings on file in hard copy or electronic format. S/he shall attend to the giving and serving of all notices of the Corporation/Organization and shall see that the seal of the Corporation/Organization, if any, is affixed to all documents, the execution of which on behalf of the Corporation/Organization under its seal is duly authorized in accordance with the provisions of these bylaws.

Treasurer (Chief Financial Officer)

It shall be the responsibility of the Treasurer to keep and maintain, or cause to be kept and maintained, adequate and accurate accounts of all the properties and business transactions of the Corporation/Organization, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The Treasurer shall be responsible for ensuring the deposit of, or cause to be deposited, all money and other valuables as may be designated by the Board of Directors. Furthermore, the Treasurer shall disburse, or cause to be disbursed, the funds of the Corporation/Organization, as may be ordered by the Board of Directors, and shall render to the Chair of the Board, President, and directors, whenever they request it, an account of all the Treasurer's transactions as treasurer and of the financial condition of the Corporation/Organization.

The Treasurer shall give the Corporation/Organization a bond, if so requested and required by the Board of Directors, in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the Treasurer's office and for restoration to the Corporation/Organization of all its books, papers, vouchers, money and other property of every kind in the Treasurer's possession or under the Treasurer's control upon the Treasurer's death, resignation, retirement, or removal from office. The Corporation/Organization shall pay the cost of such a bond.

ARTICLE 7 – COMMITTEES

Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two (2) or more directors, and may also include persons who are not on the Board but whom the directors believe to be reliable and competent to serve at the specific committee. However, committees exercising any authority of the Board of Directors may not have any non-director members. The Board may designate one or more alternative members of any committee who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board if this were a membership vote.
- b) Fill vacancies on, or remove the members of, the Board of Directors or any committee that has the authority of the Board.
- c) Fix compensation of the directors serving on the Board or on any committee.
- d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- e) Amend or repeal any resolution of the Board of Directors that by its express terms is not

so amendable or repealable.

- f) Appoint any other committees of the Board of Directors or their members.
- g) Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the Corporation/Organization otherwise than in the usual and regular course of its business; or revoke any such plan.
- h) Approve any self-dealing transaction, except as provided pursuant to law.

Unless otherwise authorized by the Board of Directors, no committee shall compel the Corporation/Organization in a contract or agreement or expend Corporation/Organization funds.

Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article 5 - Board of Directors of these bylaws concerning meetings and actions of the directors, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the Corporation/Organization records. The Board of Directors may adopt rules not consistent with the provisions of these bylaws for the governance of any committee.

If a director relies on information prepared by a committee of the Board on which the director does not serve, the committee must be composed exclusively of any or any combination of (a) directors, (b) directors or employees of the Corporation/Organization whom the director believes to be reliable and competent in the matters presented, or (c) counsel, independent accountants, or other persons as to matters which the director believes to be within that person's professional or expert competence.

Executive Committee

Pursuant to Article 7 - Committee of Directors, the Board may appoint an Executive Committee composed of a minimum of three directors, one of whom shall be the Chair of the Board of the Board and another shall be either the Vice Chair of the Board, the Secretary, or the Treasurer, to serve on the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation/Organization between meetings of the Board, provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 7 - Committee of Directors. The Secretary of the Corporation/Organization shall send to each director a summary report of the business conducted in any meeting of the Executive Committee.

ARTICLE 8 - STANDARD OF CARE

General

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the Corporation/Organization and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) One or more officers or employees of the Corporation/Organization whom the director deems to be reliable and competent in the matters presented;
- b) Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
- c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

so long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the following, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation/Organization, or assets held by it, are dedicated.

Loans

The Corporation/Organization shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the New Hampshire Attorney General; provided, however, that the Corporation/Organization may advance money to a director or officer of the Corporation/Organization or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Conflict of Interest

The purpose of the Conflict of Interest policy is to protect the Corporation/Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

Restriction on Interested Directors

Not more than One Third% (percent) of the persons serving on the Board of Directors at any time

may be interested persons. An interested person is (1) any person currently being compensated by the Corporation/Organization for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors who are considering the proposed transaction or arrangement.

Establishing a Conflict of Interest

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

Addressing a Conflict of Interest

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the Board shall then proceed with the following actions:

- a) Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.
- b) The Chair of the Board of the Board shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board shall determine whether the Corporation/Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the Corporation/Organization, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

Violations of Conflict of Interest Policy

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure

to disclose.

If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Procedures and Records

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a) The names of all the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

Acknowledgement of Conflict of Interest Policy

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;
- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation/Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Violation of Loyalty - Self-Dealing Contracts

A self-dealing contract is any contract or transaction (i) between this Corporation/Organization and one or more of its Directors, or between this Corporation/Organization and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this Corporation/Organization and a corporation, firm, or association of which one or more of its directors are Directors of this Corporation/Organization. Said self-dealing shall not be void or voidable because such Director(s) of corporation, firm, or association are parties or because said Director(s) are present at the meeting of the Board of Directors or committee which authorizes, approves or ratifies the self-dealing contract, if:

- a) All material facts are fully disclosed to or otherwise known by the members of the Board and the self-dealing contract is approved by the Interested Director in good faith (without including the vote of any membership owned by said interested Director(s));

- b) All material facts are fully disclosed to or otherwise known by the Board of Directors or committee, and the Board of Directors or committee authorizes, approves, or ratifies the self-dealing contract in good faith—without counting the vote of the interest Director(s)—and the contract is just and reasonable as to the Corporation/Organization at the time it is authorized, approved, or ratified; or
- c) As to contracts not approved as provided in above sections (a) and/or (b), the person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the Corporation/Organization at the time it was authorized, approved, or ratified.

Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

Indemnification

To the fullest extent permitted by law, the Corporation/Organization shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation/Organization, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

To the fullest extent permitted by law, and, except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the Corporation/Organization of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the Corporation/Organization for those expenses.

The Corporation/Organization shall have the power to purchase and maintain insurance on behalf of any agent of the Corporation/Organization, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE 9 – EXECUTION OF CORPORATE INSTRUMENTS

Execution of Corporate Instruments

The Board of Directors may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation/Organization.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the Corporation/Organization, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation/Organization, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of

shares of stock owned by the Corporation/Organization shall be executed, signed, and/or endorsed by the Chairman, Vice Chairman, Treasurer.

All checks and drafts drawn on banks or other depositories on funds to the credit of the Corporation/Organization, or in special accounts of the Corporation/Organization, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Loans and Contracts

No loans or advances shall be contracted on behalf of the Corporation/Organization and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the Corporation/Organization may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation/Organization.

ARTICLE 10 – RECORDS AND REPORTS

Maintenance and Inspection of Articles and Bylaws

The Corporation/Organization shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation/Organization shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Maintenance and Inspection of Other Corporate Records

The Corporation/Organization shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at a place or places as designated by the Board and committees of the Board, or in the absence of such designation, at the principal office of the Corporation/Organization. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the Corporation/Organization shall turn over to his or her successor or the Chair of the Board or President, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the Corporation/Organization as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation/Organization and each of its subsidiary corporations/organizations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Preparation of Annual Financial Statements

The Corporation/Organization shall prepare annual financial statements using generally accepted

accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation/Organization shall make these financial statements available to the New Hampshire Attorney General and members of the public for inspection no later than Sixty days after the close of the fiscal year to which the statements relate.

Reports

The Board shall ensure an annual report is sent to all directors within Sixty days after the end of the fiscal year of the Corporation/Organization, which shall contain the following information:

- a) The assets and liabilities, including trust funds, of this corporation at the end of the fiscal year.
- b) The principal changes in assets and liabilities, including trust funds, during the fiscal year.
- c) The expenses or disbursements of the Corporation/Organization for both general and restricted purposes during the fiscal year.
- d) The information required by Non-Profit Corporation Act concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation/Organization that such statements were prepared without audit from the books and records of the Corporation/Organization.

ARTICLE 11 – FISCAL YEAR

The fiscal year for this Corporation/Organization shall end on June 30.

ARTICLE 12 – AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended, or repealed by the vote of a two-thirds majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger portion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed by that greater vote.

ARTICLE 13 – CORPORATE/ORGANIZATION SEAL

The Board of Directors may adopt, use, and alter a corporate/organization seal. The seal shall be kept at the principal office of the Corporation/Organization. Failure to affix the seal to any corporate/organization instrument, however, shall not affect the validity of that instrument.

ARTICLE 14 – CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a Corporation/Organization as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE OF SECRETARY

I, Tara Hartnett, certify that I am the current elected and acting Secretary of the benefit Corporation/Organization, and the above bylaws are the bylaws of this Corporation/Organization as adopted by the Board of Directors on June 19, 2019, and that they have not been amended or modified since the above.

EXECUTED on this day of _____, in the County of Carroll in the State of New Hampshire.

(Duly Elected Secretary)

Part III

The Alliance Recommendations

For the Grade Level Placement Of the Common Core Standards In a Waldorf-Inspired Public School Program

Kindergarten through Grade Eight

*English Language Arts & Literacy
in History/Social Studies, Science, and Technical Subjects*

Mathematics

First Edition, September 2013

Introduction to the Alliance Recommendations

Part Three presents the Alliance Recommendations for the Placement of the Common Core Standards in a Waldorf-Inspired Public School Program. This portion of the document reflects the results of the Alliance review process, including all of the Common Core Standards in ELA/Literacy and Mathematics—now re-organized to reflect the grade levels identified as appropriate for students in a Waldorf Program—as indicated in the placements recorded in the Tables in Part II.

For example, in Part III, the movement of student academic achievement standards in reading and mathematics from Kindergarten in the Common Core to Grades 1 and 2 in the Waldorf program (as represented in Part II, above) is reflected in the structure of and placement in the Alliance Recommendations.

Every Common Core Standard (K-8) is included in Part III. None has been omitted. Part III simply reorganizes the CC standards—placing them in their appropriate Waldorf Grade Level in a summary format. The Alliance anticipates that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will have achieved the common Core standards (K-8) and be fully prepared for success in any high school curriculum aligned to the Common Core Standards for Grades 9-12.

The standards in the Recommendations are numbered consecutively at the beginning of the each standard, and, for reference and ease of comparison, each standard is followed by its original Common Core identifier.

As in the Common Core Standards, the numbers begin again as the standards enter a new Strand (within ELA) or Domain (within Mathematics)—but each standard has a unique identifier by grade, strand or domain, and number. For Instance, within the content area English Language Arts, (1 RL 1) indicates Grade 1, Reading Literature, Standard 1. This organizing pattern will become apparent and provide clarity upon review.

Parts I and III (providing introductions to Waldorf education and the Common Core Standards—and the Alliance Recommendations) may prove to be of most interest to parents, school boards, district administrators, public school educators and officials, and the general public--all of whom may want to learn more about the Waldorf approach to education and its relationship to the Common Core Standards.

Parts II and IV are more directly useful to Waldorf-Inspired Public Schools and Waldorf class teachers who will find these parts of practical value as they consider the significance of the Common Core Standards in their own curriculum and instructional programs, in the design of their student learning activities, and in considering their grade level academic expectations for their students.

The Common Core Standards are not “Waldorf Standards,” --in that they do not truly represent the core or the essential outcomes of Waldorf Education. They do not reflect the scope, breadth, or depth of the developing human being, nor of the Waldorf curriculum. They do not address its fundamental model of human development, and the breadth, fullness, and variety of the healthy student capacities that are its goals. This dedication to the developing human being in his or her fullness is at the core of the vision, principles, and practical decisions that constitute the richness of Waldorf education--and which broaden its goals for each student. *(See Part 1 and the grade level curriculum summaries in Part II for an initial introduction to these educational goals and the Waldorf curriculum that addresses them.)*

This Alliance document is intended to provide assistance to Waldorf schools and teachers, but its Recommendations are only advisory. They are a first attempt to find common ground, across schools, but we wish to make clear that schools and teachers in Waldorf schools work out of their own insights and in response to their own students’ needs. It is anticipated that this document will begin an ongoing conversation and that it will grow organically, through dialogue and discussion, based on new insights and refinements provided by classroom teachers and developed in their work together in the Waldorf community.

Although this document addresses the placement of the Common Core Standards in the Waldorf program, it raises a deeper concern about and interest in further exploration of the Waldorf developmental model and the corresponding Waldorf curriculum and instructional programs. The current document only refers to these topics in summary form, but the Alliance is aware that additional projects, developed by and shared among Waldorf-Inspired Public Schools, would expand and inspire additional Waldorf programs throughout the nation.

These additional projects would continue to work to provide guidance to Waldorf schools and teachers, but would remain advisory in content and form—intended to inspire and support the spread and effectiveness of Waldorf education.

One Sample Project Proposal

One example of such a project, which comes directly out of our work on this document is related to instructional “spiraling” in the Waldorf curriculum and the Common Core concept of standards-based student achievement. In Mathematics, from grades six through eight, many topics are introduced, and then re-presented in the instructional program—with the students gaining in knowledge and skill throughout the three grades. Both the instruction and the levels of student achievement spiral upward over this span of grades. Yet, in the Common Core Mathematics Standards, the full student attainment of each standard appears only once--and only at its point of completion. Thus, it appears that a limited number of mathematics standards are attained at grade 6, somewhat more at grade 7, and

many, many more attained at grade 8. This creates the impression that the mathematics program is much smaller at Grade 6 and growing wildly, with impossible student goals, at Grade 8.

In Part II of this current document, reviewers often added the note that a standard was “Introduced at” an earlier grade level. But, the standards placements are reserved for the grade level at which the student fully attains each standard.

In light of this “apparent” anomaly, the Alliance is proposing a curriculum project with its member schools to describe this spiraling of the mathematics program from grades six through eight. Such a project would serve two valuable purposes: first, to describe for all stakeholders how the Waldorf program works to reach the stated goals; second, to consciously clarify and describe and share with others, including new teachers and schools, the components of this coordinated, spiraling, cross-year curriculum and instructional program in middle-grades mathematics.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core
Standards In a Waldorf-Inspired Public School Program**

***English Language Arts
& Literacy in History/Social Studies, Science,
and Technical Subjects***

***Recommendations for
Kindergarten through Grade Eight***

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts Kindergarten

Writing

Research to Build and Present Knowledge

K W 1. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K, W 8) (oral sources, oral responses, foundational for writing)

Speaking and Listening

Comprehension and Collaboration

K SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K SL 1)

K SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (K SL 1a)

K SL 1b. Continue a conversation through multiple exchanges. (K SL 1b)

K SL 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K SL 2)

K SL 2 a. **Understand and follow one- and two- step oral directions. (CA)** (K SL 2a)

K SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K SL 3)

Presentation of Knowledge and Ideas

K SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K SL 4)

K SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K SL 5)

K SL 6. Speak audibly and express thoughts, feelings, and ideas clearly. (K SL 6)

Language

Conventions of Standard English

K L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K L 1)

K L 1a. Use frequently occurring nouns and verbs. (K L 1b)

K L 1b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (K L 1c)

K L 1c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (K L 1d)

K L 1d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (K L 1e)

K L 1e. Produce and expand complete sentences in shared language activities. (K L 1f)

Vocabulary Acquisition and Use

K L 2. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (K L 5a)

K L 3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K L 6)

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

English Language Arts Grade 1

Reading Literature

Key Ideas and Details

- 1 RL 1. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1 RL 2) (K RL 2)
- 1 RL 2. Describe characters, settings, and major events in a story, using key details. (1 RL 3) (K RL 3)
- 1 RL 3. With prompting and support, ask and answer questions about key details in a text. (K RL 1)

Range of Reading and Level of Text Complexity

- 1 RL 4. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. (1 RL 10)

Reading Foundational Skills

Print Concepts

- 1 RF 1. Demonstrate understanding of the organization and basic features of print. (1 RF 1) (K RF 1)
- 1 RF 1a. Follow words from left to right, top to bottom, and page by page. (K RF 1a)
- 1 RF 1b. Recognize that spoken words are represented in written language by specific sequences of letters. (K RF 1b)
- 1 RF 1c. Understand that words are separated by spaces in print. (K RF 1c)
- 1 RF 1d. Recognize and name all upper- and lowercase letters of the alphabet. (K RF 1d)
- 1 RF 1e. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (1 RF 1a)

Phonological Awareness

- 1 RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (1 RF 2) (K RF 2)
- 1 RF 2a. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (1 RF 2b)
- 1 RF 2b. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (1 RF 2c)
- 1 RF 2c. Recognize and produce rhyming words. (K RF 2a)
- 1 RF 2d. Count, pronounce, blend, and segment syllables in spoken words. (K RF 2b)
- 1 RF 2e. Blend and segment onsets and rhymes of single-syllable spoken words. (K RF 2c)
- 1 RF 2f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) (K RF 2d)
- 1 RF 2g. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (K RF 2e)
- 1 RF 2h. **Blend two or three phonemes into recognizable words. (CA)** (K RF 2f)

Phonics and Word Recognition

- 1 RF 3. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (K RF 3a)
- 1 RF 4. Know the spelling-sound correspondences for common consonant digraphs. (1 RF 3a)
- 1 RF 5. Decode regularly spelled one-syllable words. (1 RF 3b)

Fluency

- 1 RF 6. Read with sufficient accuracy and fluency to support comprehension. (1 RF 4)

Writing

Research to Build and Present Knowledge

- 1 W 1. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1 W 8)

Speaking and Listening

Comprehension and Collaboration

- 1 SL 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (1 SL 1)
- 1 SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (1 SL 1a)
- 1 SL 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (1 SL 1b)
- 1 SL 1c. Ask questions to clear up any confusion about the topics and texts under discussion. (1 SL 1c)
- 1 SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1 SL 2)
- 1 SL 3. **Give, restate, and follow simple two-step directions. CA** (1 SL 2a)
- 1 SL 4. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1 SL 3)

Presentation of Knowledge and Ideas

- 1 SL 5. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1 SL 4)
- 1 SL 6. **Memorize and recite poems, rhymes, and songs with expression. CA** (1 SL 4a)
- 1 SL 7. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1 SL 5)
- 1 SL 8. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations. (1 SL 6)

Language

Conventions of Standard English

- 1 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1 L 1)

- 1 L 1a. Print all upper- and lowercase letters. (1 L 1a) (K L 1a)
- 1 L 1b. Use common, proper, and possessive nouns. (1 L 1b)
- 1 L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*) (1 L 1c).
- 1 L 1d. Use personal (**subject, object**), possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). **CA** (1 L 1d)
- 1 L 1e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). (1 L 1e)
- 1 L 1f. Use frequently occurring adjectives. (1 L 1f)
- 1 L 1g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). (1L 1g)
- 1 L 1h. Use determiners (e.g., articles, demonstratives). (1 L 1h)
- 1 L 1i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). (1 L 1i)
- 1 L 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1.L 1j)
- 1 L 2. Capitalize the first word in a sentence and the pronoun I. K L 2a)
- 1 L 2a. Capitalize dates and names of people. (1 L 2a)
- 1 L 3. Recognize and name end punctuation. (K L 2b)
- 1 L 3a. Use end punctuation for sentences. (1 L 2b)
- 1 L 4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (1 L 2d)
- 1 L 5. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (K L 2c)
- 1 L 6. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1 L 2e) (K L 2d)

Vocabulary Acquisition and Use

- 1 L 7. Use sentence-level context as a clue to the meaning of a word or phrase. (1 L 4a)
- 1 L 8. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (1 L 5) (K L 5)

- 1 L 9. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (1 L 5a)
- 1 L 10. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (1 L 5b)
- 1 L 11. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (1 L 5c) (K L 5c)
- 1 L 12. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (K L 5d)
- 1 L 13. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. (1 L 5d)
- 1 L 14. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (1 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts

Grade 2

Reading Literature

Key Ideas and Details

- 2 RL 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. (2 RL 1) (Incorporates 1 RL 1)
- 2 RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2 RL 2)
- 2 RL 3. Describe how characters in a story respond to major events and challenges. (2 RL 3)

Craft and Structure

- 2 RL 4. Ask and answer questions about unknown words in a text. (K RL 4)
- 2 RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2 RL 5)
- 2 RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (2 RL 6)
- 2 RL 7. Identify the front cover, back cover, and title page of a book. (K RI 5)
- 2 RL 7a. Use illustrations and details in a story to describe its characters, setting, or events. (1 RJ 7)
- 2 RL 8. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (K RL 6)

Integration of Knowledge and Ideas

- 2 RL 9. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) (K RL 7)

Range of Reading and Level of Text Complexity

- 2 RL 10. Actively engage in group reading activities with purpose and understanding. (K RL 10)

2 RL 10a. **Activate prior knowledge related to the information and events in texts. (CA)**
(K RL 10a) (1 RL 10a)

2 RL 10b. **Use illustrations and context to make predictions about text. (CA)** (K RL 10b)

2 RL 10c. **Confirm predictions about what will happen next in a text, (CA)** (1 RL 10b)

Reading Foundational Skills

Phonics and Word Recognition

2 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** (2 RF 3)(K RF 3) (1 RF 3)

2 RF 1a. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **(Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA)**
(K RF 3b)

2 RF 1b. Distinguish long and short vowels when reading regularly spelled one-syllable words.
(2 RF 3a)

2 RF 1c). Distinguish long from short vowel sounds in spoken single-syllable words. (1 RF 2a)

2 RF 1d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (1 RF 2d)

2 RF 1e. Know spelling-sound correspondences for additional common vowel teams. (2 RF 2b)

2 RF 1f. Decode regularly spelled two-syllable words with long vowels. (2 RF 3c)

2 RF 2. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (K RF 3c)

2 RF 3. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K RF 3d)

Fluency

2 RF 4. Read emergent-reader texts with purpose and understanding. (K RF 4)

2 RF 4a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1 RF 4c)

Writing

Text Types and Purposes

- 2 W 1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K W 2)
- 2 W 2. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K W 3)
- 2 W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2 W 3)

Production and Distribution of Writing

- 2 W 4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (2 W 5)
- 2 W 5. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K W 8)

Speaking and Listening

Comprehension and Collaboration

- 2 SL 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (2 SL 1)
- 2 SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (2 SL 1a)
- 2 SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others. (2 SL 1b)
- 2 SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (2SL 1c)
- 2 SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2 SL 2)
- 2 SL 3. **Give and follow three- and four-step oral directions. CA** (2 SL 2a)

2 SL 4. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2 SL 3)

Presentation of Knowledge and Ideas

2 SL 5. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (2 SL 4)

2 SL 6. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Audios at Gr. 7) (2 SL 5)

2 SL 7. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) (2 SL 6)

Language

Conventions of Standard English

2 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2 L 1)

2 L 1a. Use collective nouns (e.g., *group*). (2 L 1a)

2 L 1b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (2 L 1b)

2 L 1c. Use reflexive pronouns (e.g., *myself, ourselves*). (2 L 1c)

2 L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (2 L 1d)

2 L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)

2 L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)

2 L 1g. **Create readable documents with legible print. CA** (2 L 1g)

2 L 2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (K L 2) (1 L 2)

2 L 2a. Capitalize holidays, product names, and geographic names. (2 L 2a)

Knowledge of Language

2 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (2 L 3)

Vocabulary Acquisition and Use

2 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. (2 L 4) (K L 4)

2 L 4a. Use sentence-level context as a clue to the meaning of a word or phrase. (2 L 4a)

2 L 4b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (K L 4a)

2 L 4c. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (K L 4b) (1 L 4b)

2 L 4d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (2 L 4b)

2 L 4e. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (1 L 4c)

2 L 4f. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (2 L 4c)

2 L 4g. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (2 L 4d)

2 L 5. Demonstrate understanding of word relationships and nuances in word meanings. (2 L 5)

2 L 5a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). (2 L 5a)

2 L 5b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (2 L 5b)

2 L 5c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (K L 5b)

2 L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (2 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts

Grade Three

Reading Literature

Key Ideas and Details

- 3 RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RL 1)
- 3 RL 1a. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (2 RL 1)
- 3 RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3 RL 2)
- 3 RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3 RL 3)

Craft and Structure

- 3 RL 4. Recognize common types of texts (e.g., storybooks, poems, **fantasy, realistic text**) (CA). (K RL 5)
- 3 RL 5. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language standards 4-6 for additional expectations.)** CA (2 RL 4)
- 3 RL 6. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 2 Language standards 4-6 for additional expectations.)** (CA) (1 RL 4)
- 3 RL 7. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (1 RL 5)
- 3 RL 8. Identify who is telling a story at various points in a text. (1 RL 6)

Integration of Knowledge and Ideas

- 3 RL 9. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (2 RL 7)
- 3 RL 10. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (3 RL 7)

Range of Reading and Level of Text Complexity

- 3 RL 11. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (3 RL 10) (Incorporates 2 RL 10)

Reading Informational Text

Key Ideas and Details

- RI 1. Ask and answer questions about key details in a text. (1 RI 1)(K RI 1)
- RI 2. Identify the main topic and retell key details of a text. (1 RI 2)(K RI 2)
- RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1 RI 3) (K RI 3)

Craft and Structure

- 3 RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (2 RI 4)(1 RI 4)(K RI 4)
- 3 RI 5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1 RI 6)
- 3 RI 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K RI 6)

Integration of Knowledge and Ideas

- 3 RI 7. Use the illustrations and details in a text to describe its key ideas. (1 RI 7) (Incorporates K RI 7)
- 3 RI 8. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3 RI 7)
- 3 RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1 RI 9)

Range of Reading and Level of Text Complexity

- 3 RI 10. Actively engage in group reading activities with purpose and understanding. (K RI 10)
- 3 RI 10a. With prompting and support, read informational texts appropriately complex for the grade level. (1 RI 10)
- 3 RI 10b. **Activate prior knowledge related to the information and events in texts. (CA)**
(1 RI 10a) (K RI 10a)
- 3 RI 10 c. **Make and confirm predictions about what will happen next in a text. CA**
(1 RL 10b)(K RI 10b))

Reading Foundational Skills

Phonics and Word Recognition

- 3 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** (3 RF 3)
- 3 RF 1a. Decode multi-syllable words. (3 RF 3c)
- 3 RF 1b. Decode words with common prefixes and suffixes. (2 RF 3d)
- 3 RF 1c. Identify words with inconsistent but common spelling-sound correspondences. (2 RF 3e)
- 3 RF 1d. Read grade-appropriate irregularly spelled words. (3 RF 3d) (2 RF 3f)

Fluency

- 3 RF 2. Read with sufficient accuracy and fluency to support comprehension. (3 RF 4)
- 3 RF 2a. Read on-level text with purpose and understanding. (3 RF 4a) (1 RF 4a)
- 3 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (3 RF 4b) (1 RF 4b)
- 3 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3 RF 4c)
- 3 RF 3. Read with sufficient accuracy and fluency to support comprehension. (2 RF 4)
- 3 RF 3a. Read on-level text with purpose and understanding. (2 RF 4a)
- 3 RF 3b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (2 RF 4b)

3 RF 3c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (2 RF 4c)

Writing

Text Types and Purposes

3 W 1. **Write informative/explanatory texts** to examine a topic and convey ideas and information clearly. (3 W 2)

3 W 1a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (2 W 2)

3 W 1b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (3 W 2a)

3 W 1c. Develop the topic with facts, definitions, and details. (3 W 2b)

3 W 1d. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (3 W 2c)

3 W 1e. Provide a concluding statement or section. (3 W 2d)

3 W 2. **Write narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3 W 3)

3 W 2a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (3 W 3a)

3 W 2b. Use temporal words and phrases to signal event order. (3 W 3c)

3 W 2c. Provide a sense of closure. (3 W 3d)

Production and Distribution of Writing

3 W 3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (3 W 4)

Research to Build and Present Knowledge

3 W 4. Recall information from experiences or gather information from provided sources to answer a question. (2 W 8)

3 W 5. Conduct short research projects that build knowledge about a topic. (3 W 7)

Speaking and Listening

Comprehension and Collaboration

- 3 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (3 SL 1)
- 3 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (3 SL 1a)
- 3 SL 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (3 SL 1b)
- 3 SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (3 SL 1c)
- 3 SL 1d. Explain their own ideas and understanding in light of the discussion. (3 SL 1d)
- 3 SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3 SL 2)
- 3 SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3 SL 3)

Presentation of Knowledge and Ideas

- 3 SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3 SL 4)
- 3 SL 4a. **Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA** (2 SL 4a)
- 3 SL 5. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) (3 SL 6)

Language

Conventions of Standard English

- 3 L 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3 L 2)

- 3 L 1a. Capitalize appropriate words in titles. (3 L 2a)
- 3 L 1b. Use commas in dates and to separate single words in a series. (1 L 2c)
- 3 L 1c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (3 L 2e)
- 3 L 1d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3 L 2f)
- 3 L 1e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (3 L 2g)
- 3 L 1f. **Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA (3 L 1j)**
- 3 L 1g. **Use reciprocal pronouns correctly. CA (3 L 1k)**

Knowledge of Language

- 3 L.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening, (3 L 3)
- 3 L 2a. Choose words and phrases for effect. (3 L 3a)
- 3 L 2b. Recognize and observe differences between the conventions of spoken and written standard English. (3 L 3b)
- 3 L 2c. Compare formal and informal uses of English. (2 L 3a)

Vocabulary Acquisition and Use

- 3 L 3. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. (3 L 4)
- 3 L 3a. Use sentence-level context as a clue to the meaning of a word or phrase. (3 L 4a)
- 3 L 3b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (3 L 4b)
- 3 L 3c. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA (3 L 4d) (2 L 4e)**
- 3 L 4. Demonstrate understanding of word relationships and nuances in word meanings. (3 L 5)

- 3 L 4a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). (3 L 5a)
- 3 L 4b. Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful*). (3 L 5b)
- 3 L 5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (3 L 6)

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English Language Arts

Grade Four

Reading Literature

Key Ideas and Details

- 4 RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4 RL 1)
- 4 RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (4 RL 2)
- 4 RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (4 RL 3)

Craft and Structure

- 4 RL 4. Students distinguish their own point of view from that of the narrator or those of the characters. (3 RL 6)

Integration of Knowledge and Ideas

- 4 RL 5. With prompting and support, compare and contrast the adventures and experiences of characters in stories. (K RL 9) (1 RL 9)
- 4 RL 6. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (2 RL 9)
- 4 RL 7. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3 RL 9)

Range of Reading and Level of Text Complexity

- 4 RL 8. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RL 10)

Reading Informational Texts

Key Ideas and Details

- 4 RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RI 1) (2 RI 1)
- 4 RI 2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4 RI 1)
- 4 RI 3. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2 RI 2)
- 4 RI 4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4 RI 2) (3 RI 2)
- 4 RI 5. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4 RI 3) (2 RI 3)

Craft and Structure

- 4 RI 6. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(See grade 4 Language standards 4-6 for additional expectations.)** CA (4 RI 4)
- 4 RI 7. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2 RI 5)
- 4 RI 8. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2 RI 6)

Integration of Knowledge and Ideas

- 4 RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4 RI 9)(K RI 9)
- 4 RI 10. Identify the reasons an author gives to support points in a text. (K RI 8)
- 4 RI 11. Students distinguish their own point of view from that of the author of a text. (3 RI 6)
- 4 RI 12. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2 RI 7)

Range of Reading and Level of Text Complexity

4 RI 13. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RI 10)

Reading Foundational Skills

Phonics and Word Recognition

4 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words. (4 RF 3)

4 RF 1a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (4 RF 3a)

4 RF 1b. Identify and know the meaning of the most common prefixes and derivational suffixes. (3 RF 3a)

Fluency

4 RF 2. Read with sufficient accuracy and fluency to support comprehension. (4 RF 4)

4 RF 2a. Read on-level text with purpose and understanding. (4 RF 4a)

4 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (4 RF 4b)

4 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (4 RF 4c)

Writing

Text Types and Purposes

4 W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. (2 W 1)

4 W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4 W 2)

- 4 W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (4 W 2a)
- 4 W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (4 W 2b)
- 4 W 2c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). (4 W 2c)
- 4 W 1d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (4 W 2d)
- 4 W 2e. Provide a concluding statement or section related to the information or explanation presented. (4 W 2e)
- 4 W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (4 W 3)
- 4 W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (4 W 3a)
- 4 W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (4 W 3b)(3 W 3b)
- 4 W 3c. Use a variety of transitional words and phrases to manage the sequence of events. (4 W 3c)
- 4 W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (4 W 3d)
- 4 W 3e. Provide a conclusion that follows from the narrated experiences or events. (4 W 3e)

Production and Distribution of Writing

- 4 W4. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. **CA (4 W 4)** (2 W 4)
- 4 W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (4 W 5)

Research to Build and Present Knowledge

- 4 W 6. Conduct short research projects that build knowledge through investigation of different aspects of a topic.(4 W 7)
- 4 W 6a.Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2 W 7)
- 4 W 7. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources. **CA** (4 W 8) (3 W 8)
- 4 W 8. Draw evidence from literary or informational texts to support analysis, reflection, and research. (4 W 9)

Range of Writing

- 4 W 9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (4 W 10)(3 W 10)

Speaking and Listening

Comprehension and Collaboration

- 4 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (4 SL 1)
- 4 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (4 SL 1a)
- 4 SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. (4 SL 1b)
- 4 SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (4 SL 1c)
- 4 SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (4 SL 1d)
- 4 SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (4 SL 2)

Presentation of Knowledge and Ideas

- 4 SL 3. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (4 SL 4)
- 4 SL 3a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA** (4 SL 4a)
- 4 SL 3b. **Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA** (4 SL 4b)
- 4 SL 4. Add audio recordings or visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4 SL 5) (Audio at Grade 7)
- 4 SL 5. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) (4 SL 6)

Language

Conventions of Standard English

- 4 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4 L 1)
- 4 L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (3 L 1a)
- 4 L 1b. Form and use regular and irregular plural nouns. (3 L 1b)
- 4 L 1c. Use abstract nouns (e.g., *childhood*). (3 L 1c)
- 4 L 1d. Form and use regular and irregular verbs. (3 L 1d)
- 4 L 1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (3 L 1e)
- 4 L 1f. Ensure subject-verb and pronoun- antecedent agreement. (3 L 1f)

- 4 L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (3 L 1g)
- 4 L 1h. Use coordinating and subordinating conjunctions. (3 L 1h)
- 4 L 1i. Produce simple, compound, and complex sentences. (3 L 1i)
- 4 L 1j. Form and use the progressive (*e.g., I was walking; I am walking; I will be walking*) verb tenses. (4 L 1b)
- 4 L 1k. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)
- 4 L 1l. Produce, expand, and rearrange complete simple and compound sentences (*e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)
- 4 L 1m. Order adjective within sentences according to conventional patterns (*e.g., a small red bag* rather than *a red small bag*). (4 L 1d)
- 4 L 1n. Form and use prepositional phrases. (4 L 1e)
- 4 L 1o. Correctly use frequently confused words (*e.g., to, too, two; there, their*). (4 L 1g)
- 4 L 1p. Write fluidly and legibly in cursive or joined italics. CA (4 L 1h)**
- 4 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4 L 2)
- 4 L 2a. Use correct capitalization. (4 L 2a)
- 4 L 2b. Use commas and quotation marks to mark direct speech and quotations from a text. (4 L 2b) (3 L 2c)
- 4 L 2c. Form and use possessives. (3 L 2d)
- 4 L 2d. Use a comma before a coordinating conjunction in a compound sentence. (4 L 2c)
- 4 L 2e. Use commas in addresses. (3 L 2b)
- 4 L 2f. Use commas in greetings and closings of letters. (2 L 2b)
- 4 L 2g. Use an apostrophe to form contractions and frequently occurring possessives. (2 L 2c)
- 4 L 2h. Spell grade-appropriate words correctly, consulting references as needed. (4 L 2d)

Knowledge of Language

- 4 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (4 L 3)
 - 4 L 3a. Choose words and phrases to convey ideas precisely. (4 L 3a)
 - 4 L 3b. Choose punctuation for effect. (4 L 3b)
 - 4 L 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (4 L 3c)

Vocabulary Acquisition and Use

- 4 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. (4 L 4)
 - 4 L 4 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (4 L 4a)
 - 4 L 4b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). (3 L 4c)
 - 4 L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA** (4 L 4c)
- 4 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (4 L 5)
 - 4 L 5a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (4 L 5a)
 - 4 L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs. (4 L 5b)
 - 4 L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (4 L 5c)
- 4 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (4 L 6)

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

English Language Arts Grade Five

Reading Literature

Key Ideas and Details

- 5 RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5 RL 1)
- 5 RL 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (5 RL 2)
- 5 RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (5 RL 3)

Craft and Structure

- 5 RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4-6 for additional expectations.) CA** (5 RL 4) (3 RL 4)
- 5 RL 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (3 RL 5)
- 5 RL 6. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (4 RL 4)

Range of Reading and Level of text Complexity

- 5 RL 7. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (5 RL 10)

Reading Informational Texts

Key Ideas and Details

5 RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5 RI 1)

5 RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (5 RI 2)

Craft and Structure

5 RI 3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **(See grade 5 Language standards 4-6 for additional expectations.)** CA (5 RI 4)

Integration of Knowledge and Ideas

5 RI 4. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5 RI 7)(digital in Grade 7)

5 RI 5. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5 RI 8)

5 RI 6. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5 RI 9)

Range of Reading and Level of Text Complexity

5 RI 7. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (5 RI 10)

Reading Foundational Skills

Phonics and Word Recognition

5 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words.(5 RF 3)

5 RF 1a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context (5 RF 3a)

Fluency

5 RF 2. Read with sufficient accuracy and fluency to support comprehension. (5 RF 4)

5 RF 2a. Read on-level text with purpose and understanding. (5 RF 4a)

5 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (5 RF 4b)

5 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (5 RF 4c)

Writing

Text Types and Purposes

5 W 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5 W 2)

5 W 1a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (5 W 2a)

5 W 1b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (5 W 2b)

5 W 1c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). (5 W 2c)

5 W 1d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (5 W 2d)

5 W 1e. Provide a concluding statement or section related to the information or explanation presented. (5 W 2e)

5 W 2. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5 W 3)

5 W 2a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (5 W 3a)

5 W 2b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (5 W 3b)

5 W 2c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (5 W 3c)

5 W 2d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (5 W 3d)

5 W 2e. Provide a conclusion that follows from the narrated experiences or events. (5 W 3e)

Production and Distribution of Writing

5 W 3. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CA (5 W 4)

5 W 4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (5 W 5)

Research to Build and Present Knowledge

5 W 5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5 W 7)

5 W 6. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5 W 8)

5 W 7. Apply *grade 5 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). and “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). (5 W 9a) (4 W 9a)

Range of Writing

5 W 8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (5 W 10)

Speaking and Listening

Comprehension and Collaboration

5 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly. (5 SL 1)

- 5 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (5 SL 1a)
- 5 SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. (5 SL 1b)
- 5 SL 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (5 SL 1c)
- 5 SL 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (5 SL 1d)
- 5 SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (5 SL 2)

Presentation of Knowledge and Ideas

- 5 SL 3. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (5 SL 4)
- 5 SL 3a. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA** (5 SL 4b)
- 5 SL 4. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) (5 SL 6)

Language

Conventions of Standard English

- 5 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5 L 1)
- 5 L 1a. Use verb tense to convey various times, sequences, states, and conditions. (5 L 1c)
- 5 L 1b. Recognize and correct inappropriate shifts in verb tense. (5 L 1d)
- 5 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5 L 2)
- 5 L 2a. Use punctuation to separate items in a series. (5 L 2a)
- 5 L 2b. Use a comma to separate an introductory element from the rest of the sentence. (5 L 2b)

5 L 2c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). (5 L 2c)

5 L 2d. Use underlining, quotation marks, or italics to indicate titles of works. (5 L 2d)

5 L 2e. Spell grade-appropriate words correctly, consulting references as needed. (5 L 2e)

Knowledge of Language

5 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (5 L 3)

5 L 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (5 L 3a)

Vocabulary Acquisition and Use

5 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. (5 L 4)

5 L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (5 L 4a)

5 L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). (Greek in 5, Latin in 6) (5 L 4b)

5 L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA** (5 L 4c)

5 L 4d. Recognize and explain the meaning of common idioms, adages, and proverbs. (5 L 5b)

5 L 4e. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (5 L 5c)

5 L 5. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (5 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts Grade Six

Reading Literature

Key Ideas and Details

- 6 RL 1. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6 RL 2)
- 6RL 2. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (6 RL 3)

Craft and Structure

- 6 RL 3. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4–6 for additional expectations.) CA** (6 RL 4)
- 6 RL 4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (4 RL 5)
- 6 RL 4a. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (5 RL 5)
- 6 RL 4b. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (6 RL 5)
- 6 RL 5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (4 RL 6)
- 6 RL 5a. Describe how a narrator's or speaker's point of view influences how events are described. (5 RL 6)
- 6 RL 5b. Explain how an author develops the point of view of the narrator or speaker in a text. (6 RL 6)

Integration of Knowledge and Ideas

- 6 RL 6. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (4 RL 7)
- 6 RL 7. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (4 RL 9)
- 6 RL 8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (5 RL 9)
- 6 RL 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (6RL 9)

Range of Reading and Level of Text Complexity

- 6 RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (6 RL 10)

Reading Informational Texts

Key Ideas and Details

- 6 RI 1. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6 RI 2)
- 6 RI 2. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (6 RI 3)
- 6 RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (5 RI 3)

Craft and Structure

- 6 RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA (6 RI 4)**
- 6 RI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (6 RI 5)

6 RI 6. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (4 RI 5)

6 RI 7. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5 RI 5)

6 RI 8. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (6 RI 6)

6 RI 9. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4 RI 6)

Integration of Knowledge and Ideas

6 RI 10. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (6 RI 7)

6 RI 11. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (4 RI 7) (digital in gr. 7)

6 RI 12. Explain how an author uses reasons and evidence to support particular points in a text. (4 RI 8)

6 RI 13. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (6 RI 9)

Range of Reading and Level of Text Complexity

6 RI 14. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (6 RI 10)

Writing

Text Types and Purposes

6 W 1. **Write arguments** to support claims with clear reasons and relevant evidence. (6 W 1)

6 W 1a. Introduce claim(s) and organize the reasons and evidence clearly. (6 W 1a)

6 W 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6 W 1b)

6 W 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (6 W 1c)

6 W 1d. Establish and maintain a formal style. (6 W 1d)

6 W 1e. Provide a concluding statement or section that follows from the argument presented. (6 W 1e)

Standard 6 W 1 Integrates and builds upon standard 4 W 1, included for the first time here:

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4 W 1)

W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (4 W 1a)

W 1b. Provide reasons that are supported by facts and details. (4 W 1b)

W 1c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). (4 W 1c)

W 1d. Provide a concluding statement or section related to the opinion presented. (4 W 1d)

6 W 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6 W 2)

6 W 2a. Introduce a topic **or thesis statement**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** (6 W 2a)

6 W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (6 W 2b)

6 W 2c. Use appropriate transitions to clarify the relationships among ideas and concepts. (6 W 2c)

6 W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (6 W 2d)

6 W 2e. Establish and maintain a formal style. (6 W 2e)

- 6 W 2f. Provide a concluding statement or section that follows from the information or explanation presented in W 2. (6 W 2f)
- 6 W 3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (6 W 3)
- 6 W 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (6 W 3a)
- 6 W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (6 W 3b)
- 6 W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (6 W 3c)
- 6 W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (6 W 3d)
- 6 W 3e. Provide a conclusion that follows from the narrated experiences or events. (6 W 3e)

Production and Distribution of Writing

- 6 W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (6 W 4)
- 6 W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (6 W 5)
- 6 W 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (6 W 6)

Research to Build and Present Knowledge

- 6 W 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6 W 7)
- 6 W 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (6 W 8)
- 6 W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6 W 9)

- 6 W 9a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (6 W 9a)
- 6 W 9b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (6 W 9b)
- 6 W 9c. Apply *grade level Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).(5 W 9b)
- 6 W 9d. Apply grade level Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (4 W 9b)

Range of Writing

- 6 W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

- 6 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly. (6 SL 1)
- 6 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (6 SL 1a)
- 6 SL 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (6 SL 1b)
- 6 SL 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (6 SL 1 c)
- 6 SL 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (6 SL 1d)
- 6 SL 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (6 SL 2)

6 SL 3. Identify and delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6 SL 3) (4 SL 3)

Presentation of Knowledge and Ideas

6 SL 4. Present claims and findings (**e.g., argument, narrative, informative, response to literature presentations**), sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** (6 SL 4)

6 SL 4a. **Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA** (5 SL 4a)

6 SL 4b. **Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA** (6 SL 4a)

6 SL 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (6 SL 5)

6 SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (6 SL 6)

Language

Conventions of Standard English

6 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6 L 1)

6 L 1a. Ensure that pronouns are in the proper case (subjective, objective, possessive). (6 L 1a)

6 L 1b. Use **all pronouns, including** intensive pronouns (e.g., *myself, ourselves*) **correctly. CA** (6 L 1b)

6 L 1c. Use **interrogative**, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) **CA** (4 L 1a)

6 L 1d. Recognize and correct inappropriate shifts in pronoun number and person. (6 L 1c)

- 6 L 1e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (6 L 1d)
- 6 L 1f. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. (4 L 1c)
- 6 L 1g. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (5 L 1a)
- 6 L 1h. Use correlative conjunctions (e.g., *either/or*, *neither/nor*). (5 L 1e)
- 6 L 1i. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. (5 L 1b)
- 6 L 1j. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (4 L 1f)
- 6 L 1k. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (6 L 1e)
- 6 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (6 L 2)
- 6 L 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (6 L 2a)
- 6 L 2b. Spell correctly. (6 L 2b)

Knowledge of Language

- 6 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (6 L 3)
- 6 L 3a. Vary sentence patterns for meaning, reader/ listener interest, and style. (6 L 3a)
- 6 L 3b. Maintain consistency in style and tone. (6 L 3b)
- 6 L 3c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (5 L 3b)

Vocabulary Acquisition and Use

- 6 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (6 L 4)
- 6 L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (6 L 4a)

- 6 L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). (6 L 4b)(5 L 4b)
- 6 L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (6 L 4c)
- 6 L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (6 L 4d)
- 6 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (6 L 5)
- 6 L 5a. Interpret figurative language, including similes and metaphors, in context. (5 L 5a)
- 6 L 5 b. Interpret figures of speech (e.g., personification) in context. (6 L 5a)
- 6 L 5c. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (6 L 5b)
- 6 L 5d. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwhasteful, thrifty*). (6 L 5c)
- 6 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (6 L 6)

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

English Language Arts Grade Seven

Reading Literature

Key Ideas and Details

- 7 RL 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7 RL1) (6 RL 1)
- 7 RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (7 RL 2)
- 7 RL 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7 RL 3)

Craft and Structure

- 7 RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(See grade 7 Language standards 4–6 for additional expectations.)** CA (7 RL 4)
- 7 RL 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (7 RL 5)
- 7 RL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (7 RL 6)

Integration of Knowledge and Ideas

- 7 RL 7. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (7 RL 9)
- 7 RL 8. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, or poem).

Range of Reading and Level of Text Complexity

7 RL 9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7 RL 10)

Reading Informational Texts

Key Ideas and Details

7 RI 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7 RI 1) (6 RL 1)

7 RI 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (7 RI 2)

7 RI 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (7 RI 3)

Craft and Structure

7 RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(CA--See grade 7 Language standards 4–6 for additional expectations.)** (7 RI 4)

7 RI 5 Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA (6 RI 5a)

Integration of Knowledge and Ideas

7 RI 6. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (7 RI 7)

7 RI 7. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6 RI 8)

Range of Reading and Level of Text Complexity

7 RI 8. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7 RI 10)

Writing

Text Types and Purposes

- 7 W 1. **Write arguments** to support claims with clear reasons and relevant evidence. (7 W 1)
- 7 W 1a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA** (7 W 1a)
- 7 W 1b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA** (7 W 1b)
- 7W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (7 W 1c)
- 7 W 1 d. Establish and maintain a formal style. (7 W 1d)
- 7 W 1e. Provide a concluding statement or section that follows from and supports the argument presented. (7 W 1e)
- 7 W 2. **Write informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7 W 2)
- 7 W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (7 W 2b)
- 7 W 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (7 W 2c)
- 7 W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (7 W 2d)
- 7 W 2e. Establish and maintain a formal style. (7 W 2e)
- 7 W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (7 W 2f)
- 7 W 3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (7 W 3)
- 7 W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (7 W 3a)

- 7 W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (7 W 3b)
- 7 W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (7 W 3c)
- 7 W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (7 W 3d)
- 7 W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (7 W 3e)

Production and Distribution of Writing

- 7 W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (7 W 4)
- 7 W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) (7 W 5)
- 7 W 6. Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (6 W 6)

Research to Build and Present Knowledge

- 7 W 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (7 W 7)
- 7 W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7 W 8)(6 W 8)
- 7 W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (7 W 9)
- 7 W 9a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (7W 9a)

7 W 9b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). (7 W 9b)

Range of Writing

7 W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (7 W 10)

Speaking and Listening

Comprehension and Collaboration

7 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly. (7 SL 1)

7 SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (7 SL 1a)

7 SL 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (7 SL 1b)

7 SL 1c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (7 SL 1c)

7 SL 1d. Acknowledge new information expressed by others and, when warranted, modify their own views. (7 SL 1d)

7 SL 1e. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6 SL 3)

7 SL 1f. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (6 SL 2)

Presentation of Knowledge and Ideas

7 SL 2. Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** (7 SL 4)

7 SL 3. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (6 SL 5)

7 SL 4. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) (7 SL 6)

Language

Conventions of Standard English

7 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (7 L 1)

7 L 1a. Explain the function of phrases and clauses in general and their function in specific sentences. (7 L 1a)

7 L 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (7 L 1b)

7 L 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (7 L 1c)

7 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (7 L 2)

7 L 2a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). (7 L 2a)

7 L 2b. Spell correctly. (7 L 2b)

Knowledge of Language

7 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7 L 3)

7 L 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (7 L 3a)

Vocabulary Acquisition and Use

7 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (7 L 4)

- 7 L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (7 L 4a)
- 7 L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). (7 L 4b)
- 7 L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words.**
CA (7 L 4c) (6 L 4c)
- 7 L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (7 L 4d)
- 7 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (7 L 5)
- 7 L 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (7 L 5a)
- 7 L 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (7 L 5b)
- 7 L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). (7 L 5c)
- 7 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7 L 6)

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

English Language Arts Grade Eight

Reading Literature

Key Ideas and Details

- 8 RL 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (8 RL 1)
- 8 RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (8 RL 2)
- 8 RL 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (8 RL 3)

Craft and Structure

- 8 RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA** (8 RL 4)
- 8 RL 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (8 RL 5)
- 8 RL 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (8 RL 6)

Integration of Knowledge and Ideas

- 8 RL 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (8 RL 7)
- 8 RL 7a. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (7 RL 7)

8 RL 8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (8 RL 9)

Range of Reading and Level of Text Complexity

8 RL 9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (8 RL 10)

Reading Informational Texts

Key Ideas and Details

8 RI 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (8 RI 1)

8 RI 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (8 RI 2)

8 RI 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (8 RI 3)

Craft and Structure

8 RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA** (8 RI 4)

8 RI 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (7 RI 5)

8 RI 5a. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (8 RI 5)

8 RI 5b. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials and public documents. CA (8 RI 5a)(7 RI 5a)

8 RI 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (8 RI 6) (7 RI 6)

Integration of Knowledge and Ideas

8 RI 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (8 RI 7)

8 RI 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; recognize when irrelevant evidence is introduced. (8 RI 8) (7 RI 8)

8 RI 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (8 RI 9)

8 RI 9a. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

8 RI 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (8 RI 10)

Writing

Text Types and Purposes

8 W 1. **Write arguments** to support claims with clear reasons and relevant evidence. (8 W 1)

8 W 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (8 W 1a)

8 W 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (8 W 1b)

8 W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (8 W 1c)

8 W 1 d. Establish and maintain a formal style. (8 W 1d)

8 W 1e. Provide a concluding statement or section that follows from and supports the argument presented. (8 W 1e)

8 W 2. **Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications),** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA** (8 W 2)

- 8 W 2a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** (7 W 2a)
- 8 W 2b. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** (8 W 2a)
- 8 W 2c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (8 W 2b)
- 8 W 2d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (8 W 2c)
- 8 W 2e. Use precise language and domain-specific vocabulary to inform about or explain the topic. (8 W 2d)
- 8 W 2f. Establish and maintain a formal style. (8 W 2e)
- 8 W 2g. Provide a concluding statement or section that follows from and supports the information or explanation presented. (8 W 2f)
- 8 W 3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (8 W 3)
- 8 W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (8 W 3a)
- 8 W 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. (8 W 3b)
- 8 W 3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (8 W 3c)
- 8 W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (8 W 3d)
- 8 W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (8 W 3e)

Production and Distribution of Writing

8 W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (8 W 4)

8 W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (8 W 5)

8 W 6. Use technology, including the Internet, to produce and publish writing, linking to and citing sources, and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (8 W 6) (7 W 6)

Research to Build and Present Knowledge

8 W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (8 W 7)

8 W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (8 W 8) (7 W 8)

8 W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (8 W 9)

8 W 9a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). (8 W 9a)

8 W 9b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (8 W 9b)

Range of Writing

8 W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (8 W 10)

Speaking and Listening

Comprehension and Collaboration

- 8 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (8 SL 1)
- 8 SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (8 SL 1a)
- 8 SL 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (8 SL 1b)
- 8 SL 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (8 SL 1c)
- 8 SL 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (8 SL 1d)
- 8 SL 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (7 SL 2)
- 8 SL 2a. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (8 SL 2)
- 8 SL 3. Delineate a speaker's argument and specific claims, **and attitude towards the subject**, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **CA** (8 SL 3) (7 SL 3)

Presentation of Knowledge and Ideas

- 8 SL 4. Present claims and findings (**e.g., argument, narrative, response to literature presentations**), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** (8 SL 4)
- 8 SL 4a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.** **CA** (8 SL 4a)

- 8 SL 4b. **Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.**
CA (7 SL 4a)
- 8 SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8 SL 5) (7 SL 5)
- 8 SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) (8 SL 6)

Language

Conventions of Standard English

- 8 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (8 L 1)
- 8 L 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (8 L 1a)
- 8 L 1b. Form and use verbs in the active and passive voice. (8 L 1b)
- 8 L 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (8 L 1c)
- 8 L 1d. Recognize and correct inappropriate shifts in verb voice and mood. (8 L 1d)
- 8 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (8 L 2)
- 8 L 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (8 L 2a)
- 8 L 2b. Use an ellipsis to indicate an omission. (8 L 2b)
- 8 L 2c. Spell correctly. (8 L 2c)

Knowledge of Language

- 8 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8 L 3)
- 8 L 3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (8 L 3a)

Vocabulary Acquisition and Use

- 8 L 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (8 L 4)
- 8 L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (8 L 4a)
- 8 L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). (8 L 4b)
- 8 L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words.** **CA** (8 L 4c)
- 8 L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (8 L 4d)
- 8 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8 L 5)
- 8 L 5a. Interpret figures of speech (e.g. verbal irony, puns) in context. (8 L 5a)
- 8 L 5b. Use the relationship between particular words to better understand each of the words. (8 L 5b)
- 8 L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). (8 L 5c)
- 8 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (8 L 6)

Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8

Reading in History/Social Studies

Key Ideas and Details

- RHSS 1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RHSS 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RHSS 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- RHSS 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RHSS 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RHSS 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RHSS 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RHSS 8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RHSS 9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- RHSS 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Reading in Science and Technical Subjects

Key Ideas and Details

- RST 1. Cite specific textual evidence to support analysis of science and technical texts.
- RST 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

- RST 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
- RST 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- RST 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- RST 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- RST 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- RST 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

- RST 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

W HSST 1. Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W HSST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W HSST 3. See Note, below. (Not applicable as a separate requirement.)

Production and Distribution of Writing

W HSST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W HSST 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W HSST 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

W HSST 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W HSST 8. Gather relevant information from multiple print and digital sources (**primary and secondary**), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**

W HSST 9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

W HSST 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note on Narrative Writing (W3): Students' narrative skills continue to grow in these grades. The Literacy Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *(Note from the Common Core Literacy Standards)*

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core
Standards In a Waldorf-Inspired Public School Program**

Mathematics

*Recommendations for
Kindergarten through Grade Eight*

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Mathematics Kindergarten

Counting and Cardinality

Count to tell the number of objects.

- K CC 1. Understand the relationship between numbers and quantities; connect counting to cardinality. (K CC 4)
- K CC 1a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (K CC 4a)
- K CC 1b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (K CC 4b)
- K CC 1c. Understand that each successive number name refers to a quantity that is one larger. (K CC 4c)

Note:

1. Numbers, counting, and shapes are incorporated in the activities of the Waldorf Kindergarten. These activities provide a rich experiential foundation for the explicit learning to come in the grades that follow.
2. The Common Core standards indicate when students are to have achieved the standards: they are indicators of individual student achievements. They do not indicate when the content of the standards is initially introduced and taught to the students: They are not curriculum or instructional standards. Content may be taught and developed over a number of years. The Common Core standard placement indicates when the students are expected to have attained the standard.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Mathematics

Grade 1

Counting and Cardinality

Know number names and the count sequence.

- 1 CC 1. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K CC 3)
- 1 CC 2. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. (K CC 5)

Compare numbers.

- 1 CC 3. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (K CC 6)
- 1 CC 4. Compare two numbers between 1 and 10 presented as written numerals. (K CC 7)

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- 1 OAT 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K OAT 1)
- 1 OAT 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K OAT 2)
- 1 OAT 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). (K OAT 3)

1 OAT 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K OAT 4)

1 OAT 5. Fluently add and subtract within 5. (K OAT 5)

Add and subtract within 20.

1 OAT 6. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1 OAT 5)

1 OAT 7. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. (1 OAT 6)

Use strategies such as

- counting on;
- making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$);
- using the relationship between addition and subtraction (e.g., knowing that if $8 + 4 = 12$, one knows $12 - 8 = 4$);
- and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

1 OAT 8. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (1 OAT 7)

For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

Number and Operations in Base Ten

Extend the counting sequence.

1 NOBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (1 NOBT 1)

Measurement and Data

Describe and compare measurable attributes.

1 MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K MD 1)

1 MD 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (K MD 2)

Classify objects and count the number of objects in each category.

1 MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K MD 3)

Measure lengths indirectly and by iterating length units.

1 MD 4. Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1 MD 1)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1 G 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K G 1)

1 G 2. Correctly name shapes regardless of their orientations or overall size. (K G 2)

1 G 3. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K G 5)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Mathematics

Grade 2

Counting and Cardinality

Know number names and the count sequence.

- 2 CC 1. Count forward beginning from a given number within the known sequence (instead of having to begin at 1) (K CC 2)

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- 2 OAT 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1 OAT 1)
- 2 OAT 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1 OAT 2)

Understand and apply properties of operations and the relationship between addition and subtraction

- 2 OAT 3. Apply properties of operations as strategies to add and subtract.
Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (! OAT 3)
- 2 OAT 4. Understand subtraction as an unknown-addend problem.
For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. (1 OAT 4)

Add and subtract within 20.

- 2 OAT 5. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (2 OAT 2)

Work with equal groups of objects to gain foundations for multiplication.

- 2 OAT 6. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. (2 OAT 3)
- 2 OAT 7. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (2 OAT 4)

Work with addition and subtraction equations.

- 2 OAT 8. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. (1 OAT 7)
- 2 OAT 8.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20. (1 OAT 7.1)
- 2 OAT 9. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
For example, determine the unknown number that makes the equation true in each of the equations $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$ (1 OAT 8)

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

- 2 NOBT 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.(K NOBT 1)

Understand place value.

- 2 NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 2a. 10 can be thought of as a bundle of ten ones — called a “ten.”
- 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
(1 NOBT 2, 2a, 2b, 2c)

2 NOBT 3. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

3a. 100 can be thought of as a bundle of ten tens — called a “hundred.”

3b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
(2 NOBT 1)

2 NOBT 4. Count within 1000; skip-count by **2s**, 5s, 10s, and 100s. **CA** (2 NOBT 2)

2 NOBT 5. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2 NOBT 3)

2 NOBT 6. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
(2NOBT 4)

Use place value understanding and properties of operations to add and subtract.

2 NOBT 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. (2 NOBT 7)

Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2 NOBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (2 NOBT 8)

2 NOBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (2 NOBT 9)

Measurement and Data

Relate addition and subtraction to length.

MD 1. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. (2 MD 6)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

2 G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
(K G 3)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Mathematics
Grade 3

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

- 3 OAT 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2 OAT 1) (Foundational)
- 3 OAT 2. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 . (3 OAT 1)
- 3 OAT 3. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. (3 OAT 2)
- 3 OAT 4. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (3 OAT 3)
- 3 OAT 5. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$. (3 OAT 4)

Understand properties of multiplication and the relationship between multiplication and division.

- 3 OAT 6. Apply properties of operations as strategies to multiply and divide.

Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that

$8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (Students need not use formal terms for these properties (CC) (3 OAT 5)

3 OAT 7. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. (3 OAT 6)

Multiply and divide within 100.

3 OAT 8. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. (3 OAT 7)

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3 OAT 9. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (3 OAT 8)

3 OAT 10. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. (3 OAT 9)

Number and Operations in Base Ten

Understand place value.

3 NOBT 1. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1 NOBT 3)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

3 NOBT 2. Use place value understanding to round whole numbers to the nearest 10 or 100. (3 NOBT 1)

3 NOBT 3. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Grade 2)

Relate the strategy to a written method and explain the reasoning used. (Grade 3)

Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (Grade 2) (1 NOBT 4)

- 3 NOBT 4. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
(2 NOBT 5)
- 3 NOBT 5. Add up to four two-digit numbers using strategies based on place value and properties of operations. (2 NOBT 6)
- 3 NOBT 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.
(1 NOBT 6)
- 3 NOBT 7. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (3 NOBT 2)
- 3 NOBT 8. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
(3NOBT 3)
- 3 NOBT 9. **Use estimation strategies to make reasonable estimates in problem solving. CA**
(2 NOBT 7.1)

Measurement and Data

Measure and estimate lengths in standard units.

- 3 MD 1. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;
- Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
- Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (1 MD 2)*
- 3 MD 2. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2 MD 1)
- 3 MD 3. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (2 MD 2)

3 MD 4. Estimate lengths using units of inches, feet, centimeters, and meters. (2 MD 3)

3 MD 5. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (2 MD 4)

Solve problems involving measurement and estimation of intervals of time and amounts of money.

3 MD 6. Using analog and digital clocks, tell and write time, to the nearest minute, and measure time intervals in minutes and hours, using a.m. and p.m.

Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA.

Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3 MD 1) (1 MD 3)

3 MD 7. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

3 MD 8. Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1 MD 4)

3 MD 9. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* (3 MD 3)

3 MD 10. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. (3 MD 4)

Geometry

Analyze, compare, create, and compose shapes.

3 G 1. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). (K G 4)

3 G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2 G 2)

Mathematics

Grade 4

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

- 4 OAT 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4 OAT 1)
- 4 OAT 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (4 OAT 2)
- 4 OAT 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4 OAT 3)

Gain familiarity with factors and multiples.

- 4 OAT 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. (4 OAT 4)

Generate and analyze patterns.

- 4 OAT 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. (4 OAT 5)

For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers.

- 4 NOBT 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.* (4 NOBT 1)
- 4 NOBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (4 NOBT 2)
- 4 NOBT 3. Use place value understanding to round multi-digit whole numbers to any place. (4 NOBT 3)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4 NOBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4 NOBT 4)
- 4 NOBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4 NOBT 5)
- 4 NOBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4 NOBT 6)

Number and Operations—Fractions

(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.) (CC)

Develop understanding of fractions as numbers.

- 4 NOF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (3 NOF 1)
- 4 NOF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3 NOF 2)

- 4 NOF 2a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. (3 NOF 2a)
- 4 NOF 2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (3 NOF 2b)
- 4 NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3 NOF 3)
- 4 NOF 3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (3 NOF 3a)
- 4 NOF 3b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. (3 NOF 3b)
- 4 NOF 3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. (3 NOF 3c)
- 4 NOF 3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (3 NOF 3d)

Extend understanding of fraction equivalence and ordering.

- 4 NOF 4. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (4 NOF 1)
- 4 NOF 5. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (4 NOF 2)

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- 4 NOF 6. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (4 NOF 3)

- 4 NOF 6a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (4 NOF 3a)
- 4 NOF 6b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$. (4 NOF 3b)
- 4 NOF 6c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (4 NOF 3c)
- 4 NOF 6d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. (4 NOF 3d)
- 4 NOF 7. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4 NOF 4)
- 4 NOF 7a. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. *For example, use a visual fraction model to represent $\frac{5}{4}$ as the product $5 \times (\frac{1}{4})$, recording the conclusion by the equation $\frac{5}{4} = 5 \times (\frac{1}{4})$.* (4 NOF 4a)
- 4 NOF 7b. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (\frac{2}{5})$ as $6 \times (\frac{1}{5})$, recognizing this product as $\frac{6}{5}$. (In general, $n \times (\frac{a}{b}) = (\frac{n \times a}{b})$.)* (4 NOF 4b)
- 4 NOF 7c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* (4 NOF 4c)

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4 MD 1. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4 MD 2)
- 4 MD 2. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. (4 MD 3)

Represent and interpret data.

4 MD 3. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. (4 MD 4)

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

4 MD 4. Recognize area as an attribute of plane figures and understand concepts of area measurement. (3 MD 5)

4 MD 4a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. (3 MD 5a)

4 MD 4b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. (3 MD 5b)

4 MD 5. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3 MD 6)

4 MD 6. Relate area to the operations of multiplication and addition. (3 MD 7)

4 MD 6a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (3 MD 7a)

4 MD 6b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. (3 MD 7b)

4 MD 6c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. (3 MD 7c)

4 MD 6d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. (3 MD 7d)

Geometry

Reason with shapes and their attributes.

- 4 G 1. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape. (3 G 2)
- 4 G 2. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (2 G 3) (1 G 3)

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Mathematics

Grade 5

Operations and Algebraic Thinking

Write and interpret numerical expressions.

5 OAT 1. Express a whole number in the range 2–50 as a product of its prime factors.

For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$. CA (5 OAT 2.1)

Analyze patterns and relationships.

5 OAT 2. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

(5 OAT 3)

Number and Operations in Base Ten

Understand the place value system.

5 NOBT 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left. (5 NOBT 1)

5 NOBT 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5 NOBT 2)

5 NOBT 3. Read, write, and compare decimals to thousandths.

- a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

- b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (5 NOBT 3)

5 NOBT 4. Use place value understanding to round multi-digit whole numbers to any place. (5 NOBT 4)

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5 NOBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm. (5 NOBT 5)

5 NOBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (5 NOBT 6)

5 NOBT 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5 NOBT 7)

Number and Operations—Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

5 NOF 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. (5 NOF 1)

*For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$.
(In general, $a/b + c/d = (ad + bc)/bd$.)*

5 NOF 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. (5 NOF 2)

*For example, recognize an incorrect result $2/5 + 1/2 = 3/7$,
by observing that $3/7 < 1/2$.*

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

5 NOF 3. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (4 NOF 3c)

5 NOF 4. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.* (4 NOF 4b)

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5 NOF 5. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (5 NOF 3)

For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

5 NOF 6. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (5 NOF 4)

5 NOF 7. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. (5 NOF 4a)

For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)

5 NOF 8. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. (5 NOF 4b)

5 NOF 9. Interpret multiplication as scaling (resizing), by:

8a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

8b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given

number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n b)$ to the effect of multiplying a/b by 1.
(5 NOF 5)

5 NOF 10. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
(5 NOF 6)

5 NOF 11. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5 NOF 7)

5 NOF 12a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. (5 NOF 7a)

For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.

5 NOF 12b. Interpret division of a whole number by a unit fraction, and compute such quotients. (5 NOF 7b)

For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.

5 NOF 12c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. (5 NOF 7c)

For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?

5 NOF 13. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$*
(5 NOF 8)

Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Understand decimal notation for fractions, and compare decimal fractions.

5 NOF 14. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* (5 NOF 9)

- 5 NOF 15. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using **the number line or another** visual model. **CA** (5 NOF 10)
- 5 NOF 16. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.* (4 NOF 5)
- 5 NOF 17. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* (4 NOF 6)
- 5 NOF 18. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using **the number line or another** visual model. **CA** (4 NOF 7)

Measurement and Data

Convert like measurement units within a given measurement system.

- 5 MD 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5 MD 1)
- 5 MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3 MD 2)

Represent and interpret data.

- 5 MD 3. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. (5 MD 2)

For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

5 MD 4. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3 MD 8)

Geometric measurement: understand concepts of angle and measure angles.

5 MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.

b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees
(4 MD 5)

Geometry

Reason with shapes and their attributes.

5 G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2 G 1)

5 G 2. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (3 G 1)

Classify two-dimensional figures into categories based on their properties.

5 G 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. (5 G 3)

For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

5 G 4. Classify two-dimensional figures in a hierarchy based on properties. (5 G 4)

Mathematics

Grade 6

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

6 RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (6 RPR 1)

For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”

6 RPR 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (6 RPR 3)

6 RPR 3b. Solve unit rate problems including those involving unit pricing and constant speed. (6 RPR 3b)

For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

6 RPR 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. (6 RPR 3c)

6 RPR 3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (6 RPR 3d)

The Number System

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

6 NS 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. (6 NS 1)

For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?

Compute fluently with multi-digit numbers and find common factors and multiples.

6 NS 2. Fluently divide multi-digit numbers using the standard algorithm. (6 NS 2)

6 NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6 NS 3)

6 NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. (6 NS 4)

For example, express $36 + 8$ as $4(9 + 2)$.

Apply and extend previous understandings of numbers to the system of rational numbers.

6 NS 7d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.* (6 NS 7d)

Measurement and Data

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

6 MD 1. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. (3 MD 7c)

Geometric measurement: understand concepts of angle and measure angles.

6 MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (4 MD 6)

6 MD 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (4 MD 7)

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

6 G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4 G 1)

6 G 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **(Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) CA** (4 G 2)

6 G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (4 G 3)

Statistics and Probability

Develop understanding of statistical variability.

6 SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (6 SP 1)

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Mathematics

Grade 7

Operations and Algebraic Thinking

Write and interpret numerical expressions.

7 OAT 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (5 OAT 1)

7 OAT 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. (5 OAT 2)

For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

7 RPR 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. (7 RPR 1)

For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.

The Number System

Apply and extend previous understandings of numbers to the system of rational numbers.

7 NS 1. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use

positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (6 NS 5)

7 NS 2. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. (6 NS 6)

7 NS 2a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. (6 NS 6a)

7 NS 2b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. (6 NS 6b)

7 NS 2c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. (6 NS 6c)

7 NS 3. Understand ordering and absolute value of rational numbers. (6 NS 7)

7 NS 3a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.* (6 NS 7a)

7 NS 3b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .* (6 NS 7b)

7 NS 3c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.* (6 NS 7c)

7 NS 4. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (6 NS 8)

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7 NS 5. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. (7 NS 1)

- 7 NS 5a. Describe situations in which opposite quantities combine to make 0. (1 NS 1a)
For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
- 7 NS 5b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. (7 NS 1b)
- 7 NS 5c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. (7 NS 1c)
- 7 NS 5d. Apply properties of operations as strategies to add and subtract rational numbers. (7 NS 1d)
- 7 NS 6. Solve real-world and mathematical problems involving the four operations with rational numbers. (7 NS 3)

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

- 7 EE 1. Write and evaluate numerical expressions involving whole-number exponents. (6 EE 1)
- 7 EE 2. Write, read, and evaluate expressions in which letters stand for numbers. (6 EE 2)
- 7 EE 2a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.* (6 EE 2a)
- 7 EE 2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. (6 EE 2b)
- 7 EE 2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). (6 EE 2c)
For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.

7 EE 3. Apply the properties of operations to generate equivalent expressions. (6 EE 3)

For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.

7 EE 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). (6 EE 4)

For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

Reason about and solve one-variable equations and inequalities.

7 EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. (6 EE 5)

7 EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (6 EE 6)

7 EE 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. (6 EE 7)

7 EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. (6 EE 8)

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7 EE 9. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. (7 EE 4a)

For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

7 G 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate). (5 G 1)

7 G 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5 G 2)

Draw, construct, and describe geometrical figures and describe the relationships between them.

7 G 3. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7 G 1)

7 G 4. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. (7 G 2)

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

7 G 5. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. (6 G 1)

7 G 6. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. (7 G 4)

7 G 7. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. (7 G 5)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Mathematics

Grade 8

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

8 RPR 1. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. (6 RPR 2)

For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

8 RPR 2. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. (6 RPR 3a)

Analyze proportional relationships and use them to solve real-world and mathematical problems.

8 RPR 3. Recognize and represent proportional relationships between quantities. (7 RPR 2)

8 RPR 3a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. (7 RPR 2a)

8 RPR 3b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. (7 RPR 2b)

8 RPR 3c. Represent proportional relationships by equations.

For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. (7 RPR 2c)

8 RPR 3d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. (7 RPR 2d)

8 RPR 4. Use proportional relationships to solve multistep ratio and percent problems. (7 RPR 3)

Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

8 NS 1. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7 NS 2)

8 NS 1a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. (7 NS 2a)

8 NS 1b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts. (7 NS 2b)

8 NS 1c. Apply properties of operations as strategies to multiply and divide rational numbers. (7 NS 2c)

8 NS 1d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. (7 NS 2d)

Know that there are numbers that are not rational, and approximate them by rational numbers.

8 NS 2. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. (8 NS 1)

8 NS 3. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). (8 NS 2)

For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Expressions and Equations

Represent and analyze quantitative relationships between dependent and independent variables.

- 8 EE 1. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (6 EE 9)

For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Use properties of operations to generate equivalent expressions.

- 8 EE 2. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. (7 EE 1)
- 8 EE 3. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. (7 EE 2)

For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- 8 EE 4. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (7 EE 3)

For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

- 8 EE 5. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7 EE 4)

- 8 EE 5a. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. (7 EE 4b)

For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

Work with radicals and integer exponents.

- 8 EE 6. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.* (8 EE 1)

- 8 EE 7. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (8 EE 2)

- 8 EE 8. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. (8 EE 3)

For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.

- 8 EE 9. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. (8 EE4)

Understand the connections between proportional relationships, lines, and linear equations.

- 8 EE 10. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. (8 EE 5)

For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

- 8 EE 11. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . (8 EE 6)

Analyze and solve linear equations and pairs of simultaneous linear equations.

8 EE 12. Solve linear equations in one variable. (8 EE 7)

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8 EE 13. Analyze and solve pairs of simultaneous linear equations. (8 EE 8)

- a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
- c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions

Define, evaluate, and compare functions.

8 F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (8 F 1)

8 F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (8 F 2)

For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

8 F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (8 F 3)

For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

Use functions to model relationships between quantities.

- 8 F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. (8 F 4)
- 8 F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. (8 F 5)

Measurement and Data

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- 8 MD 1. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5 MD 3)
- a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- 8 MD 2. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5 MD 4)
- 8 MD 3. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (5 MD 5)
- 8 MD 3a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. (5 MD 5a)
- 8 MD 3b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. (5 MD 5b)

8 MD 3c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. (5 MD 5c)

Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.

8 G 1. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. (7 G 3)

Solve real-world and mathematical problems involving area, surface area, and volume.

8 G 2. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (7 G 6)

8 G 3. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. (6 G 2)

8 G 4. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. (6 G 3)

8 G 5. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. (6 G 4)

Understand congruence and similarity using physical models, transparencies, or geometry software.

8 G 6. Verify experimentally the properties of rotations, reflections, and translations:
a. Lines are taken to lines, and line segments to line segments of the same length.
b. Angles are taken to angles of the same measure.
c. Parallel lines are taken to parallel lines. (8 G 1)

8 G 7. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given

two congruent figures, describe a sequence that exhibits the congruence between them. (8 G 2)

8 G 8. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. (8 G 3)

8 G 9. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (8 G 4)

8 G 10. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so. (8 G 5)

Understand and apply the Pythagorean Theorem.

8 G 11. Explain a proof of the Pythagorean Theorem and its converse. (8 G 6)

8 G 12. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8 G 7)

8 G 13. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (8 G 8)

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

8 G 14. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. (8 G 9)

Statistics and Probability

Develop understanding of statistical variability.

8 SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (6 SP 1)

8 SP 2. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape. (6 SP 2)

8 SP 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. (6 SP 3)

Summarize and describe distributions.

8 SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (6 SP 4)

8 SP 5. Summarize numerical data sets in relation to their context, such as by:

5a. Reporting the number of observations.

5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. (6 SP 5)

Use random sampling to draw inferences about a population.

8 SP 6 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. (7 SP 1)

8 SP 7. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. (7 SP 2)

For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Draw informal comparative inferences about two populations.

8 SP 8. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. (7 SP 3)

For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean

absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

- 8 SP 9. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. (7 SP 4)

For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Investigate chance processes and develop, use, and evaluate probability models.

- 8 SP 10. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. (7 SP 5)

- 8 SP 11. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. (7 SP 6)

For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

- 8 SP 12. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (7 SP 7)

- 8 SP 12a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. (7 SP 7a)

For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.

- 8 SP 12b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. (7 SP 7b)

For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

- 8 SP 13. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (7 SP 8)

- 8 SP 13a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. (7 SP 8a)

8 SP 13b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. (7 SP 8b)

8 SP 13c. Design and use a simulation to generate frequencies for compound events. (7 SP 8c)

For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

Investigate patterns of association in bivariate data.

8 SP 14. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (8 SP 1)

8 SP 15. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (8 SP 2)

8 SP 16. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. (8 SP 3)

For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

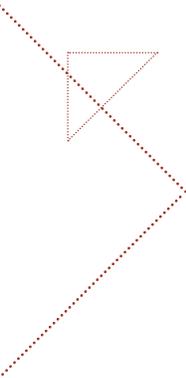
8 SP 17. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. (8 SP 4)

For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

Growing a Waldorf-Inspired Approach in a Public School District

By Diane Friedlaender, Kyle Beckham, Xinhua Zheng,
and Linda Darling-Hammond





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Executive Summary

Growing a Waldorf-Inspired Approach in a Public School District documents the practices and outcomes of Alice Birney, a Waldorf-Inspired School in Sacramento City Unified School District (SCUSD). This study highlights how such a school addresses students' academic, social, emotional, physical, and creative development. Birney students outperform similar students in SCUSD on several behavioral and academic measures. The study also examines how a district supports alternative models of education while working to ensure equitable access to a high quality education for all its students. This study provides an opportunity to learn from alternative approaches to schooling to help surface deeply embedded, often unchallenged, assumptions about public education and expand our understanding of the purpose of education and the practices that support the development of the whole child and deep student learning in public schools.

This mixed methods study was conducted over the 2013–14 and 2014–15 school years. We interviewed nearly 40 educators, students, and parents and engaged in almost 40 observations of classrooms, out-of-classroom activities, school events, and teacher trainings. Our quantitative research included an examination of multiple years of student record data from SCUSD including: 1) student demographic data, 2) student standardized test scores, 3) student attendance and behavioral data, and 4) graduation data.

Learning From an Alternative School in the Public Space

As the country moves from the era of NCLB (No Child Left Behind), with high-stakes accountability and narrowing of the curriculum into the potentially more expansive era of Common Core, we can make the most of this critical window of transition to broaden our understanding of the purpose and essential components of a well-rounded education to better prepare students to both survive within and solve the problems of our world. Although this research focuses on a single school, our careful examination of its practices can help inform these goals. Our research also enables us to explore the potential of Waldorf and other alternative approaches in other public school settings, and explore the contextual conditions that support the effective implementation of such alternative traditions.

Grounded in Steiner's theory of child development. At Birney, the Waldorf-inspired approach differs from many other public schools in the extent to which Birney extends its focus beyond providing students with specific knowledge and skills to prepare them for college and career, to also preparing children for meaningful lives in the broadest sense by developing them for physically, socially, artistically, and cognitively meaningful engagement with the world. A second difference is the extent to which Rudolf Steiner's, the founder of Waldorf Schools, theory of child development and goals for nurturing human development inform every aspect of

how children experience school including the curriculum, pedagogy, and structure of school. This research provides an overview of the nature of Waldorf education from kindergarten through eighth grade in the public system.

Teachers engaged in sustained relationships. The execution of Steiner’s philosophy through its curriculum, pedagogy, and school structure is strongly supported by the sustained relationships formed between and among teachers, students, and families. Central to this relationship is looping, where teachers ideally commit to staying with their students from first through eighth grade. This sustained relationship fosters deep and lasting ties between teachers and their students as well as teachers and the families of the children in their classes. The curricular freedom that looping affords its teachers directly impacts the pacing of instruction as well. When teachers have the luxury of time, as well as the primary responsibility for their student’s education, they are not under pressure to prepare students to a certain level of proficiency at an arbitrary point in time in order to hand off to their next teacher. Teachers can be responsive to the students’ needs, readiness for new learning, and skill development in designing their instruction.

Within the context of sustained relationships, instruction in the Waldorf-inspired classroom is built from several key ideas:

1. The teacher teaches the child rather than the subject;
2. Every child develops at his or her own pace;
3. Children move through different developmental stages in which they need different learning environments to thrive;
4. Children will access learning through multiple learning modalities: art, music, handwork, movement, speech, reading, storytelling, hands-on experimentation, practical life skills, and connection to nature. These modalities are taught both discretely and through an interdisciplinary approach;
5. Teachers monitor and respond to children’s developmental stages and optimal learning modalities by adjusting their instruction, including the needs of special education students and English Language Learners;
6. Long-term relationships with teachers support students’ development.

Well prepared and thoughtful teachers. Steiner’s child development theories, while complex and nuanced, provide the teachers with guideposts that give them purpose, intention, and guidance as they develop their curricula and work with students and their families. Although teachers have autonomy and flexibility, they are bound within the frame of Steiner philosophy. Key to this approach is the notion of and support for teachers as lifelong learners who are continually developing their craft.

Teaching in a Waldorf-inspired school requires a significant commitment. It requires teachers to give of themselves completely into the relationships they form with students and families, to cultivate deep knowledge of Steiner philosophy, Waldorf curriculum and pedagogy, to invest in their own continued learning and growth, to engage collaboratively with colleagues, and to play a leadership role in their school.

Powerful parents. Since Birney's inception, parents' demand for and support of a Waldorf-inspired school have been crucial to Birney's sustainability. Twenty years into its history Birney continues to have one of the longest waitlists in the district. Parents' deep commitment to the school, based on a strong understanding of the Waldorf approach, helps them support the school financially, assist in classrooms, lead community-building school functions, and, when necessary, exert political pressure. Collectively these factors have been critical to Birney's staying power and strength.

Producing Strong Results

Quantitative analysis of student record data as well as qualitative analysis of interviews with Birney graduates, reveals that Birney successfully supports students' development. In particular, Birney produces greater gains for its low-income and African American and Latino students than for its school population as a whole. Birney students demonstrate low transiency and suspension rates, positive student-achievement outcomes, and graduate from high school at high rates. The following are some highlights of the positive outcomes of Birney's approach.

- African American and Latino students at Birney have a suspension rate that is ten times lower than similar students in the district.
- Over five years duration for African American, Latino and socio-economically disadvantaged students the effect of attending Birney was correlated with an increase of 8 percentile ranks (i.e. from 50th percentile to 58th percentile) in ELA. Attending Birney had a smaller but positive effect size for these students in math.

Interviews with graduates reveal that their K–8 experiences support their continued growth and learning orientation through high school and college. In particular graduates report they approached their continued education with the assumption that their voices were worth hearing and sharing, be it with peers or their classroom teachers, even if they were taking a minority or unorthodox position. Driven to pursue personally relevant educational interests, for the purpose of self-improvement and curiosity, they did not fear failure but understood it to be a part of the learning process. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place.

Space to Flourish

Alice Birney has succeeded and persisted in retaining fidelity to the Waldorf approach and in serving students well because of both school and district level policies and practices particularly in the areas of instructional practice and well-trained teachers.

At the school level. Gradually over time, Birney cultivated increasing levels of district-sanctioned school-based decision-making over curriculum and assessment, which were critical to developing and sustaining key practices. Although the school taught the Waldorf curriculum since its inception, at times struggle and advocacy were necessary to have the approach officially approved by the district. In turn, the district required Birney to justify its practices and demonstrate its alignment to more mainstream instructional approaches and assessments. This helped the Waldorf educators reflect and deepen their practice and ensure that they were meeting the needs of all their students.

Well-trained and thoughtful teachers play a large role in Birney's success. Ensuring highly qualified teachers proved essential to Birney's sustainability. After several years of advocacy Birney earned control over a range of practices to ensure a high level of professional capacity with their staff. These practices include hiring and job security policies that privileges Waldorf training and support for training in Waldorf methods.

At the district level. When alternative schools are given a say over how to support meaningful learning, it enables the schools to come out of the shadows of non-compliance and to create more coherence in their instructional models. Schools can channel their energy from fighting battles around what they are doing to improving their practice. However, the degree of school-based decision-making that is appropriate is highly dependent upon how well developed the instructional approach, the capacity of the staff, and the resources available to support teacher capacity building and planning time. These are crucial areas where the district can provide differentiated support to schools.

When the unique training and expertise of alternative models are honored with supportive HR policies, schools can achieve stability and sustainability and are more likely to produce strong outcomes. Districts need to ensure that the quality of alternative training is adequate to support the alternative model. Furthermore, from an equity perspective, districts need to be mindful of potentially inequitable distributions of highly trained and skilled teachers across their schools and balance the types of resources and training to which all districts have access.

Context Matters. The success of Alice Birney, a school often at direct odds with prevailing notions of curriculum, pedagogy, and pacing of instruction, is striking.

We assert that Birney has succeeded and persisted because of a number of interwoven factors. First, while varied over the years, the district's commitment to fostering innovation and to allowing some school-based decision-making enabled Birney to maintain fidelity to the Waldorf approach. Second, as Birney produced positive student outcomes and sustained a consistent demand for the school, the district provided increased opportunities for school control over its instructional program. Finally, it may be that the consistent demand for the school and the positive student outcomes are due, in part, to the comprehensive nature and coherence of the Waldorf approach to schooling.

Conclusion

The story of Alice Birney, a public district school of choice, provides a powerful example of the types of alternative educational approaches that are possible within the public system. Often at odds with prevailing norms and assumptions about the nature of schooling, Birney provides a counterbalance for what is possible to nurture the growth of the whole child. Particularly powerful are the examples of the ways the school attends to children's social-emotional, physical, and artistic development and how this focus has profoundly shaped its graduates into the young adults they are today.

It is striking to see such an approach supported and promoted within the context of a school district. Birney was able to achieve fidelity to the Waldorf approach because SCUSD granted them decision-making control, although often hard fought for, over curriculum, assessment and staffing decisions. That fidelity to a cohesive and holistic approach in turn led to high levels of student and parent satisfaction, demand for the school, and strong student outcomes.

These areas of decentralized decision-making permit opportunities in the public district space for alternative approaches, without forcing a de-unionized, deregulated, often profit-driven charter route. Ironically, schools like Birney have the potential to achieve some of the original goals for the charter school movement. By serving as sites for innovation, district schools can learn much from their example about broader ways to conceptualize school and student development.

Preface

Research on Waldorf Schools

Although beyond the scope of our research, we offer a brief overview of past research on Waldorf Schools to place our work in context. The holistic approach championed by proponents of Waldorf-inspired education appears to offer a promising alternative to more traditional attempts to meet the needs of children and youth. However, the validity and efficacy of this alternative has been studied largely by those who are directly involved in the work. As Waldorf-inspired schooling continues its expansion into the public sector, the research base must be enlarged to allow for a more independent evaluation of its legitimacy. Additionally, more research is needed to understand whether and how Waldorf-inspired schools, both individually and collectively, meet the specific academic, social, and emotional needs of racially and linguistically diverse urban public school students.

The Research Institute for Waldorf Education and its semi-annual *Research Bulletin*, along with The Waldorf Early Education Association of North America's *Gateways*, generate most of the English-language research on Waldorf education in North America. This research is neither fully independent nor peer-reviewed by educational scholars not directly affiliated with the Waldorf mission.¹ Though not primarily motivated by the desire to provide outsiders a clear view on the methodologies used to generate the research, both the *Research Bulletin* and *Gateways* serve as barometers for what the larger English-speaking North American Waldorf community considers important.

Most of the recent work produced by the *Research Bulletin* or *Gateways* between 1996 and 2014 tends to be small scale and qualitative or philosophical. Being largely qualitative in nature, research topics from the *Research Bulletin* and *Gateways* ranged from the particularities of implementing specific aspects of the Waldorf Method (Troostli, 2014), to the importance of improving teacher education (Biesta, 2013). This qualitative focus on patterns and trends provides rich, small-scale snapshots of classroom and school life in a variety of largely private Waldorf school settings. However, the lack of large-scale quantitative analysis prevents both Waldorf advocates and independent researchers from having a comprehensive system-wide understanding of long-term trends in Waldorf education.

There are few large-scale quantitative or qualitative comparative studies of Waldorf schools—either public or private—with one another, and fewer still that compare public Waldorf-inspired schools with their similarly constituted public school counterparts (Woods, Ashley, & Woods, 2005). Even smaller are the number of studies that focus on urban public Waldorf-inspired schools. The Waldorf research community in North America seems to be aware of the existing data and methodological criticisms and is attempting to move parts of its own research agenda towards

addressing them through the generation of larger scale quantitative or mixed-methods studies. *The Survey of Waldorf Graduates* (Gerwin & Mitchell, 2007b) is the most comprehensive response to this issue from the community itself. This was reflected in the stated objectives of its authors:

By design, this survey of Waldorf school graduates solicited both quantitative and qualitative data in order to form a living yet statistically based portrait. The thrust of this research was not to give sole credit to Waldorf schools for the achievements of their alumni/ae but to paint a picture of these graduates as a way of seeing who they are as they head out into the world (Gerwin & Mitchell, 2007a, p. 15).

The community is also aware of the importance of supporting independent and comparative examinations of both public and private Waldorf and Waldorf-inspired schools (Gerwin & Mitchell, 2007b).

Outside of the existing Waldorf-generated literature, three independent studies are highlighted here that reflect promising methodological approaches to filling gaps in the existing research base around public Waldorf-inspired schools. The first (McDermott et al., 1996) was a qualitative study of the nation's first public Waldorf school: Milwaukee Urban Waldorf School (no longer in operation as a Waldorf school). It provided independent evidence to support many of the qualitative claims of increased student well-being and academic performance made by the Waldorf research community. The second (Oberman, 2007) was a mixed-methods study comparing public California charter schools to one another, melding statistical analysis of student achievement data with qualitative interviews of members of individual public Waldorf school community members. The third, and most comprehensive, entitled *Twenty Years and Counting: A Look at Waldorf in the Public Sector Using Online Sources* (Larrison, Daly, & Van Vooren, 2012), compared public Waldorf-inspired schools in California to one another, as well as their non-Waldorf peers using three sets of STAR test data. Additionally, the researchers gathered and coded online reviews of public Waldorf-inspired schools in the state to provide a sense of how respondents saw these schools. Though each of these three studies (McDermott et al., 1996; Oberman, 2007; Larrison, Daly, & Van Vooren, 2012) focused on a particular area of interest, when placed together they provide a multilevel view of the public Waldorf-inspired system that is largely missing from the existing research base. Collectively, the studies showed that public Waldorf-inspired schools in a variety of settings (urban, suburban, middle-income, or low-income) have better social and academic outcomes than the majority of similarly constituted public schools. Qualitatively, these studies showed that the Waldorf philosophy provided students and teachers with a space to develop meaningful and lasting relationships where students were seen holistically. These schools were seen as happy, caring places that supported student development in a variety of areas, with the goal of developing well-rounded individuals.

As Waldorf-inspired schooling continues its expansion into the public sector, the research base must be enlarged to allow for a more independent evaluation of its legitimacy. Particularly in urban settings, the holistic approach championed by proponents of Waldorf-inspired education offers a promising alternative to meet the needs of diverse students. However, the validity and efficacy of this alternative remains almost entirely unexplored by the traditional research community. Additionally, more independent research is needed to understand how Waldorf-inspired schools, both individually and collectively, do or do not meet the specific academic, social, cultural, and emotional needs of economically, racially, and linguistically diverse urban public school students.

Chapter 1: Introduction and Background of the Study

For the entire first hour of the morning in a seventh-grade classroom at Alice Birney School, there is not a single sound from Mr. Martin.² And yet order rather than chaos prevails. What is happening here? The teacher, a long-time veteran, conducts the opening of the school day like a mute maestro, greeting each student at the door with a gentle handshake and friendly nod, leading students through their morning routine of calisthenics, making eye contact in some places, using hand signals in others, as the class enthusiastically stretches, twists, and reaches. The class continues through its routine: into choral song, verse recitation, and homework review. All the while, the teacher silently directs and connects with students, prompting particular individuals to answer the questions of their classmates, or gently touching the shoulders of others who have lost focus in order to redirect them. An air of deep, hard-won trust is palpable. The students trust their teacher, and he them. Having traversed their educational journey together beginning in first grade, what transpires in his classroom did not emerge instantaneously, but through hard work and dedication to a core set of values and practices. This pervasive sense of trust, that is so notably absent in many schools, embodies the essence of public Waldorf-inspired education. It is a trust that fuels nearly everything at Alice Birney.



This report is a study of the practices and outcomes of Alice Birney School—a public Waldorf-inspired school in Sacramento, California, that stands in sharp contrast to the common practices of most American schools and accomplishes extraordinary outcomes. Students stay with the same teacher for the eight initial years of their education and engage in a set of deeply personalized and authentic educational experiences that differ dramatically from what they would encounter in any other type of school. The curriculum and teacher’s pedagogy is deeply rooted in a well-developed, complex theory of child development that informs an instructional approach integrating the arts, physical and social-emotional development, and practical skills. At Birney they do not focus primarily on building basic skills in the early grades or implementing a standardized curriculum. And yet the school proves effective at achieving the goals most often advocated for 21st century schools: young people who are highly literate and numerate, deeply knowledgeable about the physical and social world, critical and creative problem solvers, independent thinkers, collaborators, and communicators. In this study, we explain how this occurs.

Why Examine Public Waldorf-Inspired Schools?

“If we taught babies to talk as most skills are taught in school, they would memorize lists of sounds in a predetermined order and practice them alone in a closet.”

—Linda Darling-Hammond

In part because of the narrowing of the curriculum in response to the accountability pressures of No Child Left Behind (NCLB), public education in the United States has often come to mean a set of specific types of experiences based on largely unquestioned assumptions, for example:

- Schools should make students competitive at the local, state, national, and international levels.
- Standardized testing captures student learning better than other measures.
- Educational equity is best achieved through systems of accountability that focus on grade-level standards applied equally to all students in a standardized curriculum.
- Instruction should focus primarily on basic literacy and mathematics skill development.
- Curriculum should prioritize basic skills; there is no time for imagination and creative play
- Explicit reading (decoding) instruction should begin in pre-K.
- The instructional pace should move quickly to keep students engaged.

The Waldorf-inspired approach adopts none of these assumptions or the practices that accompany them. Examining alternative models allows us to surface deeply embedded, unchallenged assumptions about education. Waldorf schooling proves an excellent model for this type of analysis. Although most Waldorf education occurs in private schools, there are several well-implemented and long-standing Waldorf-inspired public schools, including Alice Birney School. This study, of Alice Birney School, founded in 1995, enables us to examine multiple important questions:

1. What are the essential components of a public Waldorf-inspired model that can contribute to positive outcomes for students of any background?
2. What are the academic, social, and personal outcomes for students who attended Alice Birney School overall and from different demographic groups?
3. How was an urban school district able to support alternative models of education, like Waldorf, to flourish in the public system?

Although this research focuses on a single school, we hope that our careful examination of its practices, its district context, and its outcomes will help create a frame from which to examine other schools and to question the very nature of schooling across our public system. This study may enable researchers and practitioners to explore the potential of Waldorf education in other public school settings, suggesting further possibilities for additional research and drawing inferences from the Alice Birney model about the contextual conditions that support the effective implementation of such innovations. This research will help fill a gap in research on the Waldorf model, since it is one of the only studies conducted of a public Waldorf school and one of the few conducted outside the Waldorf establishment.

A Short History of Steiner Philosophy and Waldorf Schooling

An understanding of the history of Rudolf Steiner and the Waldorf Schools provides important context to Waldorf public schools in their current incarnation. Born in 1861 to Austrian parents, Steiner, the creator of Waldorf schools dedicated his life to addressing spiritual questions and cultural challenges by means of philosophical insights and practical solutions. Heavily influenced by the works of Kant, Goethe, and other German idealists, Steiner would call his own philosophy anthroposophy. At the center of anthroposophy is the individual, whose independence and freedom society must encourage. His 1894 book, *The Philosophy of Freedom*, most clearly outlines his view for the bridging of the spiritual, philosophical, scientific, and practical realms. It continues to have significant influence on contemporary adherents of anthroposophy and acts as a philosophical foundation for the curriculum of many

private Waldorf schools. Though the philosophy of anthroposophy is the backbone of much of the Waldorf approach to schooling, it is not directly taught to children (<http://www.waldorfanswers.com/Waldorf.htm>).

Steiner viewed education as a vehicle for reimagining the development of individuals within society and, therefore, for reimagining society as a whole. He believed that the health of society was at stake. He viewed society as having three independent and interdependent spheres: economic, political, and cultural. Known as social threefolding, Steiner saw these three aspects of society as constantly evolving and growing in greater independence from and interdependence with one another. This belief in the independence of each sphere came out of Germany's experience with World War I where, according to Steiner, the fusion of all three social realms created the conditions that resulted in the war (Staudenmaier, 2009).

Steiner believed no sphere should dominate the development of the others. For instance, the economic realm should not dictate the cultural, or vice versa. Steiner thought cultural institutions like museums and libraries should be open to all free of charge, and all families—not just those who had the money to do so—should have the freedom to select the type of education that best fit their children's needs (Usher, n.d.). Additionally, Steiner advocated for the independence of science and academics from politics, and argued government had no business regulating expression or thought. Steiner's exaltation of the individual and his or her independence did not mean that he abandoned cooperation. He argued, for example, that "economic activity should be organized and carried out in the spirit of brotherhood with the objective of meeting the needs of all human beings on the planet" (Usher, n.d., para. 4). Schools would play a central role in the creation of a world where man's independence, and thus the independence of these larger social spheres, would be fostered.

In 1917, Emil Molt, owner of the Waldorf Astoria Cigarette Factory in Stuttgart, Germany, attended a series of lectures by Steiner (Tautz, 1982, p. 16). Moved by their content, Molt publicly advocated for Steiner's philosophical positions and in 1919 invited Steiner to lead a school for the children of his employees (pp. 26-27). Initially funded by the company, the school gained full independence by 1920. Radically different from traditional German forms of education, which encouraged rigid discipline and conformity, the Waldorf school engaged in several progressive practices: For example, it was co-educational and open to all regardless of ethnicity or religion, with the children of company employees having their tuition fully paid by the company (http://www.rudolfsteinerweb.com/a/emil_molt.php). The school proved to be popular, and within five years its population grew from roughly 300 students to over 1,100.

Introduced to this new approach to education by Steiner and developmental in their methods, the faculty believed their job was to facilitate the individual growth of each child through three distinct seven-year phases. The curriculum integrated arts, music, and practical skills with traditional academic subject matter.

Other anthroposophically influenced courses, such as eurythmy (movement) and form drawing, further differentiated the Waldorf school from its other German counterparts.

Because of their progressive nature, Waldorf schools spread relatively quickly both inside and outside of Germany throughout the 1920s amongst families looking for a different way of educating their children (Werner & Von Plato, n.d.). However, with the rise of the Nazi party, growth of Waldorf schools throughout Europe was slowed or stopped altogether (Werner, 1999).

After World War II, many of the formerly shuttered German Waldorf schools reopened and others were founded. Fueled largely by the Waldorf commitment to cooperation, mutual understanding and the development of the whole person, post-War Germany saw a rapid rise in the number of Waldorf schools. Similar, though slower, growth took place in Western Europe and the U.K. Though present in North America since 1928, much of the growth in Waldorf education began in the 1960s, amongst a climate of anti-authoritarianism and experimentation, and continues today in communities committed to a slower, more holistic approach to the education of their children. Since the 1990s, Waldorf-inspired schools have expanded into the public school sector (largely charter). California leads the nation with approximately 24 public Waldorf or Waldorf-inspired schools (<http://www.allianceforpublicwaldorfeducation.org/find-a-school/>). In 2013, there were approximately 1,056 Waldorf schools in over 60 countries (Federation of Waldorf Schools in Germany, 2015).³

Though Steiner, who died in 1925, did not live to see the global expansion of his ideas, his intellectual and philosophical presence continues to dominate the modern Waldorf movement. Some aspects of his philosophy have proven controversial (Chertoff, 2012; McDermott & Oberman, 1996), but others, like his advocacy for physicality, music, arts, relationships, and a holistic developmental approach to children, attract scores of families and educators who seek an alternative to the NCLB-influenced narrowing of curriculum in many schools. As Waldorf schools have moved into the 21st century, the community negotiates a balance between staying true to the core tenets of Steiner's philosophy while expanding their mission in a world often at odds with those tenets.

Waldorf schools and theory today. Nearly 100 years after the founding of the first Waldorf School, Steiner's theory of child development continues to have salience for many educators. From curriculum to pedagogy, nearly every choice made in a Waldorf school setting is motivated by a belief in Steiner's theory of human development that breaks child development into three 7-year stages. According to *The Alliance for Public Waldorf Education* (2013), teachers in a Waldorf setting *must* [emphasis added] accept a human development view of their students to effectively implement the curriculum (p. 9). The Alliance also argues "Through a shared

understanding of child development, teachers across grades can work in concert and in correspondence with a child’s level of maturity and developing capacities” (2013, p. 10). The overarching theory influences nearly every aspect of the school, from personal relationships between teachers and students, to what will be taught and when, to how the classroom is laid out. It provides teachers with a structure and philosophy to follow and within which to have autonomy and creativity. Many public schools lack this well-defined philosophy leaving teachers more adrift in determining their intentions for student learning and shaping their practice.

Academics remain central to the Waldorf approach, however teachers are motivated by the desire to develop the entire child, not just his or her cognitive capacities. Although non-Waldorf educators may agree with holistic approaches to child development, they are limited by the structures of their school environments to fully realize these goals. However, the Waldorf classroom puts this belief in holism into daily practice. In an educational system obsessed with college and career readiness, Waldorf schools are devoted to life readiness. This focus on patience and holism is a radical departure from what larger society currently demands of its teachers and students. In recent years the increased focus on accountability and narrowed curriculum has emphasized speed and content breadth. In a Waldorf school, that focus is deemed developmentally inappropriate and a slower pace and depth of study are privileged.

From a Waldorf perspective, the child, like society, is a dynamic and evolving being, whose independence and freedom should be carefully maximized. *The Alliance for Public Waldorf Education* explains the theory this way:

The individual child’s journey is considered to be a microcosm of the human journey, with emerging capacities and an ever-expanding worldview at each step...The relationship between self and world changes, and the child’s consciousness moves from [an] early dreamy state, through concrete engagement with the physical world [stage 1]; to imaginative, picture-filled thinking [stage 2]; to the independent critical thinking and self-direction of the young adult [stage 3]. (2013, p. 9)

Few schools or programs describe who children are supposed to be at different points in their lives like Waldorf schools. Most tend to think of each grade in terms of what students should be able to do in specific content areas. Rarely do schools describe children in terms of a larger vision for who the children should be as people. This is a key distinction, one that has dramatic impacts on the choices made for students in a Waldorf setting. This also partially explains why Waldorf children underperform on standardized measures of reading and mathematics in the first three grades. Steiner’s theory of child development finds it inappropriate to force students to learn to do things if they are not ready. This does not mean that Waldorf teachers are not laying

the foundations for future development. However, it does mean that they will not force development onto students, especially if that development comes at the cost of the cultivation of other important skills—skills that most standardized tests do not measure. Indeed, *The Alliance for Public Waldorf Education* encourages Waldorf educators to see curriculum as:

Not a fixed or rigid document—or a set of student outcomes progressively laid out on a prescribed timeline—but a living instrument of educators, who become engaged in a thoughtful, creative process, fostering the healthy growth of their students. (2013, p. 9)

The healthy growth of students, from a Waldorf perspective, involves significant interaction with natural materials and human life processes: growing and eating organic foods from the school garden; carding and knitting items from real wool; building and investigating with wood, sand, earth, clay, and water; painting, sculpting, moving, and making music. In later sections of this report, we discuss in more detail how Steiner’s theories play out in the lived experiences of students, teachers and parents at Alice Birney.

Chapter 2: Study Methods

Our Research Approach

Our study uses a mixed-methods approach to examine school practices and outcomes for students in public urban Waldorf-inspired schools. Few independent studies have generated the amount of qualitative data around this topic as we have, and this study helps to demystify the largely misunderstood world of Waldorf-inspired schools. We believe that the words and stories of the parents, faculty, staff, alumni, and students provide a level of insight into what makes the school function that would otherwise be missed if our methodology were primarily quantitative.

The study was conducted over the 2013–14 and 2014–15 school years with several intensive site visits to Alice Birney Waldorf-Inspired School as well as visits to the other public Waldorf-inspired schools in the Sacramento City School District, A.M. Winn and George Washington Carver School of Arts and Science. For this study we conducted 39 interviews and focus groups with a Steiner College administrator, district administrators, school administrators, teachers, support staff, students, graduates, parents, and community members and conducted 38 observations of classrooms, out-of-classroom activities, school events, and teacher training.

In order to examine the outcomes for students who attended a Waldorf-inspired public school in Sacramento City Unified School District (SCUSD), we examined student-level data. We analyzed multiple years of student record data including the following elements: 1) student demographic data, 2) student achievement data, 3) student attendance and behavioral data, and 4) graduation data.

To analyze student experiences and engagement in school we compared student attendance and suspension rates at Birney with other Sacramento City Unified School District (SCUSD) schools from the 2010–2014 school years. We used value-added methodologies (VAM) to examine the influence of attending Birney on students' achievement gains on the California Star Tests (CST) in ELA and math relative to other similar students in SCUSD. This regression model based on five years of consecutive data (2008–09 through 2012–13) includes student-level demographic variables to control for the influence of student characteristics (gender, free/reduced price lunch status, race/ethnicity, language status, special education status, and prior achievement) on students ELA and math performance. Finally, although the data were limited, we were able to track two eighth-grade cohorts of John Morse (the school site prior to Birney) for their four-year high school enrollment and completion status in SCUSD. (See Appendix A for more details about the study methods.)

Our study is among the first to access detailed public data and provide an up-to-date picture of the academic performance of a public Waldorf-inspired school. Placed together, both methods allow researchers, practitioners, and policymakers, along with other interested parties, to have the most comprehensive view of a public Waldorf-inspired school currently available.

Chapter 3: Waldorf Education Comes to Sacramento City School District

Gradual and Deep Implementation of the Waldorf approach in SCUSD

Key elements in place in Sacramento enabled educators to sow the seeds of public Waldorf-inspired schools. First, in 1959, the Sacramento Waldorf School was founded as a private school. Today the school is “one of the largest private Waldorf schools in North America with over 400 students, it is viewed as a mature and successful Waldorf school” (<http://www.sacwaldorf.org/about-sws.html>). Second, Rudolf Steiner College, founded in 1976, is the largest and one of the oldest Waldorf teacher training centers on the West Coast. In addition, several other private Waldorf schools have sprung up in the Sacramento area as well in the past 25 years. All of these institutions provided: a dedicated community of activists committed to expanding Waldorf education to as many students as possible; a supply of teachers with an awareness of and interest in Waldorf methods, resources, and knowledge; and a parent community hungry for Waldorf learning environments for their children. These institutions planted the seeds for the birth of three public Waldorf-inspired schools in the Sacramento City Unified School District (SCUSD) over the past 20 years.

The first public school. The move towards public Waldorf-inspired schools began with SCUSD Superintendent Rudy Crew in the early 1990s. Crew was inspired by a visit to Milwaukee to the first public Waldorf-inspired school in the country. He requested that the faculty of Steiner College help him start five public Waldorf-inspired schools. They responded that the first step was to see if there was interest from Waldorf-trained teachers.

In 1991–92, Crew formally formed a committee to explore the possibility of a public Waldorf-inspired school in Sacramento that followed the Milwaukee model. Out of this work came more formal district financial support, in the form of Title I funds, for training interested teachers; almost 60 showed up. One current Birney teacher recalled being sent to the training despite a lack of interest and being transformed, thinking “Oh my gosh, this is something!” The training allowed like-minded teachers to network and meet one another. Through this initiative, several teachers, including Birney’s founding teachers, Katherine Lehman and Lauren Rice,⁴ organized teachers into a group called Waldorf Inspired Educators (WISE). Rice described the group’s genesis this way:

There were various other people, some that knew nothing about Waldorf Education, all different schools all over the district, most of us did not know each other....[T]here was probably a core of about six or eight teachers really that just kept meeting.

However, their momentum would be subdued with departure of Superintendent Crew. Rice describes the difficulties they faced:

[W]e were in this swamp of no man's land, there was no administrative support, we were all teaching at different schools, there was no core, and so we just kept meeting at different peoples' classrooms... we just decided we were not going to stop meeting. And so we kept meeting and we found a few little inroads, we found some special education money that we did some teacher training through that because, of course, movement and arts education and rhythm activities and all of those things that were good for special needs children...but that was one way we kept sort of dangling bait out in the district.

The group began to explore the possibility of creating their own school. They met with district leadership, only to be told they would have to convince an entire faculty at a school site and they were told:

Nobody really cared about many things that we thought were important, social-emotional learning? No, that was off the table....
[W]e were moving into standards, and we had to show how Waldorf Education was going to teach these academic standards.

During this time SCUSD underwent a dramatic restructuring to desegregate its schools. Out of this came several magnet programs designed to lure white parents into schools with low white populations. Oakridge Elementary School was one of the schools that explored the possibility of converting into a magnet school. WISE and representatives from Steiner College were asked to make a presentation to Oakridge's school community. To their surprise, the Oakridge teachers voted to adopt the Waldorf model, although as later events indicate, they did not fully understand the implications of their vote.

Several WISE teachers, including Lehman and Rice, were hired to teach at Oakridge as it restructured as a Waldorf-inspired school in the 1995–96 school year. However, the district did not approach the transformation of the school thoughtfully. They did not sufficiently address building teacher and community understanding or buy-in to the model. Rather, it was imposed on the community. Rice discussed some of the early challenges:

[T]here was a very sort of uncomfortable and ugly transition of the teachers that were there. [They] either had to become Waldorf teachers whether they wanted to or not, or leave the school, and many did leave the school....[The school district] dropped it in without any parent education. They didn't know what we were. There were all kinds of language and cultural issues, including Southeast Asian fathers

saying, “You want my son to knit, that’s women’s work.” It went from that to the Latino families saying, “I’m sending my kid to school so he doesn’t have to dig in the dirt....why is he in the garden? I want him on the computer.” There was just no cultural foundation to build a school, so that was a very painful year that involved lawsuits and really bad press and very ugly.

The founding Oakridge teachers questioned the district’s commitment to train teachers and fully adopt the Waldorf approach. Many Oakridge teachers were not willing to fully commit to the Waldorf philosophy and approach and resisted efforts at retraining. But a core of highly committed teachers were open to the new ideas and carried them forward in spite of the turmoil and dissent.

By the start of the second year, 1996–1997, a small organized public opposition emerged amid accusations of “witchcraft” (Lindeloff, 2003). The small group responsible for the claims, People for Legal and Non-Sectarian Schools (PLANS), “an unlikely coalition of conservative Christians, agnostics, and atheists,” issued legal challenges asserting that the program at Oakridge, and later John Morse, violated the establishment clause of the constitution, asserting that anthroposophy was a religion (Lindeloff, 2003). All of these lawsuits were dismissed (the last in 2012) over issues of standing or the plaintiff’s inability to establish that anthroposophy was indeed a religion (PLANS, 2012). The legal action consumed much of the teachers’ time and energy and required them to distance themselves from using public district dollars towards Steiner College training, in case anthroposophy was deemed a religion. Teachers, therefore, had to spend their own money to receive training.

A new start for the Waldorf-inspired school. In order to give the school respite from its critics—both internal and external—as well as other issues resulting from its founding, the district relocated the school to the John Morse Elementary campus in 1997, in its third year. All the Waldorf teachers at Oakridge were moved to an unused campus at Morse School. Although a bus was provided to any families that wanted to continue at Morse, very few came. The district placed responsibility on the teachers to recruit students to the school. One teacher recalls that process:

And we literally went to door-to-door knocking on peoples’ doors, like we looked for strollers in the front yard, they’ve got kids...it wasn’t a neighborhood school, it was just an empty building, and so we sort of canvassed the neighborhood and we got some people there.

However on the first day of school, the school started with 10 teachers and 86 students, which was clearly not sustainable. The district gave the staff a year to increase enrollment and provided support through direct mail campaigns. The staff was desperate for students and one of the outcomes of that need was a high percentage of special education students. As a founding teacher recalls:

So if you were breathing and you wanted to come to this school, we said, yes...[W]hen the dust settles you often find yourselves with a very high number of special ed. kids and kids with lots of various kinds of learning and social problems, and that was the case. But by the end of the year we had doubled in size and...the district allowed us to keep our 10 staff members and continue the program.

This level of faculty engagement and programmatic advocacy would play a central role in the school's development. The teachers at Morse went above and beyond what many would have expected of them because they truly believed in the value of what they were doing and the promise it provided for their students, including testifying at school board meetings and spending their summers surveying neighborhood families. As a founder recalls, "The core group of teachers knew every school board member, and they knew us, and there was a tremendous political advocacy on the staff to protect this program."

Teacher involvement would be the core driver of the school as it matured. As one founding teacher explains, "Waldorf schools are teacher-driven schools, and so in the early years I think we had to be really...really firm about what we would try, what we weren't going to try, and why, and we had to really know the why." The first administrators of the school were not strong advocates for Waldorf methods and struggled with the district perception that they could not control their teachers. However, it was the teachers' clarity of vision that enabled the school to persist.

The school has had four principals since its inception, and only the last two—former principal, Cheryl Eining, and current principal, Mechelle Horning—could be classified as strong advocates for Waldorf methods. A founding teacher described the evolving relationship between teachers and administrators in the following way:

We had to sort of thread this needle and find people that were willing...there were times when rules could be bent, and there were times that rules could be broken, and there were times that they couldn't.... And I think it took, especially in the beginning, teachers that were just willing to say, no, this is what it should look like, really create a division of what a public school would look like. We knew it wouldn't be like the private schools.

The district-mandated Open Court reading program became a source of tension as it directly contradicted the Waldorf approach to literacy development. At times the school has had to rally parents to engage the district to ensure that the school could sustain its commitment to the Waldorf curriculum, as it did when the kindergarten teachers were supposed to implement Open Court district-wide. As a founding teacher recalls:

[S]o the parents contacted the school district and the school district realized they had a number of parents...who were really opposed to this adoption, and were clear that they had chosen Waldorf Education, they weren't blind to the differences in pacing between Waldorf Education and the mainstream, and so that was able to stop, but it was another kind of emergency that happened.

The advocacy efforts of parents and teachers prevented the school's teachers from having to teach Open Court. These challenges are discussed further in the last section of the report on policy issues.

Another time, another founding teacher recalls, district reading coaches were being sent into the school to teach the teachers how to use the basal reader.

We all looked at each other and said, "well, number one, we know how to use a basal reader, and number two, we are not going to." And we didn't pitch a fit, we just said, "you can visit another school because this isn't what we're doing."

After these experiences the teachers realized the importance of developing a strong line of communication with the curriculum department and showing that their curriculum was aligned to district expectations. They were also careful not to react negatively to the district-mandated curriculum.

It became really pressing that we explain to the curriculum department what were we doing, and when. Thus began years of work about looking at...the district standards, then later it became the district adopted state standards, [and we created] curriculum maps, where we would address every single standard and show when we were teaching it.

This effort took a tremendous time commitment on the part of the teachers, again further deepening their understanding of and commitment to the Waldorf approach. As a founding teacher explains:

We truly had to make our own scope and sequence for our curriculum....We said...what are we, what are we covering every grade, you can imagine how many hours this took as a whole faculty to...it didn't matter what grade you taught because if you're a class teacher, you're coming around sooner or later, it was a collective effort....But we did the work so that we could stand behind our curriculum and say, absolutely, we're teaching every single one of these skills, but our timeline is completely different, almost completely different in the lower grades. And then we finally got board approval.

This willingness to compromise in order to protect the larger vision of the school played a key role in its growth. A key decision that the faculty of Morse made was to become a school of choice. Though this has had a direct impact on the school's racial, economic, and linguistic diversity, it reflects, further still, the staff's willingness to compromise. They understood that having parents and students who want to be a part of the community is important in any school, but that for something as radically different as Waldorf education, choice mattered even more. Though founding teachers appreciated the upsides of being a school of choice, they also expressed a contradiction:

[A]s the school was becoming more successful, it was becoming noticed by the white community and then people in higher socioeconomic group within the white community, so now people were signing up ahead of time, and our classes were beginning to fill, and we saw that our diversity was going down, which was very frustrating, especially because of these high hopes in the beginning...I came to at least one conclusion, which is that it has...in the beginning, when it's coming into the public system, it had to be where teachers and parents felt strong enough that they could go down to the school board and say, "What are you doing? We went to this school because it was like this, please don't change it, please support it."

Despite its challenging start, Morse grew rapidly and eventually had a substantial waiting list.

Maturing and spreading Waldorf-inspired schools in the district. The arrival of Jonathan Raymond as district superintendent (2009–2013) profoundly influenced the future growth of public Waldorf-inspired schools in Sacramento, and the community at Morse in particular. In his first 100 days as superintendent, Raymond committed himself to visiting every school in the district, spending about 40 minutes at each site. He had a vague notion of what Waldorf schools were about but had never seen one in action. He described his visit to Morse this way:

When I got to John Morse, there was such a sweetness—there was a garden, there were mud boots outside of the door, children were singing, and I was taken by that. I visited every classroom and ended up staying for two-and-a-half hours. I was impressed by the physical set up of the classrooms, the calm demeanor of the teachers and the students, the children's respectful attitudes; by eurythmy, music, violin. This was a school where students, staff, and parents were happy. I liked that. (Romer, 2012, p. 3)

Raymond's personal investment in maintaining the programmatic integrity of Morse motivated him to work with the local teachers' union in order to make sure that

all teachers at Morse would have Waldorf training or commit to Waldorf training. Raymond remembers responding to concerns from parents who reported to him that “this great experiment was going down the tubes fast.” Superintendent Raymond hired the school’s current principal, Mechelle Horning, due to her willingness to work with the teachers and school community in not only protecting the essence of the school but also expanding it. Perhaps the ultimate testament to Raymond’s belief in the vision at Morse was the fact that he enrolled his son and two daughters there. Raymond would also oversee the expansion of George Washington Carver School of Arts and Sciences, the first public Waldorf-inspired high school in the country and the creation of a second K–8 Waldorf-inspired school, A.M. Winn, during his tenure. These schools’ creation and development are discussed in Appendix D.

Fourteen years after the move to Morse, in 2010–2011, Raymond spearheaded the school’s relocation to Alice Birney School, an empty campus a couple of miles away, to allow for its expansion to accommodate its long waiting list. This move also enabled the Morse campus to be used for students with cognitive difficulties who had been previously housed at a remote location. Superintendent Raymond hoped that expanding to the Birney campus would help stem the loss of children from the district and “bring more of our kids from non-public spaces back.”

Instead of having only one grade-level class at a time, by 2014 the school had two classes per grade level in Grades 1–8 and expanded into a program for early kindergarten through eighth grade. The school now brims with children and has separate classrooms slightly away from the other classrooms specifically for its seventh- and eighth-grade students. Even with this move, Birney has one of the longest waitlists of any school in the district. Despite its growth the community still uses familial language to describe itself. Be it parents, administrators, students, or teachers, a sense of family and community permeates the experience provided by the school. Table 1 illustrates the population of Birney students.

Yet, the real key to the long-term and sustained success of the Morse/Birney project is the faculty’s commitment to a clear vision for what they wanted and continue to want the school to be, as well as the continued availability of teachers both committed to the Waldorf approach as well as trained in it. Teachers tend to stay at Birney for many, many years and make strong connections with parents, who in turn become extremely strong advocates for the school’s program. The average tenure of the current staff is 15 years although many have been at the school

Table 1: Alice Birney School Demographics, 2014–15

Student characteristics	
Enrollment	584
Race/ethnicity	
African American	7%
Asian/Pacific Islander	4%
Latino	20%
White	60%
Multiple ethnic groups	8%
English language learners	4%
Socioeconomically disadvantaged	29%

Source: <http://dq.cde.ca.gov/dataquest>

for 20 years since its founding. A veteran teacher talked of the importance of having a stable vision to which the community could attach itself:

I think whenever a group is working towards one goal...when everybody knows what they're doing and they're all on the same page, I think that those schools are going to be successful when everybody kind of has that focus and that guided mission that they're working on.

Indeed, the clarity of teacher and community vision helped empower the school to directly confront, and triumph over many obstacles that would have proven fatal to less committed schools.

Chapter 4: Alice Birney Waldorf-Inspired School in Action

Inside the Waldorf School

Few studies external to the Waldorf community have documented student, teacher, and parent experiences in a Waldorf-inspired school. We hope this study will help give a more in-depth picture of the nature of Waldorf education from kindergarten through eighth grade in the public system. In particular, we focus on how Steiner's theory of child development informs every aspect of the educational experience, including the goals of school; the nature of relationships within the school; the structure of the school day, curriculum, pedagogy; and how the space is configured. In addition, in this section we discuss the role of parents in supporting public Waldorf-inspired education in Sacramento.

Developmentally Appropriate Instruction for the Whole Child

The Waldorf instructional approach differs substantively from many other approaches to schooling in the United States. One of the key ideas that most differentiates a Waldorf education from other models, is its ultimate goal: whole-life preparation. In addition to providing students with specific knowledge and skills to prepare them for college and career, a Waldorf education seeks to prepare children for meaningful lives in the broadest sense. It seeks to prepare students for physically, socially, artistically, and cognitively meaningful engagement with the world. A second difference is the extent to which Steiner's theory of child development and goals for nurturing human development inform every aspect of how children experience school.

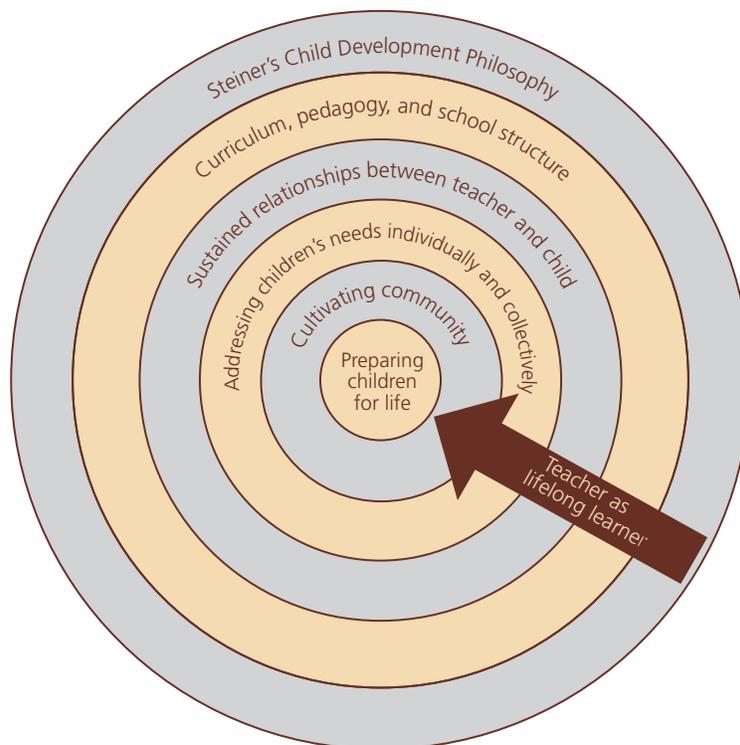
The Waldorf approach to education is inherently non-linear and mutually reinforcing and therefore difficult to describe through the linear form of a written report. Figure 1 (on next page) is an attempt to capture the interactive and complex approach of a Waldorf education.

Steiner's philosophy of child development directly influences the curriculum, pedagogy, and structure of the Waldorf-inspired school. These explicit links, while complex and nuanced, provide teachers' guideposts that give them purpose, intention, and guidance as they develop their curricula. Although there is autonomy and flexibility for teachers, they are bound within the broad frame of the Steiner philosophy. Key to this approach is the notion of and support for teachers as lifelong learners who are continually developing their craft.

The execution of Steiner philosophy through its curriculum, pedagogy, and school structure is strongly supported by the sustained relationships formed between and

among teachers, students, and families. Central to this relationship is the eight-year loop that teachers ideally commit to staying with their students from first through eighth grade. This sustained looping fosters deep and lasting relationships between a teacher and the students as well as the teacher and the families of the children in their class. Furthermore, it fosters deep relationships among the children and families in the class to create a strong sense of caring and community. It is because teachers have both the luxury of time as well as the primary responsibility for their children’s education that they are enabled to enact the curriculum through a pedagogy that is responsive to students’ individual and collective needs. Ultimately, looping is an important vehicle to enact Waldorf philosophy through its curriculum and pedagogy. The sustained relationships developed through looping, as well as the developmentally grounded curriculum, enable teachers to address the needs of their students holistically.

FIGURE 1. A WALDORF-INSPIRED APPROACH TO SCHOOLING



In the following sections, we parse out and delve into these ideas as if they were discrete for the purpose of illustrating how they are lived in one Waldorf-inspired public school, Alice Birney. We hope that this rich description brings to life the theoretical constructs of Steiner philosophy.

Intentionality of place and pedagogy.

“Not only is our curriculum different, but the way we feel when we come to school is different.”

—Parent

“[At] our school they say stuff in a different way and sometimes it helps [you] understand what they’re trying to teach you better. The teachers explain it in a way that’s easier to learn it.”

—Sixth grader

At Waldorf-inspired Alice Birney School there is a high level of intentionality in what is taught, how it is taught and when it is taught. In many ways the classrooms at Alice Birney are the antithesis of many American classrooms in their appearance, the materials used, and the pedagogical approaches of the teacher. One way Waldorf-inspired classrooms differ is in teachers’ ideas about child development and what is developmentally appropriate. In contrast to ideas about what children need in many public school classrooms, where it is believed that if the walls are not covered with stimulating colors and a text-rich environment, the children will not be engaged, Steiner philosophy suggests that children need a soothing calm environment to learn. A Waldorf classroom is painted in muted non-industrial colors, like light purple, or a soft yellow.

Since there are no computers in the classrooms, the classrooms are outfitted with blackboards, upon which the teachers draw a detailed and colorful chalk drawing related to the current main lesson, the core instructional period of the day discussed later in this report. Homemade curtains cover the windows and all classroom furniture is wood or wicker. There is an absence of synthetic materials or store-bought teacher materials in the classroom. The walls have student work but are not cluttered. In each classroom a nature-based display marks the season. Similarly, the learning materials the students use are different. They have special oversized paper bound books for the main lesson study, high-quality beeswax crayons, and colored pencils. Students keep their art materials in a homemade fabric pouch.

As students progress through the grades, particular features of the classrooms remain the same, like the soft color schemes of the walls, but others fade away or exist with greater sophistication and complexity. An eighth-grade classroom has the same warm and familiar feeling of a first-grade classroom, but the displayed work is more sophisticated and the desks are often arranged to encourage greater student collaboration. The same care and deliberation that goes into curricular choices and decisions are also reflected in the organization of the space to best meet the students’ developmental needs.

Teachers interact with their students in ways that also diverge from how many teachers are trained to perceive their role. Alice Birney teachers are uniformly soft



spoken and non-judgmental regarding their students. It is rare to hear a teacher praise a student; he or she is more likely to make a comment that reflects a factual observation and recognizes the student's effort, such as "you took a lot of time with that drawing." This is the kind of comment that is now recognized as supporting a growth mindset and contributing to student success. Even as students are reciting memorized verses, the teacher will not respond differently to the well-prepared student compared to the student struggling to remember the words. This lack of expressed judgment implies a level of faith in the child that they will progress without an evaluative stance, either positive or negative, from the teacher.

The modulated and calm voice extends to the way the teachers manage classroom discipline. In Waldorf-inspired classrooms there are no point or reward systems for compliance. At Birney, the teachers rely on the predictability of routine and rhythm with set practices for transitions, like the use of songs to move children from one activity to the next. They also emphasize classroom unity to support a calm and cohesive learning environment. Children know what is expected of them. When addressing individual children who are not engaged or who are disruptive, teachers take the position that a child's needs are not being met and respond in a soft-spoken way often using touch to connect to their students and understand the nature of the problem. For example, when a second-grade student was not helping his classmates move desks to clear an open floor space as they were singing, the teacher just pulled him close, wrapped her arm around his shoulder and sang with him. Nothing

corrective was said; no harsh looks were directed at him. Just firm but loving support. As a special education teacher explains the Birney approach to discipline:

It's not so much a punishment system as it's wanting to see progress. It's more positive in that way, and then a big thing is that students don't get yelled at or talked to in a way that sometimes can happen in other schools.

In the Waldorf-inspired classroom, the teacher's role changes over time as the students progress through the curriculum. The early grades are primarily teacher directed, with moments of more child-led activities, such as during practical life studies in third grade where students demonstrate independence in cooking and gardening. In fourth grade, students begin engaging in more group learning. The teacher gradually releases control to the students, but explains to students, "freedom comes with responsibility" and that students need to demonstrate their ability to manage the increased freedom. By sixth grade, according to a teacher:

The groups are very efficient and they work together and they take care of each other, and I don't have people not doing the work. Everybody knows there's an expectation and there's an end goal and we are trying to get somewhere with this.

A veteran teacher lays out visually how the change in the teacher's role physically situates them differently in the classroom:

[In the early years] I'm in front of them, I'm directing them, I'm calling the shots. Somewhere around fifth/sixth grade I have to step to the side of the room and guide them, and in seventh and eighth grade [when we are studying] revolutions, let's live in chaos and anarchy, so you have to change your position. I can go from the front of the class, to the side of the class facilitating and guiding, and then at the end of eighth grade it's like, I'm here, like this old tree, deeply rooted here, and come back and visit me. It's beautiful.

Learning revolves around main lesson. From first through eighth grade, morning instruction is dedicated to *main lesson study*. During this approximately two-hour time block students are engaged in interdisciplinary thematic instruction. Main lesson blocks, or themes, last three to five weeks. Students work in oversized paper bound books referred to as their main lesson books in which students record their learning, in verse, creative writing, discursive writing, and drawing. One student describes them in this way, "Instead of getting textbooks we're basically like making textbooks." Most teachers integrate the arts and movement into their main lesson units, to make them more engaging as well as a more well-rounded and experiential exploration of the topic. Drawing is often a central component of the main lesson book.

Main lessons are the primary opportunity for teachers to teach English language arts, math, social studies, and science while integrating the arts. Central to the main lesson is its alignment to children’s developmental stage and its integration of multiple areas of growth. Consequently, main lesson looks very different in the younger grades versus the older grades, as older children can sustain a focused study of a topic for longer periods of time. For a detailed account of two main lesson activities in second and sixth grades, see Appendix B.

Because it is a long block of time, teachers often integrate physical activity and music into their main lesson class time to break up the intensity and the type of focus required of students and to integrate learning. In a fifth-grade classroom, we observed the teacher began the day with song, verse, and a short set of stretches. After a bit of sustained silent reading, he took his students to the blacktop, where he incorporated multiplication with movement activities and then did a jogging loop around the black top with them. This was all done between intellectually demanding tasks, in order to help focus the students and lower their anxiety. Similar integration of physical activity took place in every classroom observed. Whenever a teacher felt that a student’s energy flagged or the class needed recharging, he or she would spontaneously lead a physical exercise to support student engagement and physical development.

Physical activity is used not only to break up sedentary cognitive focus but also to help deepen cognitive growth. For example, in a third-grade classroom students practice cupping a ball, letting it drop, and catching it with both hands while saying their spelling words. The teacher explains:

[Students who] are having a really hard time with their bodies are not able to spell at the same time that they’re doing the ball. And the goal is that you feel enough in control of your body and your actions that your brain can do something else.

Teachers carefully observe each student’s ability to integrate physically and cognitively and continue to give them opportunities to practice as long as they need it.

A slow and multi-faceted approach to reading instruction. Birney, like other Waldorf-inspired schools, takes a slow and deliberate approach to teaching reading. Although reading instruction begins in first grade with the introduction of letters, children are not expected to read fluently until third grade. According to Principal Horning, “We don’t get too worried or upset about it until fourth grade; that is the big difference.”

Birney teachers are all comfortable with this approach and do not see it harming children, but rather enabling them to be better readers when they do read. As one teacher explains, “The danger of asking a kid to read too early, they decode and they don’t have a rich mental capacity, and then they lose interest, no wonder they don’t

want to read.” Principal Horning further elaborates that the emphasis is placed on the learning rather than students’ demonstration of proficiency, which marks a dramatic difference from more assessment-driven approaches to reading instruction. She says, “It’s a matter of the pressure and emphasis; they are taught to love language and love words before they are forced to demonstrate their ability of how much and how quickly.” In addition, focusing on reading early, before many children are developmentally ready, takes up considerable time in the schedule leaving little time for the rich and wide-ranging instruction that Birney offers.

Children are taught to write before they can read. They are taught to copy and engage with language before they can decode it. A teacher describes the impact of this approach:

The pressure to read or not read is completely taken out....We learn to write first...they’ve been writing for years, even when they had no idea what it said. So it was like they were engaged already in a physical will engagement kind of way and then it was look at the words you’re writing....now they are starting to realize I am not just writing swirls and swishes.

Each letter as it is introduced is accompanied with a picture and a story, which helps students integrate it into their mental schemas. Because of this developmental approach and deep commitment to serving each child’s individual needs, Birney teachers believe that when children are not mastering something, such as reading, it is probably because they are not developmentally ready. However, teachers are continually assessing students’ progression and responding with what they believe the students need. Teachers tell countless stories of children who don’t read or speak for years, only to fully blossom when they are ready. For example, a teacher remembers a student who did not read until the end of sixth grade. By taking a developmental approach while also continuously assessing for any underlying difficulty with this child they preserved his love of learning:

There is a lot of good research out there saying that some boys particularly don’t have their brain fully developed until they’re 11, so we’re asking them to do something that they’re not ready to do, so giving him that gift of time allowed him to fall in love with reading.

In many public schools driven by pressure to prepare students to perform well at early ages on reading assessments, this child would likely have been labeled as poor at school, given remedial work, and perhaps persuaded that he was unintelligent. A graduate of John Morse (the site of the school prior to moving to Birney), who now attends UC Berkeley, described how even though some children learned to read in second grade, she herself did not master reading until the end of third grade, and then progressed rapidly. She describes her early literacy activities and how she benefited from the gentle approach of Morse:

First grade was learning all the letters. So we'd take maybe like every week or every couple of days we'd pick a new letter. We'd learn the sounds. We'd draw a picture with the letter and then a picture of something like an animal that started with the letter....And then in second grade we moved on to learning things like all the vowels and beginning to read. We had reading groups so those kids who were more advanced were in one reading group and those kids who needed more help were in another. I learned to read at the end of third grade, where I could actually read really solidly by myself, and then after that I just absolutely loved reading because I was given the time to actually find it for myself. I wasn't forced to sit down and read...I never felt like I was stupid because I couldn't read and all the other kids [could]. It was just I could move at my own pace. After really learning to read I was reading Harry Potter and I was going through lots of books.

A current parent who transferred her stressed-out daughter to Birney shares a similar experience:

Our daughter was at the traditional school and forced to read, her hair was falling out, she was super stressed out. So we came here and it was exactly what my kids needed, and they have completely blossomed under less stress.

Developing the art of speech. At Birney, speech is valued as an area for competency in itself and as a way to support literacy development. It has many facets, including a connection between spoken and heard language, articulation, and artistic connection, as well as building a sense of community. Celebrating the beauty and power of language, both spoken and written, is highly valued at Birney. It is a side of literacy development often completely neglected in classrooms focused on students' decoding abilities. The increasingly narrow and formulaic way literacy is taught in many public schools to prepare students to perform well on standardized tests has resulted in students losing an understanding of the art of using language. A Birney teacher wonders, "How do you love language if you don't create beautiful language... how do we use our voice as an artistic instrument, as well as a communicative tool?" Hearing and speaking language is an essential part of literacy development in the early years, as a teacher explains, "There's this connection between language coming in and language going out" with the listening to and telling of stories.

One of the prime vehicles for developing speech is the recitation of verses, which begins in kindergarten in choral recitation. There are verses for starting and closing the day, for transitioning from one activity to another, for the themes of the year. The recitation of verses is taken seriously and engaged in physically as students stand up straight behind their desks so they can breathe deeply and fully enunciate

their words. A teacher describes the multiple purposes for which she selects verses for her students:

But for speech exercises in the morning opening, I usually try to have two types going: one that's more artistic and then there's articulation exercises. They did "splendid is the light, splendor of the fall, splatters of orange", all s-p-l's, and especially in the primary grades when I'm in a language block I'm teaching letters and sounds, there might be "big brown bears biting big black bugs," and then we read that together. So it's this connection between articulation, language, and reading, all of it, all balled up together.

Verses are connected to the main lesson study. For example, as the sixth graders studied Rome they recited with passion and excitement a verse, O Roma Nobilis, in Latin. The teacher describes how the students relate to the verse:

The kids feel it. They think they're Roman soldiers. So as long as there's passion and they're feeling it we can live with that, and then as soon as I see that it's losing something then we'll bring in something new.

The choral recitation aspect of verses builds class community as a teacher explains, "I think that unison speaking too is huge with building the culture of the class. When you're speaking together, or singing together...there's a group unity."

Starting in the second grade children are given their own short verses that they don't have to recite out loud. By fourth grade students start learning their own verses to recite on the day of the week of their birth, each week. They are called *birth day verses*. One teacher describes how she selects a verse for each child. "We gift them this...I gave them a verse that I felt was something that I see potential or a striving within each of them." The students recite the same verse once a week for the entire year. Over time they perfect the recitation of the verse. By sixth grade, many students can recite their verse with tremendous theatrical ability. The teacher helps direct them in their inflection, their subtle use of gestures and eye contact. Speech is also enacted through class plays that in the early grades are mostly choral speaking but develop over the years to memorization of individual parts.

Learning to get along.

A Waldorf school has more than just learning. It has more adapting to your environment, learning about different things you never would learn if you were in different schools, and mostly a way to actually attract a friend instead of like just rejecting people.

—Sixth grader

Supporting the whole child at Alice Birney also includes nurturing each child's social-emotional development. Children are taught, encouraged, and expected to get along with each other. Staying with the same children and teacher for eight years supports this value as well. The nature of learning how to care for each other evolves as children develop. For example, at the kindergarten level there are three rules: "Be kind, be safe, be a good worker," according to a teacher. Children are encouraged to take care of each other. The teacher explains, if a child gets hurt, another child will run into the room to get an "ice crystal for someone who has fallen down; taking care of each other, and taking care of themselves" is an important skill that children learn. The kindergarten teacher talks about "golden deeds" meaning taking care of each other. The expectation of what caring for each other means grows as the children mature. In the early elementary grades the teacher uses stories to teach about being kind and caring for others. A teacher explains:

You are always tracking the social progress. If there's a child that I see left behind, or alone a lot, you'll tell a healing story that kind of speaks to the duckling who's left when everybody else has traveled across the lake and the kids know and they respond to it. It's amazing how wise they are socially at this age.

An upper elementary teacher focuses on building her students' awareness of opportunities to care for others. "I am always trying to work on helping [my students] not just think about themselves but to look around and make sure everybody's o.k. right now, and if they're not, what can you do to make it o.k.?" Middle school teachers tend to use class meetings to address social issues within their classes. According to a teacher the school focuses on "cooperative play and having fun and celebrating everyone's ability level rather than just favoring the kids who are good at the thing." Parents are most appreciative of this aspect of their children's experience at Birney. One parent explains:

It is a whole lot less *Lord of the Flies* here....That there is, from day one, an alternative presented to the children, that first we figure it out yourself by using words, and that we do not resort to physical pushing or bullying, and honestly, I haven't seen any of that, or really heard about it at this school.

Another parent adds, "I think that socially the expectation is higher here, that you are a citizen of your classroom, and of the school, so you behave like that. I think that's kind of a big deal."

Supporting students' needs. Looping facilitates Birney teachers meeting their individual students' needs in ways that teachers who spend just one year with students cannot. Part of knowing students well through many years together is that the teacher understands what each child needs to thrive and can identify different areas of growth for each child holistically.



Lunchtime at Alice Birney embodies the “getting along” ethos that motivates the entire school. Adults do not control the large play space and tend to fade to the periphery, present but not central to the goings on of the blacktop, play structures, or grass. Mixed-gender groups abound, there is some cross-age play, and almost all play seems more cooperative than competitive. Students enter and exit games at will. Few students play a single game for the entire length of lunch. Balls are tossed or friends chased with no apparent end purpose. Some children dance, others sit under the large trees. Laughter and smiles abound and almost no children sit alone. Students in the middle school grades (seventh and eighth in particular) tended to sit and play away from the younger kids. However, there were notable exceptions on the basketball court where the older children played with their younger schoolmates in an inclusive and cooperative manner, rather than against them. In general, there existed a sense of belonging, inclusion, and safety. One mixed-gender and mixed-age group played a game of keep-away with a soccer ball. One boy fell while chasing another who possessed the ball. Rather than laugh or humiliate the other student, the boy with the ball passed it to another schoolmate, stopped and checked on his fallen comrade. Moments like this show how different the communal space at Birney is and how the fruits of the community’s efforts are reflected in the actions of its students.

The students also recognize that they are well known by their teachers and that they can count on their teachers for support. When discussing what enables them to do well in school, a sixth grader explains, “Like if [you] don’t know what’s going on they’ll actually take the time to explain it to us or they’ll pull us out during recess.” Parents express gratitude for the individualized support from teachers: “I like how [a Waldorf education] approaches the whole child, nothing is really forced, they find the ebb and flow of the child and figure out what works for them.” Another parent says what they love about the school is that their child “was allowed to be an individual and not be an outcast, so he was himself, and he’s been learning at his own pace.”

Despite the holistic and individualized approach for all children, some children enter Alice Birney with specific special education needs that extend beyond the classroom teacher’s capacity. In truth, because of its holistic approach, parents of special needs children are particularly attracted to Birney. Some hope that Birney will “save” or “fix” their children while others hope it will be a more humane place for their child. Some of the children who attend Birney fall into traditional definitions of special education and others do not. Some parents bring their children to Birney to avoid labeling them as special education students. However, there does not appear to be a stigma, at Birney, for receiving special education services. According to one teacher, regular education students are sometimes jealous of the fun that students have with their special education teachers. In addition, according to a teacher because of the multiple ways that students experience school, every child has “many chances to shine.”

Birney provides a range of support for children with diagnosed needs, including speech, language, occupational therapy, reading, writing, and math support. There are five educators who provide special education support (two resource specialists, a speech and language therapist, an intervention specialist, and an instructional aide). Teachers provide push-in and pull-out supports and hold small groups for RSP reading, writing, and math support. Some children with academic or emotional needs or motivational issues are referred to the intervention teacher as well as the other special education teachers, by the principal or a teacher. He works with students one-on-one, in small groups and pushes into the classroom. One of the particular ways he offers support to third and fourth graders is on numeracy issues. Some students need support with their math skills but others just need to build their self-confidence.

The special education teachers are challenged to build schedules that do not interfere with the children accessing all the aspects of the holistic instruction. They try never to pull out a student during main lesson, looking for time most often during specialty classes, and trying to vary their pullout schedule so students do not miss the same specialty class repeatedly. The special education teacher joins the main lesson and joins sixth-, seventh-, and eighth-grade math groups to provide support to the students who need it. The principal gives the teachers a high level of autonomy to build the support program themselves.

Although the RSP and special education teachers have certain skills and procedures they have to follow and have not yet received full Waldorf training, they try to

incorporate Waldorf-style instruction in their work with students, including hands-on learning approaches, movement, and singing. “It’s traditional science-based methods for reading....I tell everybody it isn’t Waldorf but I can try to make it look as much like Waldorf as possible,” describes one of the teachers.

The special education teachers feel that Birney’s holistic approach to education serves special needs students better than in many other public schools. Many of the children who are fully included in the classroom at Birney would likely be separated in a communicative handicapped class in a different school. In one class a Down Syndrome child is fully integrated into the class where he receives a considerable amount of assistance from a full inclusion aide, the teacher, and even the other children in the classroom.

The special education teachers also collaborate with the classroom teachers to identify ways to best support each of the students, providing guidance to teachers on how to scaffold the learning for individual students. The teachers love working with the special education teachers and aides because they see how “present they are with the kids. They love the kids.”

In general, teachers feel that the Waldorf approach provides students greater access to the curriculum because they can learn through multiple modalities. This is true regardless of a child’s learning needs. Most commonly instruction is delivered primarily through auditory and visual modalities, however, in a Waldorf-inspired school, like Birney, instruction can be accessed through movement, music, art, hand-work, and speech. As one teacher says:

You are going to jump your math and then you are going to sing about it and then you’re going to work it out with some art work and your teacher is going to put some drawing up on the board to remind you all of it. All the learning styles are being addressed.

In this way the students have so many more access points to learning than in many other educational settings.

Although Birney serves very few English language learners (about 30 students during 2014–15), the school does provide those students who are fourth grade and older with additional supports through an afterschool tutoring program. One of the reasons the school has so few designated English language learners above fourth grade is because of its high redesignation rate. Children who indicate on the state-required home language survey that they are an English language learner are invited to attend an afterschool tutoring program three days a week. Even after a child graduates from the program they can still attend for an additional two years. The program is co-run by the English language coordinator/Spanish teacher and an intervention teacher.

Child Development Theories as the Basis for Teaching

At the heart of the Waldorf instructional approach, built on a well-defined theory of child development, is respect for children, not as partially formed adults but as their own beings. A teacher explains, “We talk about receiving children with reverence, that there is something special about every child that enters here.”

Reverence extends to every stage of child development. Steiner identified distinct stages of development that span seven years each. Even though Steiner’s developmental philosophy follows a person into adulthood, given that this research focuses primarily on children from kindergarten to eighth grade, we elaborate most fully on the first two 7-year stages. Within each stage, the child’s developmental needs shape the curricular focus and the pedagogical approach of the teacher.⁵ Under the guidance of a number of founding teachers and supported by a well-trained staff, Birney teachers have been able to maintain strong fidelity to Steiner philosophy and Waldorf curriculum. Teacher training is elaborated upon more fully in a later section.

In this section we lay out the Steiner developmental philosophy and corresponding curriculum in a grade-by-grade chronology. The description of the Steiner philosophy is derived from a document produced by the Alliance for Public Waldorf Education (2013), led by a former lead in assessment from the California State Department of Education, and contributed to by members of Steiner College in Sacramento and educators from Alice Birney School as well as other Waldorf-inspired public schools.⁶

Play is their work: Birth through kindergarten.

“Play is their work really, and it is a place where they can also learn how to deal with each other in a social context, not where I’m going to go in and necessarily solve right away.”

—Birney kindergarten teacher

At Birney, children may attend two years of an early kindergarten program from ages 5–6 in a mixed-age classroom, which is towards the end of the first stage of Steiner’s first 7-year stage of development. The number of years they spend in the program depends upon their birthdate and developmental readiness as determined by teacher assessment and observation. The classroom space is designed to gently ease children into school life. Children can bring slippers to wear in the classroom at school and boots for outside play. The classroom is home-like with a kitchen, imaginative play spaces, and vast outside spaces. In contrast to widely held notions of children’s developmental needs in preschool and kindergarten, a Waldorf-inspired kindergarten is decorated in muted colors, it is not a text-rich environment but a subdued environment. There are many spaces for children to physically engage with open-ended play objects in their environment.



Children’s developmental needs include physical exploration, sensory-motor function, the engagement of the will, rhythm, language development, connection to the natural world, and imitation. All these developmental needs are met as the teacher establishes the structure, rhythm, routines, and environment for the children. Repetition and routine carry the children—guided by the adults. The children engage in activities that address their developmental needs in multiple ways.

At Birney, the day begins outside where children play. Although there are a few play structures, children gravitate to the natural spaces. They play in the playhouse, the sandpit, among the trees and plants, and dig in the dirt. Stumps and large rocks of various sizes permeate the landscape for children to navigate across and through. The outside space is intentionally set up with physical obstacles for children to navigate. For example, children have large wagons outfitted with sturdy off-road tires that they can pull each other in. Although there are small sections of the yard that are paved, much of it is bumpy dirt and even a section with large river rocks. Children have to work together to pull the wagon over these physical challenges; it takes persistence, cooperation and is an authentic task. The outside play is almost all child-directed. Outside time also includes cooking projects in small groups with the teacher, washing towels, and other craft activities, like sanding wood swords.

Building off the importance of outdoor child-directed play, one day a week, children spend the day at a nearby park where, rain or shine, they play in the woods. They take a 30-minute walk, then play outside, and have snack outside. The teacher made backpacks for every child and they carry their own bowl, spoon, and napkin for

snack. The children have little hand drills that they use to drill into acorns or wood. After they play, they go to “rolling hill” and roll down it. Through these activities children develop sensory-motor integration, physical and imitation abilities, social skills, and they connect to the natural world.

Four days a week, part of the day is spent inside the classroom and includes a circle time in which children are immersed in a language-rich environment of storytelling, singing, and movement. Stories and songs are chosen to reflect the seasons and cultural traditions. A kindergarten teacher describes:

It’s a foundation of literacy and moving, singing rhymes. Some of it is loud, some of it is soft, some of it is big body movement, some of it is little body movement, and then we just let it rest for a moment.

Then children have snack and play inside. Materials in the classroom are all natural wood, wicker, or fabric. Children can play in a pretend kitchen area or baby area, or with blocks to make forts. Drawing and sewing supplies are always available. There is a sensory washtub where children can wash rocks in water and always some kind of seasonal display. Children’s play also mimics home life, with work activities like cooking, sweeping, gardening, and building.



The school day is organized into “a schedule that is strongly rhythmical...they occur in a predictable schedule, allowing the child to relax into the rhythm of the day, week, season, or year” (Alliance, 2013, p. 11). Even the snack is rhythmical, according to their teacher. “We don’t say Monday, Tuesday, Wednesday, Thursday, Friday; it’s rice day, oatmeal day, bread day, quinoa day, soup day.” On soup day children bring something for the soup from home and it is cut up during outside playtime and added to the soup, to make a kind of stone soup. After the children eat, a crew of children will wash, rinse, dry, and put away the cups and put leftover food into a compost bucket. Other routines are rhythmical as well, for example, Tuesdays they hear a story, Wednesdays they paint with watercolors, and Thursdays model with beeswax. “All this rhythm and organization just helps a young child feel so secure because it’s always expected, always the same,” explains their teacher.

A time of imagination: first and second grade. Stage two of Steiner’s child development theory begins at age 7 and lasts through age 14. Within each stage are distinct phases. The first phase includes first and second grades. In contrast to many schools preparing students to excel on standardized literacy assessments in which this period marks a laser-like focus on literacy through decoding, according to Steiner philosophy, children develop literacy skills best by first developing the ability to tell stories and imitate writing, before they learn to read and write.

According to Steiner’s child development theory while children still need to develop themselves physically and rhythmically as they did in the first stage, in the second stage children develop their capacity for imagination as well. Children also learn through connecting to emotions and feeling. For this reason, much of the instruction focuses on sparking the child’s imagination through storytelling, drawing, and singing. The curriculum responds to this focus on learning through imagination, which one teacher calls “oral literacy.” “The rich story curriculum of the lower grades invites the child to be inwardly active, creating her own images for each scene of every story.” The intent behind this process is to “take the child from story image, to picture, to letter, to word, and onwards to reading and arithmetic” (Alliance, 2013, pp. 12–13).

The idea of supporting children creating their own imagery is a central tenet of Waldorf developmental theory. Younger, pre-literate students are theorized to see their mental world in pictures rather than words. Developing a student’s ability to mentally visualize a story plays an



essential role in the student's later ability to move towards the concrete world of words. Telling vivid, descriptive tales fosters this inner world. Teachers select texts and plan curricula with this developmental goal in mind. Stories are also intended to connect to children's feelings, because it is believed that what resonates with children's feelings will be remembered and integrated rather than just presented as disconnected facts that may be "received, briefly retained, tested, and often quickly forgotten" as is more common in educational approaches (Alliance, 2013, p. 12).

The curriculum in first grade is connected to fairy tales from many cultures and nature stories. These stories often contain "archetypes of human existence and have been used throughout history to explain the world around us" (Alliance, 2013, p. 12). According to Steiner, at this age, children are still in a "somewhat dreamy consciousness and feeling of connection to the world" (Alliance, 2013, p. 13). As a teacher explains:

It's very experiential, and incredibly developmentally appropriate. Children in second grade particularly are still very much in that dreamy place, they haven't completely landed on the earth, and so as many images and pictures you can give them, it just feeds their soul, it seeps deeply into their being and it kind of ferments for a couple of years and then it springs forth in something quite beautiful in reading, in writing, in beautiful recitations.

First graders also go on nature walks. When the school was at John Morse, they could go on nature walks adjacent to the school. There was a little stream and tree area. Some middle schoolers reminisce about nature walks and how magical that time was for them:

Student 1: We used to go on nature walks almost every morning...and it was all about...building fairy houses and building things and finding sticks and twigs and building things and making little stick figures and playing with them.

Student 2: I loved doing that.

Student 3: We also had this little nature table where we'd put this little silk cloth over it and all the things that we found nature wise would go on it. If we found like this cool stone we'd stick it on there or like an acorn with the cap still on it or just like a little feather. We'd just put it on there or even a wasp nest, like just a little one, we'd just stick on there and it was like really nice and decorative. It was pretty cool to find stuff and just put it on there.

Throughout the years, the teachers strive to help children connect to nature in developmentally appropriate ways. Just as the younger students looked back fondly on these nature walks, so too did older former students. Almost all of the graduates interviewed for this study mentioned how important having the freedom to explore, observe, and interact with nature was in shaping how they see the world.

In second grade, the curriculum shifts to respond to children's increasing self-awareness, where fairy tales are replaced by fables and legends, which focus elements of human nature and "examples of extraordinary humans who worked in harmony with nature to bring goodness to the world" (Alliance, 2013, p. 13). A veteran Birney teacher describes the developmental stage of the second grader:

I see this budding mischievous[ness], just these kids kind of playing with words or playing with what I am saying or bringing their joke that's horrendous but thinking it's hysterically funny, and they're ready for that world of fables and riddles.

In this early phase of schooling, art plays a central role in facilitating the child's ever increasing exploration of large parts of the world. Teachers use stories rich in imagery and pictures that convey facts and processes (Alliance, 2013, p. 12). Music is also central, as students sing throughout the day and as they transition from one activity to another. The place of song in the day also reinforces the rhythm of the day, in these early years as well as throughout a Waldorf education.

With active imagination and oral abilities developed, as well as imitation skills nurtured since early stages, this phase is also viewed as a time when children are receptive to memorization of verse and mathematical facts. The memorization and recitation of verse, as described earlier, is a central component of a Waldorf education. The verses often relate to the seasons and are full of imagery. A Birney teacher explains:

You are asking a lot of a child when you are asking them to speak, you're asking them to claim a place on the earth, and proclaim their light-filled presence, so that's pretty powerful for a child, for [people] to stop and listen. You're asking them to articulate their speaking clearly as a gift from the speaker to the receiver, and that's a wonderful gift... there is a lot of brain development that's going on when you're asking a child to speak clearly, crisply, and with a place of mental images... building mental memory.

Memorization of verse is also viewed as an essential pre-reading activity. Steiner philosophy suggests that before reading, when nurtured, children have a huge capacity to take in oral sounds since that is how small children learn from their parents. One graduate describes how this emphasis on developing memory continues to impact her:

My memory is really good. I have a lot of visual memory but I also have oral memory too. I have a lot of different ways of remembering things, a lot of different ways of working with things. There's a lot of flexibility when you learn with Waldorf. You know you're not just learning in one way, but you're learning in so many different ways, and that really helps as you get older because sometimes you can't just read something and remember it.



Awakening to the world: third grade. Third grade is a pivotal year in a Waldorf-inspired education. According to Steiner's theory of child development it is at this age when children increasingly see themselves as separate from the world around them. Steiner literature describes this phase as a time when children's increased self-awareness makes them more "awake." A temporary loss of confidence and insecurity often accompanies this growing self-awareness. One teacher describes his experiences with his students, "after the summer they come in with a different awareness."

The curriculum is selected to mirror this phase, as the children study the story of the ancient Jewish people. This study of the Jews is studied not as religious education, but as mythology that includes "ordering of a world out of nothing, the departure from paradise (mirroring the child's departure from early childhood), and the need to learn a range of practical skills that will be required to successfully live on earth" (Alliance, 2013, p. 13). As one teacher explains, "By studying how the Hebrew people deal with the amazing difficulties in their lives we're giving them insight on how they deal with tragedy and difficulty in their own lives." Another teacher describes it as:

It's just kind of what they're experiencing. It's not always fairy tales.... We're asking the third grader to write long pieces and do cursive and to really start thinking of math in a different way. It's not a story anymore. There's a sort of sadness that comes with 9. There's a sort of sadness in the story of the Hebrew people from the very, very beginning.

In correspondence with the focus on the Hebrew people the children at Birney build a Sukkah outside as a celebration of a Jewish festival and have many of their lessons inside it. In addition, students study measurement, time, and money in connection with the ancient times. For example, students measure their desk width, height, and depth, using a range of ancient measurement techniques, such as their palm, hand span, and cubit (from fingertip to elbow). They compare their measurements, double-check them, and discuss the strengths and weaknesses of the units of measurement.

The development of practical skills is also an essential component of children's learning in third grade, although it happens across all grades. At Alice Birney third-grade students spend a considerable portion of time learning to cook, sew, garden, farm, and build. In three-week rotations, 10 children cook, 10 children set up a garden and care for chickens, and 10 children build, including a wooden calendar. Children also crochet their own hats. They go on field trips to farms and help care for farm animals. A middle school student recalls how practical life study is integrated naturally into core academic content areas. "Cooking is kind of the Waldorf way of learning fractions."

Although third grade marks a new level of awareness, the integration of music, the arts, and movement is still seen as vitally important to developing the whole child. Each day starts with the recitation of a morning verse, followed by a movement exercise in which students have to remember a sequence of movements, like twiddle your thumbs, clap your hands, then stamp your feet.

Finding balance and integrating into the world: fourth and fifth grade. Fourth and fifth grade is a time of increasing stability, according to Steiner philosophy. Children feel more comfortable with themselves and their increasing independence. Their body proportions have evened out and they are more coordinated. Children demonstrate an eagerness to learn and a deep interest in the world around them. They are ready for understanding the complexity of life. As a veteran Birney teacher explains:

In fourth grade when they're starting to pull away from their parents and their teacher and they're starting to see...the foibles of their friends and they start to piece apart the world, we bring them fractions, and we bring them precision and beauty of the animal world, so it just feeds their souls in ways that I just can't express.

The curriculum corresponds to these changes. The children study Norse legends in fourth grade and the mythologies of Ancient India, Persia, Mesopotamia, Egypt, and Greece in fifth grade as well as a variety of religions that arose from these civilizations including Hinduism, Zoroastrianism, and Buddhism. This variety of mythology illustrates to the children that there are many, and often competing, ways of explaining life and that those perspectives are often linked to geography, culture, and historical circumstances. At the end of fifth grade the study of mythology transitions to the study of ancient history.

According to the Steiner philosophy:

This transition marks a point in human history at which the Greeks moved from an earlier worldview that was holistic and external to a more philosophical, individual, and questioning approach. It mirrors a change in the child's thinking from picture-based thought to the dawning of formal thought. (Alliance, 2013, p. 14)

In connection with the study of ancient civilizations in fifth grade the students visit an Egyptian museum and participate in a pentathlon at another Waldorf school in the area. The pentathlon includes classic sports such as javelin, races, and jumping contests. A teacher explains:

They tied it back in to the grace and beauty of the Greek times. So it wasn't so much about being first and being the fastest; it's more about just enjoying the movements and the grace and beauty of it rather than just the competitive nature.

The child's growing awareness of the complexity in the world leads to the study of fractions, decimals, verb tenses, and parts of speech. Children are also increasingly feeling connected to their communities, which leads to a study of local and state geography in fourth grade and of North American geography in fifth grade. Field



trips align to the curriculum including an overnight at Fort Ross, an old Russian Fort on the coast of California. On this trip each child takes on a historical role. A teacher explains, “They became a militia or a gardener or a hunter and they had to do it the whole two days. It wasn’t superficial.” Middle school students remember the experience fondly and with detail.

Student: You had to write a letter and militias were...the guarders of the Fort Ross. This Fort Ross has been there since the early 1800s so it was really cool to see that, and they let you sleep in like some of the old places that they used to sleep in. I slept in the church because we were gardeners.

Student: You had to dress up and...

Student: I still remember my name...It was Igor Leontivitch Chernik, because we were all Russian.

Student: There was Russians and natives....there would be two militia from our class, guarding the doors of the whole fort, and there was this big wall around it. There would be militias and you’d have to sign in with them, and I remember the militias they slept in the guard area. They had cannons, like old cannons that were out of the windows.

Student: I remember at night we’d have a night shift...ours was at like 2:00 in the morning.

Student:...We’d have to keep the fire. We just relived what they used to do back then.

Continuing the connection to nature developed in the early years, students study animals and zoology in fourth grade and botany in fifth grade. Arts are integral to the student’s study of geography and life science, by supporting a more in-depth and experiential connection to the material through the drawing of representational maps and engaging in close observational drawings of animals and plants. This study also further cements children’s connection to nature and sense that they are part of the natural world. However, it also preserves a connection to story, imagination, and wonder. A teacher describes how all the pieces fit together:

If we’re going to study...the deer, I’m giving a little story about it. “Hiding among the tall dry grasses near an oak grove the fawn awaits his mother. They spent most of the day away. The sun is setting slowly playing with red and orange hues in the blue sky canvas.” So after talking about this we may talk about the characteristics of the animals. And for some parents, they want us to go further into more of the dissecting. And it’s hard for anybody to

understand that, why we don't too early. There is the sense that if you do, you kind of lose the sense of wonder that is connected to the beauty of something. Yes it's important that you get there, but we need to do that gradually rather than just knowing facts. There was a great quote about that, "What signifies knowing the names if you know not the nature of things?"

In this way learning goes beyond the literal understanding of facts and is about the connection to and passion for the world. In connection with their study of animals and botany, the students go to observe the elephant seals on the coast and camp among giant sequoias and learn about the trees.

A time to connect with concrete reality: sixth grade. On the verge of adolescence, according to Steiner philosophy, the sixth grader both can begin to engage in causal thinking and needs to engage in a matter-of-fact engagement with the material rather than the fanciful or emotional aspects that characterized earlier stages of development. The history curriculum mirrors this developmental stage:

The turning inward, the foreshadowing of adolescence, is mirrored historically by the European Dark Ages, when knowledge and civilization seemed to disappear. It is reassuring for teacher and parent alike to recall that knowledge and culture had not vanished but were hidden for protection and deepening, waiting to reappear in a flurry of learning and progress in the High Middle Ages. By the end of sixth grade, we see greater mastery of critical thinking or formal operations; the child's world is expanding again.
(Alliance, 2013, p. 15)

Sixth grade curriculum includes the rise and fall of the Roman Empire, the birth of Christianity and Islam before turning to the Dark and Middle Ages. The sixth-grade teachers at Birney require a considerable amount of in-class writing. In correspondence with the study of medieval times, the students participate in medieval games with other Waldorf schools on a big farm where the students get to do archery, sword fighting, ropes challenges, and other games. In their hand-craft class the sixth graders explain that they "make this tunic and then we put a design on it and that's for the medieval games." A teacher describes it as "Robin Hood out in the forest." In this way the students' study of these historical times is experiential, and connected to writing, handcrafts, and the arts. Math is also connected to their historical study as they learn business math, including transactions, profit and loss, and interest as it connects to the rise of towns' trade and guilds in the Middle Ages.

According to Steiner philosophy, the sixth grader's grounding in a rational and concrete notion of reality supports the study of physics, including optics, acoustics,



magnetism, static electricity, heat, and cold. Children are introduced to these topics through experiential activities, rather than definition of the concepts. Children then can deduce meaning from their experiences. The children also study geology as well as the study of naked eye astronomy (the astronomy of the Middle Ages), corresponding to their historical studies. Students experience the geology they study as they camp and climb around the base of Mount Lassen, a nearby volcano.

The final phase, intense exploration and restlessness: seventh and eighth grade. In response to the end of the second stage of child development, children are ready to launch into a period of intense exploration and discovery. This focus extends to growth in terms of thinking, beliefs, and relationships. “Traditional beliefs will be challenged and tested and the young person must learn to stand firmly in her own thoughts. Perspectives will change dramatically, just as they did for the artists of the Renaissance” (Alliance, 2013, p. 15). Correspondingly, in seventh grade the students study the ideas of the Age of Discovery, the Reformation, and the Renaissance, which mirror their own growth cognitively and artistically. At this age, students are able to turn away from stories and mythologies to biographies of leading historical figures. Geography includes the study of Europe and Africa mirroring much of the Age of Discovery. In accordance with the Age of Discovery, the students spend a night on the *Balclutha*, an old sailing ship docked in the San Francisco Bay, and pretend to be shipmates for the night.



As students’ bodies change they study human physiology, health, and nutrition. Science also includes the study of inorganic chemistry. “Scientific study continues to emphasize the careful objective observation of phenomena before concepts are formed.” The study of naked eye astronomy covered in sixth grade expands to encompass a heliocentric view, “with an examination of the conviction and courage of the pioneering Renaissance astronomers” (Alliance, 2013, p. 16). Students also begin their two-year study of algebra. At Birney all upper grade students take math at the same time to provide flexibility in math groupings as well. In sixth, seventh, and eighth grade there are two math groups; both cover the same material but one works at a faster pace than the other. Student empathy and the generally non-competitive environment fostered throughout the years at Birney make this differentiated instruction possible in a way in which students do not feel labeled or judged.

Eighth grade marks the end of the looping cycle with the classroom teacher and the beginning of a new stage of development focused on critical thinking and specialized instruction. In seventh and eighth grade to accommodate scheduling challenges and give teachers planning time during the specialties, Birney has chosen to shorten the main lesson block from 2 hours to 90 minutes. In eighth grade the two teachers decided to each specialize in a main lesson block and to teach it to both their own students as well as their partner’s students to provide the students with experience with more than one main teacher in preparation for high school.

The eighth-grade main lesson curriculum corresponds to the students’ developmental orientation. As a veteran teacher explains, “In eighth grade, when they have had it with authority, we give them revolution.” The study of revolutions leads into

a study of the founding of the United States. Students compare the American and French revolutions and study the worldwide impact of the Industrial Revolution. Biographies continue to serve as a key source of understanding for students, providing them access to connect with historical events as lived experiences. Students also study American literature and the short story and develop their ability to understand and write with perspective, voice, point of view, and style.

For science, students study hydraulics, aerodynamics, and motors in connection with the developments of the industrial age. Organic chemistry is introduced with a focus on the chemistry of food. Students' science lab reports are as much written documents of the scientific process as carefully executed visual representations.

Eighth grade culminates with a series of events that include a major play, a week-long class trip, and a major project presentation of individual student projects. The exhibition of student projects exemplifies the school's commitment to nurturing the development of the whole child and their individual passions as well as the cumulative effect of the school's emphasis on art and language development.

The eighth-grade exhibition is a forum where students present culminating multiweek research rooted in a particular interest. The classroom in which the exhibition took place was packed with family, staff, and non-presenting students offering their classmates support. During the exhibition itself, individual students orally presented their findings to the audience and each incorporated an artistic component. The art was placed prominently behind or near them while they orally presented their findings. The eighth-grade teacher for this group facilitated the program, introducing students and their topics. The exhibition covered a range of student-selected topics, from the effects of oceanic pollution, to the history of cycling, to discrimination against transgendered students, as well as a demonstration of method acting. Each presentation also included an artistic component: One student showed a series of impressionistic watercolor paintings, another a tile mosaic of the word "equality," another a vivid collage of cycling images. All of the artwork was of exceptionally high quality and indicative of long-term artistic training. The verbal presentations themselves showed the students' familiarity and comfort with public speaking. After presenting their research and art, they fielded audience questions skillfully while generally lacking the awkwardness found in most eighth graders placed in similar situations. Graduates of Alice Birney reinforce this observation by crediting their ability to speak publicly and organize their ideas in high school and college directly to experiences like these exhibitions.

Indeed, the exhibitions showed that Birney actively prepares its students for college, career, and life beyond even if that language is not actively used by the adults in the school. The school's commitment to elevating the arts, music, and creative expression helps produce students capable of thinking outside of the box, confident in who they are and will be, with a willingness to share with others.

Educating the whole child through the fine and practical arts.

“I think every school should be like this. We should all learn how to sew and knit. We should all learn how to carve. We should all learn how to cook.”

—Seventh-grade student

“It brings the arts in various ways to develop the whole student, and along with that music and language. And in building this base you build a whole learner and you build someone who loves learning and someone who is going to pursue knowledge rather than having it poured down their throats.”

—Birney teacher

In addition to the interdisciplinary and thematic nature of core classroom learning, learning in the fine and practical arts also differentiates a Waldorf-inspired education from many other public schools.

Across the grade levels, students take specialty classes, which enable students to have access to learning through the arts, movement, foreign language, handwork, and gardening. Some of the classes are taught by professional teachers and some are run by parent volunteers. Table 2 provides an overview of the specialty classes offered.

Table 2: Specialty Classes

Class	Grade	Teacher
Eurythmy (movement) ⁷	All grades	Professional teacher
Gardening	All grades	Parent volunteer
Handwork	Kindergarten—finger knitting 1st–2nd grade—2-needle knitting 3rd grade—crocheting 4th—needlepoint 5th—knitting with 4 needles 6th—embroidery 7th—needle felting 8th—sewing machines, book making	Professional teacher
Multicultural folk dance	3rd–8th grade	Professional teacher
Spanish	1st–8th	Professional teacher
String instruments	4th–8th grade	Professional teacher
Woodworking	4th–8th grade	Parent volunteer

Students attend most of the specialty classes one to two times a week. Some last all year; others are for shorter spans of time. In addition to the specialty classes taught by other teachers, the classroom teacher teaches cooking, singing, flute playing, drama, and art, including drawing, painting, and sculpture.

Students relish their time in specialty classes. For example, in the early elementary grades in handwork class, students work with laser-like focus on completing their knitting tasks. Some sing quietly to themselves, while others chat about events in their lives, but most are silently engaged in the act of working with their hands towards the completion of a pattern. The space exudes a soothing calmness. The handwork instructor gently guides the students to improve their work, to consider different techniques or to even go back because they can “do better.” The work students engage in is not superfluous or frivolous, it feels purposeful and intentional.

The teachers are also intentional in how they engage students in the arts in terms of the timing. As one teacher explains:

Clay work is bringing them into their bodies so you’ve got to do it early in the week, to bring them out of their weekend. Then water-color painting is more for their thoughts so I do it midweek, and then we end the week on form drawings so that we’re ending by collecting all of our intellectual thoughts.

The emphasis on the beauty of carefully executed drawing is internalized by the students, who remember how excited they were when they were first given a compass to draw circles (in sixth grade):

Student 1: When you get the compass...you will be so happy when you get a compass because you draw perfect circles. It’s so beautiful.

Student 2: All those times you’ve made a circle that just looks terrible, gone. The compass makes it perfect.

Drawing has multiple purposes in the Waldorf-inspired classroom from a way to communicate understanding to a way to stimulate brain functioning through clearly articulated form drawing activities aligned to the children’s developmental stage.

The specialty and in-class art, music, and cooking instruction benefit children in innumerable ways but include a deep appreciation and understanding of beauty, the development of fine and gross motor skills, a connection to nature, cognitive development as it relates to making music, art, and learning a language. In addition, specialty classes provide students with experiences learning from other teachers besides their classroom teacher. A seventh grader identifies developing creativity



as an important and valued component of an education at Birney. “I think it has helped my creative mind to progress more with the art and the little creative things they had us do.”

Students’ proficiency and mastery of the arts is not a criterion for their exploration in them. All children are viewed as needing the learning that comes from engaging with the arts. A veteran teacher explains, “[If a student doesn’t feel] very artistic, but you still have to get your hands in the clay. You still have to play your flute.” Teachers also speak to the healing nature of the arts and handwork. “They get to work with their hands, their hearts; it just nurtures them and heals them.” The arts are also seen by teachers as a way to help students find their path in life. As one teacher explains:

It’s an education where the teacher strives to find out what is the potential of each child? What did they come here for onto the earth... and how do we help them to reach their highest potential? And not knowing what it is, we need to introduce them to everything that’s out there, and we do that through images and through music and through art, visual and performing. We want to find out what it is that each child can be passionate about and then how they can contribute that hopefully later on in life. We want to guide them into being good people who want to do that.

Teaching Waldorf in a Public School: The Journey of a School as Family

“It’s not a job, it’s a life.”
—Birney teacher

Teaching in a Waldorf-inspired school takes tremendous commitment. It requires teachers to give of themselves completely into the relationships they form with students and families, to cultivate deep knowledge of Steiner philosophy, Waldorf curriculum and pedagogy, to invest in their own continued learning and growth, to engage collaboratively with colleagues, and to play a leadership role in their school.

Looping redefines teaching. Looping enables Waldorf-inspired teachers to approach setting learning goals for students differently than in many other approaches to schooling. In a Waldorf-inspired education, teachers do not speak about students being “at grade level.” Students are measured against themselves rather than standardized measures. This is possible because of the commitment that teachers make to stay with their students from first grade through eighth grade. This radical form of looping dramatically changes the role of the teacher. Not only

does the teacher remain with their class, ideally, for eight years, but the class stays together as a cohort. An individual teacher holds vastly more responsibility for a child's growth than any individual teacher who does not loop with their students as is more common in public schools; a Waldorf-inspired teacher cannot either blame a previous teacher for not covering certain material or ensuring that a child had learned it, nor can they write a child off, knowing that they just have to endure one difficult year. They have to find ways to engage, support, and challenge their students for up to eight years. One teacher explains:

There's nothing you can sweep under a rug. You look at the people in front of you, you really see them for their strengths, weaknesses, the family that they have been dealt, and you look at all of that as just a big large picture and nothing can just get waited out.... Everything has to be in a process of being worked on.... You don't have that attitude of how you're going to tolerate; you're [thinking] how am I going to help him to become the best person that he can be, but also the person that we can all live with for eight years (laughing)? It was great to not have that sort of "ugh I can't wait to pass this person away from me," because I think it changes the whole way that you teach, the way you make decisions. It's not about rewards and punishments; it's about creating relationships that are going to last forever potentially.

Looping embodies the essence of what it means to be a Waldorf teacher in a public school better than almost anything else. It takes a special teacher to be willing to embark on the eight-year journey that looping requires. It demands that a teacher see himself or herself as more than a grade-level teacher. Indeed, the teacher must see himself or herself as a student as well, one developing as a human being by helping in the development of others. More importantly, it requires the teacher to see himself or herself as a member of a family. Waldorf teachers understand that they are committed to the children under their care not merely for the course of the school day, or school year, but for life. This relationship will change and evolve over time, but the relationship between student and teacher is what makes the entire school go.

The prospect of being with the same group of students may seem daunting; however, because of the vision provided by Steiner's developmental theory, Waldorf teachers meet it with joy and enthusiasm. Each grade has associated characteristics, all tied to the larger theory. This understanding that each level is distinct, with familiar themes emerging regardless of the group, gives teachers who have yet to teach students at a given grade level a way to think about their children. It does not mean that individual differences within a classroom will be ignored or erased, but rather the collectively shared vision of what third graders will face

versus what fifth graders face helps provide a sense of security for a teacher. At the same time, the developmental model helps teachers plan activities that the community feels are appropriate for each grade's developmental level. Teachers also have to develop new curriculum each year, as one explains, "We are basically reinventing the wheel almost all the time because we bring a twist to it that seems to be very useful. It makes us very present as teachers." Even if a teacher has completed a full loop in prior years, they revise their instruction to meet the needs of each cohort of students with whom they work. The Birney teachers, however, relish this challenge. One explained:

I love to learn and keep up; I like the challenge of putting together different lessons and I like the subject matter as you move your way through the grades. You see that the curriculum really does offer opportunities for engagement in the learning.

The curricular freedom that looping affords its teachers directly impacts the pacing of instruction as well. Since the teachers are not under pressure to prepare students to a certain level of proficiency to hand off to their next teacher they can be responsive to the students' needs, readiness for new learning, and skill development in designing their instruction. One parent describes it as "a very forgiving, child-paced method of teaching." Central to the Waldorf philosophy is taking time for quiet, to let the new learning sink in, to pause, to absorb, to come at the learning from various angles. A teacher explains the approach "learning through wonder, imposing questions and then letting it rest and coming back and thinking about it versus just putting in and demanding facts." Although, to an outsider the slower pace of instruction can appear to be less rigorous, it can open the door for deeper understanding and integration. A parent explains, "Sometimes the slower pace is mistaken for less information and less learning...it's definitely not, it's just not vomited at you, it's just not skin deep, it goes in, it's absorbed and lived." As a result, teachers can be much more responsive to the needs of both their individual students and their class as a whole. There is also less need to have absolute standards for each grade level. A veteran teacher shares that she measures the growth and progress of each of her 31 children, with explicit tracking three times a year in math and language. "I don't care [about] their second grade reading level, they're moving forward. The child that is stagnating, that's the child that I lose sleep over." However, the teacher's role is to create the type of environment that supports each child's development. One teacher wrote in a reflection about being a Waldorf teacher:

[Child] development is at times like a river which has gone underground temporarily, just to emerge fuller and robust a few miles downstream and teachers don't just wait for this development to take place, but nurture the healthy environment that warrants this becoming.

Another challenge of looping is developing and sustaining a teacher's comfort zone with a range of age groups. For the most part teachers have to work through their discomfort with certain ages, showing students that adults struggle and are not experts at everything. One teacher reflected on the challenges she faced as she progressed through the grades with her students:

I went through a huge transition last year where I didn't think I would move on. I thought...I might not be the right teacher to keep going...I told everyone in fifth grade, it's the golden year. You know it's the age of Greek beauty and balance. It's going to be amazing. And then I felt like we just slid downhill all year long, but this year we just climbed right back up again...I had to get through a lot of hesitation on my own part and learn about the kids and be open to the experiences that they and their parents bring me. So last year was just full of experiences. This year has been so nice so I'm feeling like it's going to be ok, but my goal is to make sure that I can be happy and successful day by day and just work on that. But I feel like I'm in it for the long haul. I had to get through that big transition last year, and I know I'm not the only one who has to go through that.

As students get older, the teacher has a wealth of personal experience with the students to draw from, to refer back to, and to share with the students. Without teachers willing to loop, this unbroken line of shared experience would not be possible. Looping also forces teachers to confront their own discomfort and insecurities in ways that other schooling models do not. One teacher described how looping required her to evolve and undergo a pedagogical paradigm shift she would have otherwise been able to avoid:

[W]hen I became a teacher I was like, "I'm not going to be a middle school teacher." I hated middle school, didn't want to be in middle school, nothing. High school I'd like, college I would like, the little ones were fine, and it turned out with my last group sixth, seventh and eighth were the best years because you see their personalities coming out and you get to know them and you get to see what they were becoming and be a guide and navigator on that journey.

But perhaps the most striking testament of the familial bonds fostered between teachers and their students is the willingness of teachers at Alice Birney to feel vulnerable with their students and to know that their students will support them. One teacher spoke of her personal insecurities and how the connections she has with her students allowed her to confront those insecurities:

[O]ne of the deepest darkest secrets I hold as a Waldorf teacher is that I am not an artist and I'm not a singer. So every day I have to



push myself to come in here and put my chalkboard drawing up on that board and let the whole world see it and I have to sing songs... [I]nitially when they were second grade, third grade, even fourth grade, they just thought I was wonderful and I could do everything so beautifully. And then when we hit fifth grade it was like “whoa!” I was suddenly way out of tune. They could hear it. I always was but they could hear it now and they could draw better than I could, a lot of them....because there are still a lot of kids who struggle just as much as I do or more, so I just remind them, “I get your struggle. I understand.”

A veteran seventh-grade teacher corroborated the necessity of struggle and the learning brought about through the teacher’s own challenges:

You don’t have to be an expert, the students will see that you’re striving to learn the material and that’s ok. If you make mistakes, that’s ok, it’s your effort, you’re striving, through which they learn almost as much as [if you were an expert]...I know that’s a Steiner tenet for teachers. It’s ok, you’re going to be struggling and the students will see that and that’s good.

In addition to being able to be responsive to individual students' needs, classes develop a group identity with explicit needs. A support teacher observed that: "[E]ach class here has a personality. It's a big part of the looping of staying together first through eighth. It ends up each class has its own identity." Parents, students, and teachers all credit the sustained relationships between teacher and student as instrumental in the positive experiences students have at Alice Birney in terms of having both their individual needs and collective needs addressed. For example, one parent notes:

I feel that the teachers here are more vested in what they're teaching the children because they helped develop what they're teaching the children, and they can tailor it to the classroom, so that way nobody has that left behind feeling. The group is moving forward.

Where at many schools, teachers may one year teach first grade and the next fourth, the stability of looping, organized around a clear philosophy, allows teachers to more confidently meet the unexpected. It also allows for deep bonds between students and teachers. The sustained relationship creates a more efficient learning environment. Teachers and students do not need to take time at the beginning of the year to get to know each other and the expectations that the teacher has of the students. As one parent explains:

The whole anxiety of who's my teacher, who is going to be in my class...all of that is gone and the teacher gets to build every year, build and build and build. The first day of school it's like they never left, we're just moving on.

Although teachers look at the relationships over the long haul they also take seriously the responsibility of teaching as well. If they do not teach their students, no one else will. As one middle school teacher reflects, "I feel a huge responsibility to the kids for their learning...and I want to help them as much as possible." Another teacher adds, "The Waldorf teacher is almost like a co-parent. We spend a disproportionate amount of quality time with each child not only during the six hours of the school day but on and on." A sixth-grade teacher described the importance of these relationships in her own identity: "It's about connections. You can either connect with the children, you can connect with the curriculum, they can connect with each other...I mean it just fits my DNA and most of these kids' here, too."

Additionally, teachers must be willing and able to facilitate a sense of community between students and all of their families. This means understanding that looping with students requires getting to know who they are outside of the school and the out-of-school forces that shape them. It means bringing together families who would otherwise likely never meet, and helping maintain their long-term commitment to what looping entails. Again, it takes a special teacher who is not only willing to take this extra task on, but to take it on year after year. A district administrator shared

the way Birney teachers modeled, not only for students, but parents as well, what a healthy and supportive environment looks like:

[T]he teachers at Birney are incredible, just incredible, and parents sense that. [The teachers] model all of the things that we teach children about working out and working through our differences...[They] don't move a child from a classroom because a parent has a squabble with another parent. [They] say, "Ok we're going to model this for our children, and that's a very different approach than traditional schools."

For parents to be willing to commit to such a fundamental and important process, and to work towards supporting the teacher and his or her students, they too must see the classroom as an extension of the family. As students exit Birney, the experience of looping forges a sense of lasting community that transcends the walls of the classroom and the fences of the campus. None of this would be possible without teachers willing to take risks, move outside of their comfort zones, and do challenging extra work necessary for the success of the entire endeavor.

The added demands (and rewards) of learning to master Waldorf methods.

As discussed in previous sections, teaching at a Waldorf-inspired school requires teachers to have a deep understanding of the Steiner philosophy of child development as well as the Waldorf approach to schooling because it operates in such sharp contrast to commonly held ideas of public schooling. Teachers need intensive training on Steiner philosophy and the Waldorf instructional approach to be able to develop a sense of mastery once they are teaching within a Waldorf-inspired school. After many years of the school, district, and teachers' union working together, Principal Horning was able to restrict her hiring to teachers who have at least one year of Waldorf experience—working as a teacher or teaching assistant in a Waldorf school or some training through any Waldorf training program and express commitment to complete their training. Once hired, all Birney teachers are expected to complete their Waldorf teaching training in a reasonable amount of time. However, since teachers have to pay for their education themselves, Birney is not in a position to enforce this expectation. In addition, Principal Horning states, "We always believe that we are life-long learners and that we are never truly done with learning."

Because Alice Birney is located in Sacramento, in close proximity to the Rudolf Steiner College, teachers do have access to high-quality training. All Birney teachers have been exposed in some way to Steiner College, either from having taken a few summer classes or having completed a Waldorf teaching diploma from two full years of study.

For teachers interested in the Waldorf approach, however, Steiner College can be prohibitively expensive. In response to this challenge, in 2012 the Birney and Carver principals responded to a request from then-Superintendent Raymond for a proposal

for a district-funded Waldorf education program called Waldorf Education Seminar for Teachers (WEST). The district agreed to sponsor this introductory seminar for all teachers in the SCUSD district to ensure that Birney, Carver, and more recently A.M. Winn had a pipeline of teachers with some Waldorf training. The Birney and Carver principals design and administrate WEST. The funding covers materials, supplies, and instructors from Steiner College faculty and Birney and Carver to teach specific topics of Waldorf education.

In 2012, teachers signed up for the two-year WEST program that includes two weeks of seminar classes in the summer and 4-hour monthly meetings throughout the school year. In 2014, 34 teachers graduated from the first cohort. In 2014 a second cohort began with 25 teachers. All three Waldorf-inspired public schools in Sacramento hire some of their teachers out of this cohort.

The content of the WEST program is vastly different from typical public education professional development. It involves as much personal reflection as discussion of the role of the Waldorf teacher. For example, one instructor, widely respected as an important teacher of Steiner philosophy, stated, “We need to care for ourselves so we can stand before the children as models worth imitating and we can stand before teenagers with an uncynical look at ideals and ideas.” He went on to encourage the participants as they were reading about Steiner philosophy to identify their “edge experience and questions, what puts them at the edge of discomfort, because that is where the growth is.” Learning topics included Steiner philosophy, main lesson, movement, and form drawing among other topics. Furthermore, a sense of community is fostered as the participants all contribute to communal lunches that they enjoy together each day.

Participants shared some of their takeaways from their learning. “I like the concept that learning is a process of gaining and losing abilities; it cultivates reverence for what the young child brings to us.” Another person stated:

The more I learn about Waldorf, the more I feel I need to unlearn about myself. There is a slowing down. I wanted to protect my own children from the world. I want to bring what I had in my childhood to my life today. Joy, living fully in my body.

An afterschool teacher said, “[This method] forces me to slow down. Kids need the attention so much.” When she greets students at the door, they just stop and breathe and tell her all about their day and say “I can use some knitting today.” Liz Beaven, president of Steiner College, expressed confidence that the WEST program provides high-quality foundational learning, professional development, and instruction in methodology and has fidelity to the Steiner model. Although it is not nearly as comprehensive as Waldorf teaching certification through Steiner College, it does make the Waldorf approach accessible to more teachers.

In the 2014–15 school year almost all teachers had completed the majority of their Waldorf education. Table 3 details Birney teachers’ level of training.

Table 3: Birney Teacher Training

Training Completed	Percent of Teachers
Completed training through Steiner College	10 teachers (50%)
Will complete Steiner College training summer of 2015	5 teachers (25%)
Completed 1 year of training from Steiner College and 2 years of WEST	4 teachers (20%)
Completed grade level trainings only in Waldorf curriculum	1 teacher ⁸ (5%)

The Waldorf model requires a level of commitment to outside study and training that many other school models do not. The fact that there is a regular and consistent cohort willing to commit to doing them for multiple years shows both their level of belief in the method and their understanding in the necessity of the extra work required to master it. Not only do teachers have to master the state-mandated grade-level standards for the grade they are teaching in any given year, they must also master the Waldorf equivalent for that grade. As one teacher explained:

Many people refer to our spouses as Waldorf widows or widowers because...it takes so much time. And in our training in the summer at Steiner College one of the teachers there...said we need to make it beautiful but we also need to work on [developing] a certain speed because we have lives and we need to get on to other things we’re doing. So that’s part of what we work on.

As difficult and demanding as the path through the grades is, teacher willingness to grow and learn ultimately helps make the classroom a safer and more understanding space. For teachers new to the method, this often proves to be a daunting task; however, the broader community accepts that the teacher is growing and learning as well as his or her students, providing a space for flexibility and growth that a school more organized around hard data such as test scores would not be able to provide. However, Waldorf teachers feel that their commitment to continual learning and growth not only helps them be better teachers but also helps them grow personally. A veteran teacher who came to Birney after years of teaching in public schools explained why he was willing to sacrifice in order to master Waldorf methods:

Waldorf to me is very inspiring...That was why I came here. I knew that I was going to work on myself to improve, to be able to read more about everything...[I]t’s child development for the children but

it's also human development for us in huge ways. Talking about health for me, the amount of work is unbelievable. So people ask me...“Is this easier? ” and I say “It is easier in the way that it's meaningful, but it's extremely demanding.”

Another teacher with public school experience added:

I love the intellectual study of Waldorf education. I love going to Steiner College, so that has been incredibly freeing for me, and I see it working. I see things that in the very beginning I was thinking...is this going to work? I'm seeing it play out so beautifully in the children I'm working with.

Teachers in public Waldorf-inspired schools understand that they are on a journey, and that motivates their willingness to do so much extra work. They understand that the journey will be rewarding and that even though the school may consume much of their life, the impact they make on the larger world makes their sacrifices worth it.

Collaboration and curriculum development for independence. Looping presents unique challenges to fostering a sense of community, as teachers, with the exception of specialty teachers, do not share students. Each teacher, in a sense, operates in an isolated sphere of influence over their classroom community. Given this context, it is particularly important the staff has a sense of community with one another and knowledge about each other's students. The supportive, collaborative environment at Birney makes the extra work required of teachers at Birney much more manageable. No teacher feels like he or she is alone, even though all are expected to be independent shepherds of their classes. A central tenet of Steiner philosophy is collective effort aimed at providing maximum independence for the individual. At Alice Birney, the teachers deeply internalize this axiom.

The nature of looping with students in an eight-year cycle means that teachers teaching new material each year are in a constant state of curriculum design. For guidance, teachers rely on (a) the grade-level main lesson topics, (b) teachers who have taught those grades already, and (c) their partner teacher who is teaching the same grade as they. In many public schools, early career teachers are often overwhelmed by having to design a portion of their curriculum, and much of it is designed for them in off-the-shelf curriculum guides. But Waldorf teachers design their curriculum every year. They often take time during the summer to plan together. The teachers use that time to figure out their main lesson blocks and their learning goals for each main lesson block and for the year as a whole in grade-level teams. A sample lesson planning template can be found in Appendix C.

Even when teachers have access to curriculum from other teachers, they often choose to redesign it to meet the needs of their students and their teaching style. One veteran teacher explains:

People hand down binders of references...I like looking at them but I usually do my own thing. I went to a Waldorf school and just the creative process of putting it together, I need that. I need to almost take it apart in order to build it myself. I love looking at people's stuff, but then I end up usually doing my own thing.

Another teacher adds that although there are Waldorf topics and approaches, he adds his own flavor as well. He feels that a good teacher has to constantly question whether his approach is working with his students.

At Alice Birney the school strikes a careful balance between respect for the Waldorf curriculum and for a teacher's autonomy and professionalism. Principal Horning explains:

Because of my teachers' vast knowledge, personal study, and experience, I trust them to make decisions that are best for the children that sit in front of them each day. They are the experts and deserve to be honored and treated as such. They know they can use me as a resource as needed and I check in with them regularly.

A teacher, new to Birney but experienced in other public settings, reflects:

The biggest thing is teacher autonomy and creativity. That feels so good. It feels so good to be treated like an intelligent person who's been to 9 years of college and who can make decisions based on information.

Before its expansion to having two teachers working at each grade level, the faculty at Birney had a different form of collaboration. Since each teacher was at a different point in the looping process, daily collaboration proved more difficult. However, teachers made time to check in with one another and for the more experienced to support the less experienced by looking at lessons and giving feedback.

As Birney has expanded to having two teachers for each grade, collaboration at the school has increased in a more direct way. Many of the grade-level teachers frequently check in with one another, compare progress and make suggestions on how to approach challenges. Although Birney teachers meet weekly, compared to other district teachers who only have opportunities for monthly collaboration, teachers could benefit from even more collaboration. Some teachers plan in lockstep with each other while others use the time to share ideas. A middle school teacher explained how this process worked for her:

[W]e just share. We're totally teaching different things. Yesterday I explained to her what I was doing and she was doing more of a math-based economics block. She was telling me "I'm doing...decimals, percentages right now" and then I told her what I was doing and she said "Oh, I didn't even think of doing the social studies kind of aspect to it." And so those are the kinds of things we're able to share with one another and then we decide, you know, is that what my class needs? Is that where I want to go?

Because of looping, many teachers realize that what they need to teach their students varies, based upon what they have already taught or not taught their students as well as the speed at which they move through the curriculum. For example, one teacher taught more fractions in fourth grade than the other fourth-grade teacher so by the time the students got to sixth grade the teacher who had taught less in fourth grade completed her coverage of fractions with her students. This approach informs assessment as well. As a veteran teacher explains, "What's the point of having a hard line (assessing certain skills and knowledge) if you haven't learned steps 1–5 pretty well." Although how teachers assess student learning daily or weekly is differentiated by teacher and student, every grade level has common assessments that they use every trimester, in which grade-level teachers use the same assessment. Birney was able to negotiate with the district for the creation of its own benchmark assessments but it does have to use the district timeline in its administration.

All teachers understand that each class is, in many ways, a world unto itself, and they deeply value the autonomy and independence that this understanding fosters. An eighth-grade teacher described her view of collaboration saying:

We [the eighth-grade teachers] actually have been pretty independent. Not all teachers...some teachers plan more together, but we've kind of done our thing. We have very different classes, too, so it kind of makes sense that we would choose to plan differently to accommodate our classes and how they are. Also our own interests and how we develop...The joy of teaching too comes from bringing your own authorship, if you will, to it.

The community creates an environment where everyone is collaborating towards maximizing the independence of its members. Teachers want to take and mold curriculum that fits their needs and the needs of their students, but that is best done with as much information as possible so teachers do share all of their curriculum with each other.

Weekly, dedicated time is set aside for specialty teachers to meet with special education, speech therapist, and intervention teachers as well as with the principal to discuss student progress and determine what more can be done to make students successful. Using the class roster they discuss each student, starting with students who have IEPs

and 504 plans. Over the course of the year they discuss each student several times. According to the principal they each share what they know about the student, and teachers often come to the team to ask for suggestions for a specific student.

Collaborative leadership: the evolution of an idea. The spirit of deep collaboration that exists between the teachers and staff has only recently extended to the administration. In its early years, the school's administration did not work well with the teachers. The teachers often felt that they were being put in near impossible situations, where they wanted to preserve the essence of what it meant to have fidelity to the Waldorf approach, and what they were asked to do by the state and district and the school's administrators did not always buffer those pressures for them.

A veteran teacher described what this was like:

Waldorf schools are teacher-driven schools, and so in the early years I think we had to be really...firm about what we would try, what we weren't going to try, and why, and we had to really know the why... [T]hat was very painful for some administrators. There were things like, "Why can't you control your teachers, and why are the teachers deciding what you're doing?" and...well, we wouldn't have a school without them. [W]e had to sort of thread this needle...there were times when rules could be bent, and there were times that rules could be broken, and there were times that they couldn't, and so we had to sort of learn...there are others that we just go, "OK, that's one we just lose on." [I] think it took, especially in the beginning, teachers that were just willing to say "No, this is what it should look like" [to] really create a vision of what a public [Waldorf] school would look like.

It is hard to say which factors have most enabled the sustainability of the school and its fidelity to the Waldorf approach, however, the extent to which its success depends upon intense teacher training and teacher implementation of that approach is certainly a key factor.

With the hiring of Mechelle Horning as principal in 2009 and the support from former Superintendent Jonathan Raymond, the contested relationship that existed between administrators and faculty almost completely disappeared. Although Horning had taught many years in the district in other schools, she received a master's degree in curriculum and instruction with an emphasis in the arts in a program that was a collaboration between Rudolf Steiner College and Cal State Sacramento. She believes in, and understands, what the teachers are doing in ways that previous administrators did not. Under her stewardship, the school has grown tremendously and several teachers spoke about how, for the first time, they felt totally supported in what they were doing. As one newer teacher stated, "She was wonderful from the very beginning; what do you need, how can I help you? This is how your parents can help you."

Birney now supports teacher learning, leadership, and a strong sense of community by providing teachers with time to learn together. Three Mondays a month teachers meet for 90 minutes for a common planning time. Each staff meeting begins with saying a verse together, followed by a personal check-in, the principal gives important announcements, they sing together, do an artistic activity led by a teacher and engage in a child study, and conclude by reciting a verse and holding hands. Principal Horning recognizes the importance of nurturing all the members of her school community, including the teachers. As one teacher explains:

When we meet we always take time, and sometimes it takes 45 minutes to go around and check-in, “How is everything with you?” Many times, “What are you doing for yourself to keep yourself together?” because like I said it’s very demanding. It’s a work of love.

Child study is a significant part of each meeting. The child study requires each teacher, over a three-week period, to quietly observe a particular child that a teacher has “brought forward out of some type of concern,” according to Principal Horning. Parents give permission for this activity prior to it occurring. Observations are shared over a three-week period of time in a very structured way. The activity concludes with the teachers offering suggestions for next steps to support that student. This activity differs dramatically from approaches taken in public schools in terms of the depth and duration of the study and the extent to which the whole school is invested in supporting the child.

One Monday a month, the teachers meet with their mentor—new teachers are assigned a veteran teacher from the staff as a mentor. They meet weekly or biweekly and observe each other teaching. Occasionally, when they have the funds, the school hires a master mentor teacher to support Birney staff as well. Furthermore, once a year the staff takes two days to have an exchange day where teachers from grades above and below share their curricula and pedagogy with each other. Occasionally, teachers are given an extra day or two for planning by the district to align their instruction to the Common Core.

Journeys begin, journeys end. At Birney, the commitment to the creation of a meaningful journey for all its members continues to drive the work that goes on there. The students are in the care of people who see their own personal journeys reflected in the lives of those students. The sense of everyone moving towards becoming better people who are trying to make the world a better place is palpable. It is what sustains the difficult and demanding work.

Birney is a harmonious environment. From the orderly entrances of students into their classrooms at the start of the school day, to the cooperative, largely non-competitive play that they engage in at lunch, Birney feels safe and supportive. The harmony that exists throughout the school comes from years of hard work by the teachers and staff, which the school’s students further strengthen.

Parents as the Glue of Alice Birney

Since its inception, parents have been crucial to Alice Birney’s survival and the quality of its programs. Parents’ deep commitment to the school, based on a strong understanding of the Waldorf approach, helps them support the school financially and with political pressure when needed and contributes to decision-making in key ways. In this section, we discuss all of these aspects of the parents’ role.

Since Alice Birney has one of the longest waiting lists of any district school, the school has not had to pay as much attention to recruitment for many years. However, they do want to ensure that they are attracting a diverse population of families and so have invested some effort to ensure some level of diversity. For example, around 2012, some of the kindergarten teachers went to preschools in the area that served the Latino community and spoke to families about their program at parent nights. A few families came to Birney and then word spread in the community and more enrolled over the next few years. As a Spanish-speaking teacher explained, parents learned about the program and thought, “Oh, this is like what we do in Mexico, because we do the woodwork and we do the knitting and crocheting,” and they thought, “This is a fantastic place.” Because of its approach to literacy, its alternative approach in general, and its location in a more middle-class part of town than when it was at Morse, the school attracts more educated families and has less ethnic diversity than many schools in the district. Birney continues to promote itself to a



diverse population through information sessions in the neighborhood, open houses, and pancake breakfasts for prospective families. Increasing diversity is a part of the school's most recent vision planning.

While Birney does not have the ethnic diversity of some Sacramento schools, it does have a high percentage of students with diagnosed and undiagnosed special needs. As a public school, Birney takes all children. This proves a special challenge for parents and teachers working together to ensure that these parents and children are fully included in the school and parents feel that their children's needs are being met.

Understanding Waldorf. Because of the strong family engagement and buy-in necessary to make a public Waldorf-inspired school work, the staff wants to make sure that families understand the Waldorf approach fully before they commit to enrolling. The school continues to provide parents with education on parenting and Waldorf philosophy throughout their years at Birney.

Prior to enrolling at Birney, families are required to take a tour of the school and attend an information session. Principal Horning explains:

We tell parents when you choose this school you are making a family lifestyle decision. We are on campus several nights a month and some weekends. We are asking you to be engaged with your children and to reduce screen time.

These tours and informational sessions have been widely attended with 75 people attending each session. At these informational sessions Principal Horning describes the Waldorf approach including that it is not an early literacy program but rather that they provide oral language and imaginative play.

In recent years, the school has given all parents who register for kindergarten a book, called *Simplicity Parenting* (Payne, 2010). For families entering at kindergarten, the kindergarten teachers invite them to a welcome tea before school starts, so the children can look at the yard and find their cubby and get to know the school to ease the transition.

One veteran teacher credits Principal Horning with doing an excellent job educating parents through the school visitation and mandatory meeting prior to their enrollment, so less burden for parent education falls upon the teachers. She remarks that this represents a change from the past when parents would enroll in the school without fully understanding the approach, in particular the later introduction of the alphabet and numbers.

Once families enroll, the school continues the parent education component and building relationships with families. First-grade teachers often conduct home visits

to learn about their students. One teacher explains, “I visited every family at home and learned a lot from them just listening to what they loved about [their child]. I asked questions, like what did you love about kindergarten? What are you looking forward to in first grade?” Another teacher took his guitar on home visits and played music and sang with the children.

The school hosts parent education nights where they address different components of the instructional program like eurythmy and painting. The goal is to make the experience hands-on for parents, coupled with a theoretical component so it is accessible but grounded in Steiner philosophy. The school will often send an article home with families as well that discusses the topic. One teacher describes the articles as “pretty intimidating [even for] native English speakers,” so she makes an effort to personally invite parents to attend the parenting night events.

While it can’t be enforced, enrolling at Alice Birney represents a commitment not only to support the schooling approach, but also to commit to Steiner philosophy on parenting at home. This philosophy includes limiting children’s screen time via cell phones, video games, TV, and movies. It also includes not wearing clothes with commercial characters. These recommendations are all grounded in research and professional recommendations such as the American Pediatric Society to limit screen time to protect children’s brain development and facilitate physical activity and social and developmental needs. The recommendation against commercial clothing is intended to protect childhood and not use children as vehicles for commercial marketing. Although the school cannot regulate parenting at home, they do work with parents to help them see the causes of their children’s challenges concentrating at school if they feel that they spent all their time playing video games. As one veteran teacher explains:

We have a school rule that we don’t discuss movies and television at school and video games...I know on Monday morning when they come in bleary-eyed exactly what they’ve done, [kid’s name] has spent every waking minute playing Minecraft....My approach is [to say to the parent] he seems to have trouble concentrating, how could he better spend and fill his weekend hours.

Despite the Waldorf approach suggesting an ideal home environment, teachers try to approach their interactions with parents from a position of compassion and understanding. As one teacher explains, “I can only encourage and support, give articles. That’s all I can do, and not judge...but understand our job is hard all the way around. Being parents is [hard].” The commitment to looping not only impacts the ongoing relationship between teachers and students but with families over many years and enables the teacher to support children and their parents more deeply than in many other schools. A parent explains the value of the deeper relationships with the looping teacher and other families in the class:

You have this person who becomes another parent, another part of your family. There's consistency in the class, and they really grow up with these other students...and it's amazing and we go camping every summer with the other families....it does become an extended family.

One elementary teacher talks about how her work with parents around a child's behavioral issues at home has transformed the family:

I've given them *Simplicity Parenting* to read and they're kind of having a Waldorf revolution. There's been a lot of tears and a lot of adjustment but it isn't just a child thing. It's a whole family thing.

Parents also value the deeper relationships with teachers and sense of connection to the school. One parent commented that he particularly appreciated the play-based curriculum, stating "It gave me confidence at home when they're just playing, doing block stuff and I know what is happening and say 'Oh, that's why this is helpful.'"

Teachers developing relationships with parents. Teachers hold two to three meetings with all their parents in their classroom each year. For example, one teacher holds an initial meeting with parents to give an overview of the year's curriculum, gather feedback from parents, and request volunteering time as well as discussing the children's developmental stage. In October the teacher meets with families again to check in and learn about how things are working at home. In November, teachers have individual conferences with parents in which they review how each child is growing. Some teachers write narrative reports on student progress three times a year. One parent appreciates the in-depth nature of these conversations and the written reports about their children that the teachers produce:

They really take the time to say what their strengths and weaknesses are...I think we get the added bonus of the teacher really sitting down and thinking about the child and writing something. And sometimes it can be three pages, I mean incredible undertaking for the teacher to do that three times a year, so I really honor their time and commitment.

Beyond the formal structures in place to facilitate communication with parents, teachers make themselves available before and after school, by phone and e-mail.

Parent support crucial to Birney's success. In large part, parent support of Alice Birney/Morse/Oakridge has been crucial to its success. Now that the school is established and successful, parent support is more traditional in its nature including assistance in the classroom, fundraising, and special events. However, in the first decade of the school's formation, parent support was vital to its existence as parents exerted political pressure on district officials and physically helped transform the school sites.

In the early years, it was parents' advocacy that ensured that the school remained viable. Parents advocated that the school only hire Waldorf-trained teachers, that the teachers have curricular autonomy to teach the Waldorf methods, that the school have a supportive principal, and that the school expand to two classes per grade level. They have also been responsible for creating the physical space in transforming the kindergarten yard and big playground, funding and promoting monthly field trips in every grade, creating an environmental waste plan, and planting 28 trees. According to one teacher who began as a parent at the school:

I was asked to fight a lot of battles for the teachers with the district, and had a lot of meetings with the superintendent that he did not want to have...parents are the strongest, most articulate organizers and backers of the curriculum....We've had principals that I pretty much think were brought here to bring us in line, like toe the line, did not always last long because parents are great organizers.

The act of advocating for their students and their school further connects parents to the school and builds a sense of commitment and community.

When the school moved from John Morse to the Alice Birney site, the parents spent countless hours and donated materials and equipment to tear up the cement and part of the parking lot on the school grounds to make an entirely natural play space for the kindergarten classes. This space, formerly mostly paved, is entirely natural with trees, dirt, a hill, rocky area, sandbox, playhouse, and gardens. This effort was entirely parent-led and executed.

Beyond the crucial advocacy and school transformation role, parents continue to sustain the school through their assistance in the classroom and with school activities. Parents are critical to the success of community events like the Harvest Festival, Knit-a-thon, Pancake Breakfast/Earth Day, and Whole World Festival. In the kindergarten years, there is at least one parent helping in each classroom every day. In third grade when students study practical life, parents are very involved supporting gardening, cooking, and woodworking and expected to help out several times a week. In addition, across all grades parents are responsible to bring in snacks for their class for one week a few times a year and to donate additional supplies to the school. A district official describes the expectation for parent involvement in the school as a "way of life."

Parent engagement is crucial for Birney to fully implement the Waldorf approach to instruction. As classes go on a variety of field trips over the years, from climbing Mount Lassen to doing an overnight historical simulation at Fort Ross, teachers must facilitate trust between all of the families in the classroom. Some families are willing to financially support these activities in order to make sure that all children can participate. The trust generated by the teacher and the relationships between



families that he or she facilitates makes all of this possible. Similar things happen in other school environments, but the depth of connection between families in an eighth-grade classroom at Alice Birney is almost unique in a public setting. The families, which have been through so much together, know one another with a refreshing familiarity. During an eighth-grade exhibition of work, more than fifty parents, students, family, and community members showed up in the evening to support students in their presentations. Families genuinely interacted with each other in a deeply familiar way. Parents had obviously seen not only their own students grow through looping, but also had played roles in the growth of other children in the space. As the presentations commenced and ended, the audience was genuinely engaged. This engagement came from the familiarity it had with each student, his or her development, and evolving interests.

Fully realizing all the components of a Waldorf education requires considerable fundraising as the district does not pay for specialty teachers and programs or Waldorf materials, such as beeswax crayons, main lesson books, and watercolor paper. The Parent Guild was formed originally to provide subsidies to teachers' summer Waldorf workshops for professional development in the "Art of Teaching" from Steiner College. Since the district has financed the WEST program for teachers, the

Parent Guild supports most of the specialty teachers. Unlike most schools' fundraising organizations, the Parent Guild employs the specialty teachers directly, including the eurythmy, handwork, and folk dance teachers. The Guild also purchases all Waldorf materials directly and then distributes them to the teachers. The programs depend upon the fundraising activities of the Guild. In past years, when funding fell short the handwork classes had to be shortened by a few weeks and at times they run out of Waldorf materials such as watercolor paper.

One of the prime ways the Guild raises money is through several large fundraising events, including Earth and Vine, which is an annual dinner and auction, and the Winter Faire. Events like these become strong traditions and serve a dual purpose of raising funds and building community. Annual pledges and materials donations are the big emphases for raising funds. The Guild also runs a little store that sells Waldorf supplies and handcrafts.

Like a PTA, every parent is automatically a member of the Parent Guild. Within the guild there is an elective executive committee that includes co-chairs, secretary, treasurer, volunteer coordinator, social activities coordinator, and publications coordinator. This executive committee functions as the voting body of the guild.

However, in contrast to many public schools where a small group of parents do the majority of the work, at Birney parent involvement is shared by many parents. Furthermore, in many schools often the white and most affluent parents are disproportionately involved in the school, however at Birney involved parents include low-income parents, working parents, Latino parents, and limited English speaking parents. The two parents who lead the Parent Guild expressed concern and awareness that parent activities are structured in ways to feel inclusive to all parents. Beyond the fundraisers, the school is conscious of creating opportunities for parents to be engaged that do not require financial donations. One of the parent leaders describes the most involved parents as cutting across cultural and socioeconomic differences and being those parents where the "underlying factor is the emphasis placed on wanting to get what they came for, to make sure that they are helping with that."

When parents choose Birney, they recognize that much of what makes Birney unique is not funded by the district and requires a high level of involvement in work hours and dollars to sustain. However, parents appreciate being able to send their children to a school with other "like-minded parents" that meets the needs of their children.

Chapter 5: Student Outcomes

Life Readiness: Evidence of Success

For public Waldorf-inspired schools like Alice Birney, a commitment to preparing students for the adult world extends beyond preparation for college and career readiness to include life readiness. They do this by attending to students' social, emotional, physical, artistic, and creative development. Analysis of student outcomes both through quantitative measures of student academic success as well as qualitative measures from Morse/Birney graduates illustrates that Morse/Birney is successfully supporting students to achieve these broad goals.⁹ In particular, Morse/Birney has a stable student population, positive discipline and student achievement outcomes as well as positive graduation rates. Morse/Birney outperformed many other district schools in reducing ethnic and socioeconomic inequities. More details about our methodological approach can be found in Appendix A.

Stability and connection to school. Students are more able to benefit from the goals of a school when their enrollment is steady. Measuring school stability rates provides one indicator of its ability to meet the needs of its students and families. High school stability rates help students develop a connection to school and benefit from the goals of the school. The high stability of Birney students both within each school year and across years in school supports students benefiting from the nuanced multiyear approach to instruction characterized by the Waldorf approach.

To better understand student stability we used district data to measure the extent to which students stay in the district or school for the entire year. Table 4 (next page) illustrates the comparative stability rates of Alice Birney to other SCUSD public schools for three consecutive years, and shows consistently high stability rates.

In addition, we examined the rates at which students intended to return to Birney from one year to the next in K–7 compared to students in other SCUSD schools in the same grade levels. For Alice Birney, over 90% of the students for all grade levels (K–7) reported to the district that they expected to return, with a range of 90%–97% within each grade level. In contrast, for other schools at SCUSD, the percentages of students who reported expecting to return to the same school were from 76%–86% for grades K–7. These results indicated a stable learning environment of Alice Birney Waldorf School where a majority of students can develop strong relationships with their classmates and teachers and have a consistent instructional environment. It is unclear the extent that income differences may play into the differences in stability rates and transiency from one year to the next in these district comparisons. SCUSD in 2014–15 served about 68% low-income students compared to Birney's 41%.

Table 4: Stability Rates of Alice Birney Waldorf-Inspired K-8 School Compared to Other SCUSD Schools (2011-12 through 2013-14)

Grade	Alice Birney Waldorf			Other SCUSD Schools		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
K	97%	95%	97%	83%	86%	87%
1st	94%	97%	98%	86%	87%	89%
2nd	98%	97%	97%	87%	88%	89%
3rd	97%	97%	100%	88%	89%	90%
4th	97%	97%	100%	89%	88%	92%
5th	97%	97%	92%	89%	88%	90%
6th	91%	97%	98%	90%	90%	91%
7th	97%	94%	95%	89%	90%	91%
8th	100%	100%	100%	89%	90%	90%

Supportive discipline practices. Since the early 1990s, “zero tolerance” policies (American Psychological Association, 2008) implemented in districts and schools have resulted in increased disciplinary actions including suspension. For instance, during the school year of 2009–10, among the U.S. schools, 2.4% of elementary school students and 11.3% of secondary school students were suspended (Losen & Martinez, 2013). The suspension rates in SCUSD were more than double these national averages, with 5.4 to 6.6% of elementary students suspended in the years between 2011 and 2013. Rates for African American and Latino students were at least one third higher in each of these years.

Research shows that higher percentages of student suspension are associated with lower levels of academic achievement (Eitle & Eitle, 2004; Raffaele-Mendez, Knoff, & Ferron, 2002), as well as environments less conducive to learning (Steinber, Allensworth, & Johnson, 2011). Furthermore, considerable research documents the disproportionate suspension rates for African American and Latino students, further limiting access to educational opportunity (Gonzalez & Szecsy, 2004; Losen, Hodson, Keith, Morrison, and Belway, 2015; Skiba, Michael, Nardo, & Peterson, 2000; Skiba & Peterson, 1999; Skiba & Rausch, 2006). Students who are suspended are more likely to repeat a grade, drop out, and become involved in the juvenile justice system (Fabelo et al., 2011; Lee et al., 2011).

The suspension rates of Alice Birney Waldorf School have been at least two thirds lower than those in the city as a whole in each of the years between 2011 and 2013 (see Table 5, next page). In 2013, suspension rates for the school as a whole and for African American and Latino students were only 0.7%. In SCUSD, the rates were 8

times higher overall, and 10 times higher for African American and Latino students. Our qualitative data illustrating Birney’s positive approach to student discipline explains these findings.

Table 5: Student Suspension Rate Comparison for K–8th Grade

Year	Alice Birney Waldorf				Other SCUSD Schools			
	Total Students	Suspension Rate	Latino/ African American	Suspension Rate	Total Students	Suspension Rate	Latino/ African American	Suspension Rate
2010–11	416	1.7%	121	2.4%	30,028	6.6%	15,042	8.5%
2011–12	472	2.0%	136	2.2%	31,178	6.3%	15,625	8.3%
2012–13	488	0.7%	136	0.7%	30,446	5.4%	15,558	7.2%

Birney supports strong student performance on state assessments. We examined how the Waldorf-inspired approach of Morse/Birney supported the academic success of all its students generally, and African American and Latino students, and socioeconomically disadvantaged students specifically. Although teachers at Morse/Birney do not spend instructional time engaging in test preparation and their curriculum does not align closely to the tests, standardized tests are the most widely used measure of student achievement that can be used to compare across schools in the district and state.

To estimate the effects of Morse/Birney on student achievement, we used data from the California Star Tests (CST) in English Language Arts (ELA) and math from 2008–09 through 2012–13.¹⁰ Our models controlled for the influences of prior year achievement in the same subject and student demographic characteristics (gender, race/ethnicity, socioeconomic status, English Language Learner (ELL) status, and special education status).

Based on multiple years of student outcome data for all students in SCUSD, we developed longitudinal data sets with students matched to schools by year. We used value-added methodology (VAM) to examine whether attending Morse/Birney was a significant predictor of student achievement gains on CST English Language Arts (ELA) and Mathematics (Math) exams relative to those achieved by similar students in other district schools. CST tests were taken annually in each grade and all students in a given grade level took the same test. As the tests do not use a comparable scale across grades, we converted CST scale scores to standardized units (known as z-scores) to enable comparability.¹¹

We ran three separate regression models on students of Grades 3–8 in ELA and mathematics, respectively. Model 1 includes Grades 3–8; Model 2 includes Grades 3–4; Model 3 includes Grades 5–8. We chose this approach because past research on

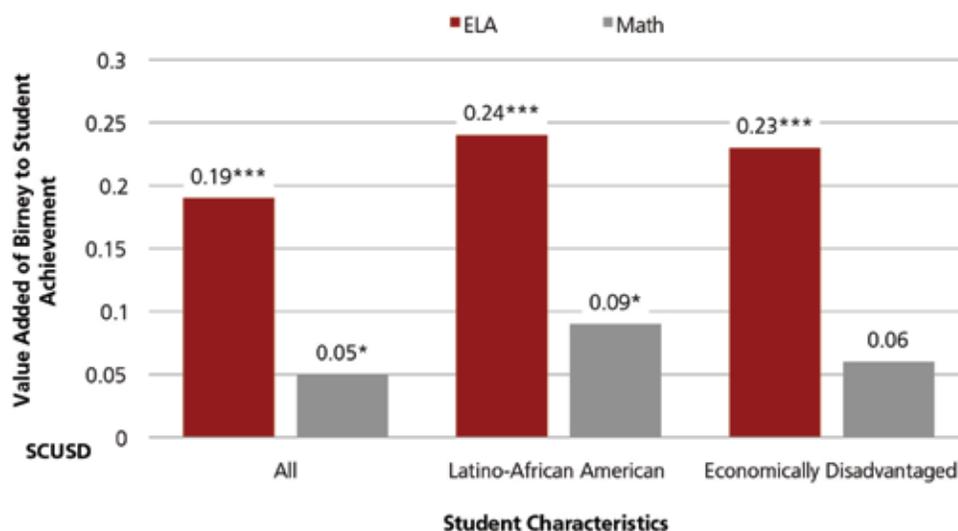
public Waldorf-inspired schools indicated below average academic performance in early grades with above average performance in later grades.

We also ran regression models on the CST test scores of Latino and African American students of Morse/Birney in comparison with the same ethnic group students in SCUSD (with controls for other demographic characteristics) as well as the comparison of Morse/Birney’s socioeconomically disadvantaged students (including other demographic controls) with their counterparts in SCUSD.

The models showed that around 60%–66% of the student achievement on CST ELA and around 52%–60% on CST mathematics were explained by the statistical models in this study. The detailed description of the statistical models and results are available in Appendix A.

At all grade levels, students at Morse/Birney outperformed other district students in ELA in our examination of all students, the Latino–African American subgroup, and the socioeconomically disadvantaged subgroup, respectively. More specifically, the results of the regression models indicated Morse/Birney had a positive value-added effect on students’ ELA achievement of all grade levels (Grades 3–8). For math, Morse/Birney had a positive value-added effect on students’ mathematics achievement in Grades 5–8, which was also found for African American and Latino students relatively to similar students in other schools. The key results from the regression models are displayed in Figure 2. The achievement data were adjusted using z-scores and the mean achievement of the SCUSD school district is set at zero.

FIGURE 2: VALUE ADDED TO STUDENT ACHIEVEMENT: ALICE BIRNEY WALDORF IN COMPARISON TO SACRAMENTO CITY UNIFIED SCHOOL DISTRICT (GRADES 5–8)



* $p < .05$; ** $p < .01$; *** $p < .001$.

The positive number in Figure 2 represents the estimated value added to student achievement associated with attending Morse/Birney relative to that of similar students attending other district schools, after accounting for students' prior test scores in the same subject and student demographic characteristics.

The positive findings shown in Figure 2 indicate that a greater value added to student achievement both in English language arts and in mathematics was associated with Alice Birney Waldorf relative to other district schools. The average added value associated with Alice Birney Waldorf ranged from 0.19 to 0.24 standard units in English language arts and from 0.05 to 0.09 standard units in mathematics. These effects were greater for traditionally underserved students: Latino and African American students, and socioeconomically disadvantaged students. For instance, for the Latino and African American students and those enrolled in free or reduced lunch programs, the added value associated with the school ranged from 0.23 to 0.24 standard units in ELA relative to that of other similar students in their district.

How large are these positive school effects? While there is no simple conversion of standard deviation to more familiar assessment scores, we made rough approximations. For example, for students in the middle of the range, a difference of 0.2 standard deviations translates into about 8 percentile ranks (i.e., from 50th percentile to 58th percentile). Note that the difference is slightly less for students further away from the middle of the distribution. When we converted the effect sizes using standard units to percentile points, Morse/Birney students, in comparison with students at other SCUSD schools, made relatively positive CST ELA test score gains for about 8 percentile points increase in mean student achievement.

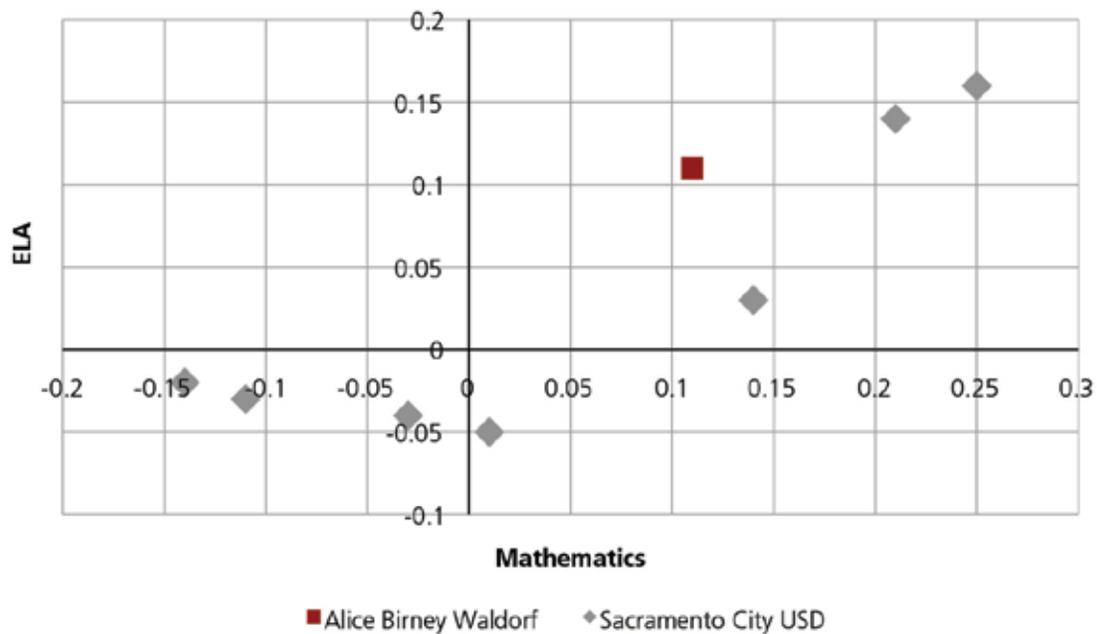
Outperforming other schools and narrowing the achievement gap. Another way to examine relative learning gains across schools is to compare the productivity statistics for all district schools. How does Morse/Birney compare with other K–8 schools in the district, when we control for student characteristics and students' prior achievement? We opted to compare Morse/Birney to other K–8 schools rather than middle schools for two reasons. First, it is a more comparable group of schools (typically K–8 schools have higher achievement by the middle grades than middle schools), and second, there are more K–8 schools than middle schools in the district. We examined the relative learning gains of students in Grades 5–8 at the school level to compare the relative gains for Alice Birney students to those of same grade-level students at all SCUSD K–8 schools (see Figures 3–5).

The regression models provided the basis for students' projected test scores. School productivity was assessed by comparing the mean difference between actual and projected scores for students in the SCUSD K–8 schools. The school productivity outcomes for each K–8 school are also standardized units (z-scores). A positive value indicates the estimated value added by the school to student achievement for similar students at other K–8 schools in Sacramento City Unified School District.

These figures show the relative learning gains in English language art and mathematics for each SCUSD school for Grades 5–8, while controlling for student background characteristics and prior learning.¹²

Figure 3 reflects the school productivity scores with inclusion of all students in Grades 5–8. The red square in Figure 4 indicates that Alice Birney students are outperforming other similar students in Grade 5–8 in five of SCUSD’s seven K–8 schools (grey diamond) in ELA, and they are outperforming similar students in four of SCUSD’s seven K–8 schools in mathematics.

FIGURE 3: VALUE ADDED TO STUDENT ACHIEVEMENT: ALICE BIRNEY WALDORF IN COMPARISON TO OTHER SCUSD K–8 SCHOOLS (5TH–8TH GRADE) (CST)



Figures 4 and 5 (next page) show the mean productivity levels subgroups of each school (Grades 5–8): Latino–African American students and socioeconomically disadvantaged students of individual schools, respectively.

Figure 4 indicates that compared with seven other K–8 schools, after accounting for other demographic characteristics and prior achievement, the Latino and African American students at Birney (red square) are outperforming African American and Latino students in six other SCUSD K–8 schools in ELA and outperforming Latino and African American students in four SCUSD K–8 schools in mathematics (grey diamonds).

FIGURE 4: VALUE ADDED TO LATINO/AFRICAN AMERICAN STUDENT ACHIEVEMENT: ALICE BIRNEY WALDORF IN COMPARISON TO OTHER SCUSD K-8 SCHOOLS (5TH-8TH GRADE) (CST)

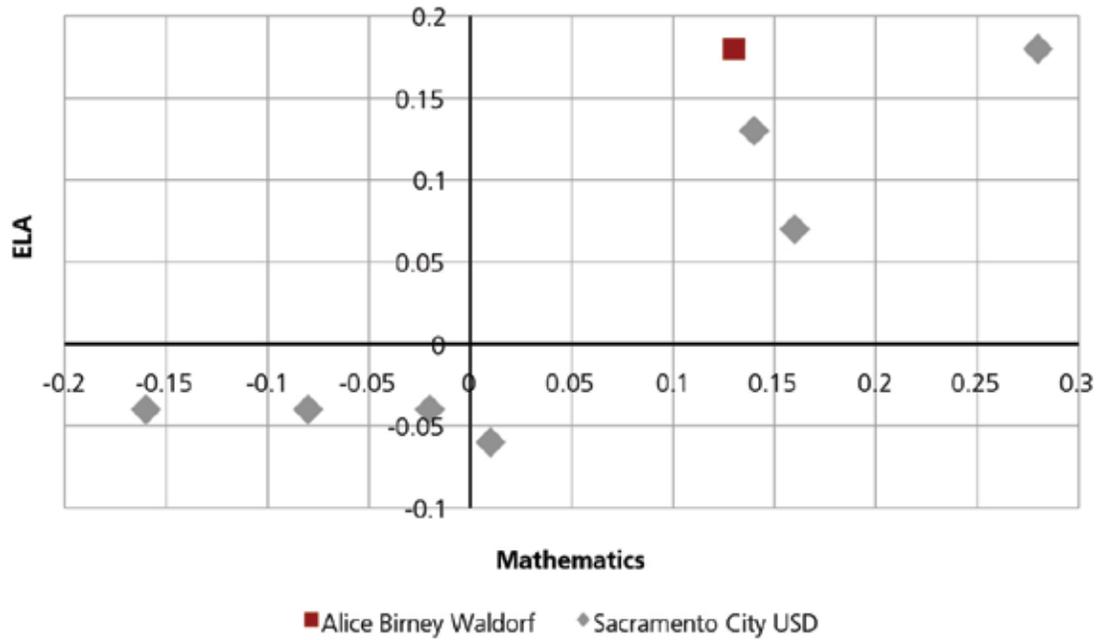


FIGURE 5: VALUE ADDED TO SOCIOECONOMICALLY DISADVANTAGED STUDENT ACHIEVEMENT: ALICE BIRNEY WALDORF IN COMPARISON TO OTHER SCUSD K-8 SCHOOLS (5TH-8TH GRADE) (CST)

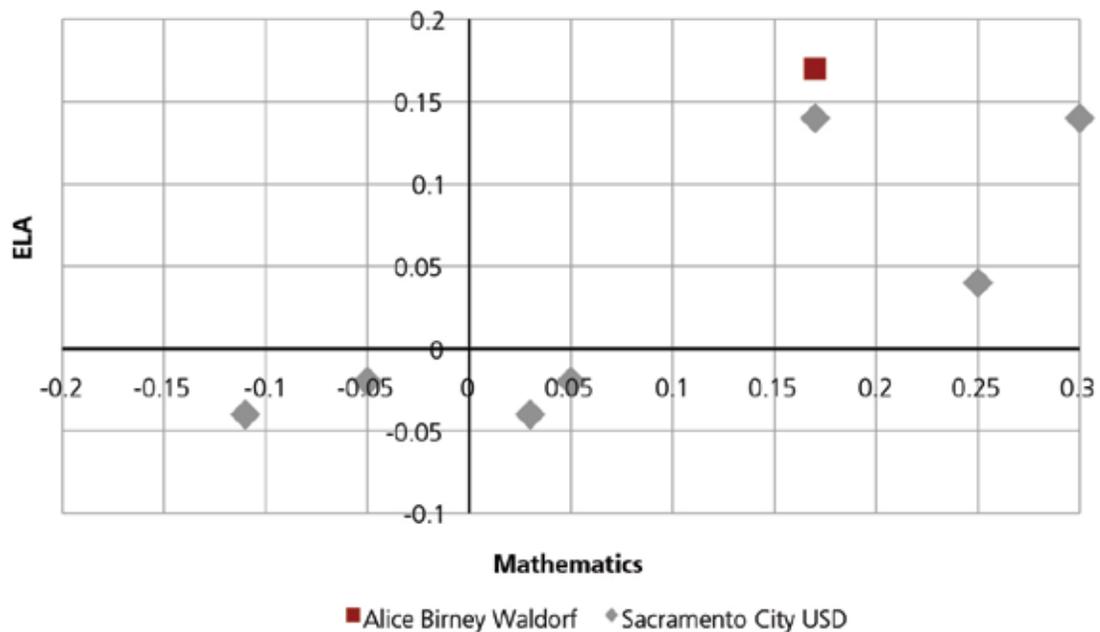


Figure 5 indicates that the socioeconomically disadvantaged students at Birney (red square) are outperforming the socioeconomically disadvantaged students in all other SCUSD K–8 schools in ELA and outperforming the socioeconomically disadvantaged students in four SCUSD K–8 schools in mathematics after accounting for other student characteristics and prior achievement (grey diamond).

The positive school productivity scores of Morse/Birney were even more profound in the traditionally underserved groups, Latino and African American students and socioeconomically disadvantaged students. It is important to note that for Latino and African American students and socioeconomically disadvantaged students Morse/Birney is associated with the highest value added of any K–8 school in the district for ELA.

Our multiple regression analyses on multiyear student-level standardized test scores offer one way to examine the effectiveness of Morse/Birney. The results of our statistical models suggest that Birney makes a significant contribution to enhance students' academic achievement and growth, even though its curriculum is not focused on preparing students for CST tests but on broader goals aimed at higher order thinking skills.

Tracking Alice Birney Graduates to High School and Graduation

We also sought to understand how well Morse/Birney prepares students for high school. Therefore, we tracked Birney graduates through high school to graduation. Unfortunately, our ability to offer a comprehensive picture of high school attendance and graduation was limited because there are many neighboring districts and private schools that draw Morse/Birney graduates, therefore with SCUSD data we could only track those students who remained within the district, which represents about half the graduates.

We tracked two eighth-grade cohorts of John Morse for their four-year high school enrollment and completion status with the available SCUSD data. The two cohorts are students who finished eighth grade at John Morse in 2008–09 and 2009–10, respectively. Since the small sample size prevented us from conducting a statistical analysis of the students, we can only show descriptive statistics of their enrollment pattern, see Table 6 (next page). Among these cohorts, a few students attended Waldorf-inspired George Washington Carver School of Arts and Science each year.

For the 2008–09 cohort, 24 students enrolled in public high schools in SCUSD. Across the four-year period, six students transferred to other districts within California and no drop-out was found with their record data at SCUSD. Among the 18 students who stayed and completed the four-year high school education, 17 students graduated from SCUSD high schools successfully in 2013, and the

high school graduation rate is 94% for the non-transferred students. In comparison, the high school graduation rate of SCUSD in 2013 is 85%. For the 2009–10 cohort, 22 students enrolled in the ninth grade in SCUSD and then 2 students transferred to non-SCUSD schools in California without indication of dropping out according to the SCUSD data. All 20 students who stayed successfully completed their high school education with high school diploma in 2014 with a graduation rate of 100%, which is much higher than the graduation rate of 85% of the SCUSD.

Table 6: High School Attendance and Graduation in SCUSD

Year of Cohort	8th-Grade Cohort at Alice Birney Waldorf	The Cohort Tracked in SCUSD				High School Graduation	
	N of 8th Graders	N of 9th Grade	N of 10th Grade	N of 11th Grade	N of 12th Grade	Year of Graduation	Graduation Rate
2008–09	31	24	23	20	18	2012–13	16/17 (94%)
2009–10	32	22	21	20	20	2013–14	20/20 (100%)

Note: The high school cohort graduation rates for the SCUSD were obtained from California Longitudinal Pupil Achievement Data System (CALPADS), <http://dq.cde.ca.gov/dataquest>

Prepared for a Full and Engaged Life as Change Makers

Beyond student achievement data and graduation data, it is helpful to understand qualitatively how attendance at Morse/Birney prepared students for high school, college, and life. To address this question we interviewed nine graduates of Morse/Birney who were either students at George Washington Carver or who were enrolled in a four-year or community college after having attended Carver or other high schools.

Universally the graduates believed that their experience at Morse/Birney played an instrumental role in them feeling “life ready.” Indeed, all spoke of the school’s paramount role in shaping them into the young adults they had become. All said they would want a similar experience for their own children (when they have them) or the children of friends and family. They spoke of being deeply engaged in the world, in both thought and action, in ways that transcended mere college and career readiness.

Some of the ways students felt “life ready” was through Morse/Birney’s focus on emotional development, the deep connections they formed with their peers and teachers as well as the frequent opportunities they had to engage through oral language (public speaking, plays, recitation of verse). These experiences empowered

students to feel that their voices were worth hearing and sharing, be it with peers or their classroom teachers. Entering classroom discussions did not seem like a barrier to any of them, nor did taking a minority or unorthodox position on papers or in debates. Nearly all of them spoke of the confidence they had in and out of the classroom space, a confidence carefully nurtured by their elementary and middle school experiences. Public speaking was something they all felt they excelled at, and all of them attributed that confidence directly to the pedagogical and curricular choices of their teachers at Morse/Birney. A student explained:

Waldorf made me a strong person who could speak up for myself...I could argue points and be rational. I really feel that—how much Waldorf made you...be the mover and the shaker. That's what Waldorf creates.

Another student spoke of the social assets and confidence he acquired and how they helped him transition to life in a public school in a much more conservative town:

I definitely felt socially [adept] to any scenario and I still do. I know in Waldorf every year we had to do plays in the same class and orchestra performances and a lot of public speaking and I was never afraid of that. I was never afraid to be an individual I think because of my Waldorf education. So socially I definitely took hold in high school. You know not knowing anybody was kind of rough in the beginning but I definitely made my presence known in my new community.

Asking for assistance or letting a teacher know that one was struggling did not seem to be a major issue either. Being taught by their teachers that failure and struggle was regular and important to the process of growing also allowed graduates to pursue personally relevant educational interests, not because high grades or accolades would come through that pursuit, but that following one's interest was paramount to being a well-rounded human being. One student recalled conducting an independent research project on Constitutional Law as an eighth grader, for which she shadowed and interviewed lawyers. She remembers:

It was all about the individual, like what were you ready for, what can we challenge you with?...I wrote a report about it and then created an art project and an oral presentation. It really encouraged me to be independent and that really helped me.

Although the students valued the ways that they have been prepared for life, the transition to high school varied in smoothness depending on where graduates went for high school. Those who moved into comprehensive public high schools spoke of the difficulty of transitioning from a small, close-knit, family-like environment into the larger, more impersonal setting of their new schools. All spoke of the difficulty of getting used to larger classes organized around subject-specific content.

For graduates the transition from a primary and deep relationship with one teacher to connecting with and understanding the expectations of six teachers who did not have the time or space to know them well proved difficult emotionally, and sometimes academically. For some, adjusting to these new relationships and structures took multiple years, while others were able to leverage the social skills they acquired at Morse/Birney to build strong relationships with their high school teachers fairly quickly. For instance, one, a current university student who attended a large public high school, described the difficulty he had adjusting:

My [new] peers were just better educated in the stupid things like test taking. My friends who went to traditional middle schools knew the system, knew how to navigate the bureaucracy of high school. They knew how to meet the standards. They knew what they needed to do to get an A. They had the experience of letter grades...and it was all so new to me and folks had two years of advantage...John Morse had pieces of that, but not wholly. That's not a bad thing because that would not be a Waldorf education...but it took me a year and a half to fully transition into a high school mindset in a traditional high school environment and mindset. Once I got the hang of it, I was fine and I excelled academically, but it was a rough transition.

Another student, who now attends UC Berkeley, described the stark differences she encountered at an all-girls private catholic high school and how her time at Morse/Birney prepared her for new academic challenges:

Well, I would say [it] is probably the complete opposite of Waldorf. It's very, very traditional, very structured...it's very rigorous. It's known in the area as being one of the very difficult schools, and I was ready for that challenge; I felt very prepared. I felt ready for college. I felt through Waldorf, even though it was a lot different than what I was going into I had the skills to do it.

Some said that they had few adults whom they had any connection with in high school, while conversely almost all spoke of their ongoing personal relationships with their former Morse/Birney teachers. These continued relationships often played an important role in serving as a source of stability and comfort. No matter how difficult things were in their new environments, graduates knew that they could return to Morse/Birney to find an adult who knew them deeply, and who could give them clear and specific guidance based on that knowledge. The struggles Morse/Birney graduates articulated are not uncommon for many students transitioning to high school, but the bonds forged between Morse/Birney students and with their teachers seem exceptional. A former student, who now attends a California State University, described his public high school experience this way:

I actually remember entering my class the first day and standing behind my desk ready to say verse. [W]e had textbooks. Just the atmosphere was different. The kids were rude to their teachers and...I wasn't used to it. In Waldorf, your teacher is another parent to you. There's this respect that you have for your teacher that wasn't there in the public school setting. That really disappointed me.

Graduates who attend or attended Carver seemed to feel this transition was less jarring, but still spoke of the difficulty of getting used to having multiple teachers in multiple subject areas. However, Carver students and alumni hailed the school's familial feel and spoke of how having a group of well-known classmates who were also going through a similar transition helped make the move to high school much easier. One student described the environment at Carver this way:

I had a cool social life, but I mean there weren't large instances of bullying. There weren't like super cliques. There wasn't any bullying of the queer kids, and we all just got [along]...all the queer kids sat at a table outside during lunch...Actually it was really great. It was pretty nonjudgmental because we were the queer nerds and we would dress up in costumes just because we felt like it and no one cared, so it was fantastic.

Another common thread that ran across all of the interviews was the "outside-of-the-box thinking" they acquired in elementary and middle school. The student who attended the all-girls Catholic high school talked about how hard it was for her to not think outside of the box, of having to adjust to a more rigid way of teaching and learning rooted primarily in factual recall:

The only thing was that I wasn't used to not thinking outside of the box, but I don't think that's something that I would have wanted to be prepared for. [T]hinking outside of the box helped me in my AP classes in high school, and coming to college now at Berkeley it's bringing me back to that because it's about writing essays, about thinking, about talking and seeing outside of the box.

Others who attended public comprehensive high schools told of learning how to navigate the less flexible demands of their new environments. As one student stated, "I was disappointed by the lack of creativity. It was all about filling in the boxes while I was taught to think outside [the box]." Even within a more rigid and competitive setting, most talked about how their preparations in art and music, helped them excel. If high school itself did not directly and explicitly reward the creative and innovative thinking that they developed in elementary and middle school, almost all of the graduates now attending college spoke about how college-level work did. Even students who did not personally feel as optimally academically well-prepared

for academics beyond high school spoke glowingly about their earlier experiences and how those early experiences helped make them well-rounded people:

Our slogan was head, heart, and hands, which really just embraces the aspect of a style of learning that has to engage all of you. It has to engage the whole person, the mind, the empathy, and the actual physical doing of things. It's really a very all-around approach from many different angles.

Specifically, students also spoke of how a Waldorf-inspired education taught them more ways to learn deeply and retain what they had learned. For example one student explained:

My memory is really good. I have a lot of visual memory but I have oral memory too. I have a lot of different ways of remembering things and a lot of different ways of working with things....There's a lot of flexibility when you learn with Waldorf. You're not just learning in one way... and that really helps as you get older because sometimes you can't just read something and remember it. Maybe you have to say it out loud or walk around with it or write it down, and that's what I learned through Waldorf was all these different tools to help me with learning.

Although students spoke vividly and passionately about their love for nature, most tended to focus their interests and feel most prepared in the arts, humanities, and social sciences. This is not to say that Morse/Birney graduates were poorly prepared in math and science; indeed many go on to take Advanced Placement STEM coursework in high school. Most had a deep appreciation for science and the natural world, but did not feel drawn to careers that would formalize that love.

For most, academic accolades came as a result of their love of learning, questioning, and thinking about the world. Nearly all said that they thought of learning as largely a competition within one's self rather than between an individual and his or her classmates. The goal was almost always self-improvement and the satisfying of curiosity. They approached school with a sense that they would be fine in the end, and prepared to enter the wider world in curious, engaged, and deep-thinking ways. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place. As one student articulated, "Whatever I do has to not only be important to me but it has to help those around me." The student went on to say, "I think if I were to send my kids to a Waldorf School...I feel like they would become people that change the world instead of just someone who learned how to read."

Every graduate interviewed asserted that the core parts of who they are today was shaped by their elementary and middle school experiences at Morse/Birney. In their

own words, they said things like, “My creative expression, my quirksiness, are lasting legacies of my Waldorf education, things that I really value, things that are part of my identity.” A senior at Carver stated:

I remember how excited I was every single day. I was so excited to go to school. That was a feeling that was shared throughout the class. “What are we going to do today, where are we going, what are we going to learn?” and that’s the biggest thing about Waldorf. It infuses that excitement, that love for learning.

For them, their loves of nature, reading, art, music, exploration, history, or people come from their time at Morse/Birney. Though some felt less prepared for the rigors and impersonality of higher education, all felt prepared for life, and felt that they had the skills to be successful in nearly any situation. The Waldorf commitment to developing the “head, hands, and heart” invariably prepared these students for college, career, and life. In a time where education is framed in increasingly transactional and competitive ways, as a source for personal advantage and individual success, the Morse/Birney students were refreshing in their views of education. For them, education aligned with the visions of elite institutions like Harvard or Yale: Humanity is best served by those who have a broad, classically liberal education, who think critically, and engage in the world not merely for their own gain, but for the gain of all.



Chapter 6: Implications for Policy and Practice

District Support and School Advocacy Lead to Sustainability

What is so striking about the story of John Morse/Alice Birney¹³ is that it was able to achieve strong student outcomes and maintain a high level of parent demand for the school by implementing practices often at direct odds with the prevailing notions of public education in this country. When considering the nature of the pedagogy, curriculum, and pacing of instruction detailed in this report, this fact in itself is remarkable. How could a school sustain itself for 20 years through multiple superintendents and principals, some more supportive than others, and a changing education policy context?

The lessons learned and policy implications from this study can be examined at two levels. At one level, the study is about a public Waldorf-inspired school in a large urban district, shedding light on what is possible within the public Waldorf context, including positive student outcomes and continuing demand from parents to enroll their children in the school. It is also a story about the district context that both enabled and sometimes challenged the school's sustainability. At a more macro level, this study can provide insight into how to create space in the sphere of public district schools for a broader definition of what counts as education, what we value as education. It can shed light on the policy conditions necessary to achieve this broader goal. This section will address the lessons learned and policy implications at both of these levels.

We assert that Birney has succeeded and persisted because of a number of interwoven factors. First, SCUSD's commitment, particularly under Superintendent Jonathan Raymond, to foster innovation and to allow some level of school-based decision-making enabled Birney to maintain fidelity to the Waldorf approach. Second, as Birney produced positive student outcomes and sustained a consistent demand for the school, the district provided increasing opportunities for school control over its instructional program. Finally, it may be that the consistent demand for the school and the positive student outcomes are due, in part, to the comprehensive nature and coherence of the Waldorf approach to schooling. In reality these factors are much more overlapping, messy, and interactive with each other. However, for the sake of understanding their components we dissect them here as if they were somewhat distinct.

Centralized versus school-based decision-making. Districts have to strike a balance between centralized and school-based decision-making. In the case of SCUSD this balance has tilted towards increased school-based decision-making, more at some times than others, depending upon district leadership. The tilt towards school-based decision-making has sometimes been led or supported by district leadership

and at other times pushed by the school community, including principals, teachers, and parents. However, the tension is crucial. Some degree of centralized decision-making ensures equity both for the students within Morse/Birney as well as for all students district-wide. Without the district assessing and ensuring that all students have equitable access to meaningful learning experiences, resources, and high-capacity teachers, inequities will become institutionalized.

Related but slightly different is a tension between a district-wide standardized approach to running the schools versus a differentiated and diversified approach that supports varied educational approaches. SCUSD both developed a range of instructional models while ensuring that they met common standards. The process of requiring alternative model schools to engage in an examination and defense of their practices stimulates a more vibrant, critical engagement of the school staff to ensure that they are meeting the needs of their students. For example, the George Washington Carver Waldorf High School principal discusses the positive outcomes of the tension that exists between fidelity to a long established model and responding to district initiatives and mandates.

I think the truth of the matter is if the district wasn't providing us funds and kind of requiring it, we probably wouldn't do it. I actually think that's what you see in the private schools. [They think] We are the experts... You see a lot of education frozen in tradition and imitation from whenever it started. You see a lot of that, very little innovation, so I think that is true and yet every advance or innovation that we're using here at Carver I would say is from this exact kind of tension.

External practices and policies have also forced schools such as Birney to continue to examine how their approach is addressing systemic inequities. As a district official reflects, even though educators in Waldorf schools do not teach to standardized tests and often do not value the data that comes from those tests, current Principal Horning has used the tests as way to engage with her staff about questions of equity.

[The principal] talks with staff about how do we know if we're really meeting the needs of our English learners? How do we know if we're really meeting the needs of our African American students if we don't look somehow at test scores? There are some things that we can't just know from our gut and our heart, and they have because of that been much more open to that.

On the other side, without school-based decision-making about meaningful learning, resources, and professional capacity, Morse/Birney would not have been able to achieve fidelity to the Waldorf approach and likely the demand for the school and its strong student outcomes. In the rest of this section, we address each of these

components and then investigate in more depth the nature of the tightrope balance between autonomy and accountability in terms of the history of the district's interaction with Morse/Birney and the district's allocation of resources and support of the school's instructional approach and commitment to developing the capacity of its educators.

A district school of choice. The founding of the first Waldorf-inspired public school in SCUSD coincided with a time in the U.S. educational system marked by a move towards high stakes accountability testing and resulting narrowing of curriculum and use of scripted curriculum such as Open Court. In those early days, the Waldorf model offered an alternative from that movement. As a founding teacher recalls:

I think just about every class was full because we had what we called the Open Court refugees...then suddenly there's like a rainbow over us...it's this alternative that everybody who doesn't want to be in that cookie cutter wants in.

Although the nation, state, and SCUSD have moved slowly away from the most narrowly defined notions of education, the Waldorf approach still defines education in a radically broader way than most public schools and thus still attracts families looking for an alternative.

Currently, Birney remains a highly desired school in SCUSD with one of the longest waitlists in the district. For a district that has lost about 8,000 students since 2000, this is a huge factor in ongoing district support. Superintendent Raymond recognized this, "Parents and kids will vote with their feet. I think the greatest indicator of success is when you have waiting lists, when you have families wanting to come, and staying and advocating."

Furthermore, because the Waldorf approach is an explicit choice made by parents and because the school makes considerable effort to engage all the parents and educate them about the approach, parents have been powerful allies, supporters, and advocates for a Waldorf approach. As has been discussed in an earlier section, parents have raised a ruckus when necessary to maintain the integrity of the Waldorf program at Morse/Birney. The district recognizes the parents' power and does what it can to help meet the requests of the parents in their community.

The most significant district response to the demand for Morse/Birney has been their support of two additional Waldorf-inspired schools in the district. A detailed discussion of how these two schools came about can be found in Appendix D.

Producing positive achievement results. Second to its high-demand status, Morse/Birney's ability to produce positive student outcomes on standardized

measures has secured district support. As described in the previous section, Morse/Birney demonstrates strong student outcomes for students across multiple measures, including attendance, discipline, and performance on standardized tests. Furthermore, as demonstrated in the previous section, Birney has demonstrated some evidence of an ability to meet the academic needs of African American and Latino students as well as low-income students. Over time the district has begun to recognize some of the less tangible measures as well. Area Superintendent Mary Hardin Young describes their achievement and its impact:

What I've found since I've been working with Birney is that they have some of our highest achievers by the time students are in fourth, sixth, seventh, and eighth. They held the highest math achievement in algebra classes for two or three years running. People start to sit up and take notice when things like that happen. They produce incredible writers and incredible thinkers.

That strong achievement, particularly in middle school, had enabled her to advocate for more school-based decision-making for the school with other district staff as proof that their instructional approach is working.

Teachers well trained in a highly defined model. The third factor contributing to Birney's sustainability is the very nature of the Waldorf approach that differentiates it from other alternative models. It differs in the extent to which the instructional approach is so explicitly tied to a theory of child development and educator self-reflection. Every action is intentional in a Waldorf school.

To be a successful Waldorf teacher requires both an intense and comprehensive level of training, but also a level of personal commitment that varies dramatically from other alternative models. In addition to believing in, understanding, and implementing the Steiner philosophy of child development and the Waldorf curriculum, pedagogy, and culture, it requires teachers to work on themselves personally. There are explicit expectations of the kind of personal exploration, investigation, and transformation that teachers engage in to be a Waldorf teacher. Steiner trainers often credit him as saying that teachers have to do the work to be worthy of imitation. Birney's Principal Horning describes that teachers who were not willing to engage in personal examination struggled to feel a sense of belonging at the school. She explained, "We love you as a person, but if you are not willing to rise and do the work to transform yourself as a teacher, you will be very uncomfortable here. Living it is different from looking at it from the outside." To be a Waldorf teacher is a philosophical choice; it is a life choice.

After years of working with the district and teachers' union, Birney was able to ensure that its teachers needed a significant level of training and job security for the school to implement the Waldorf approach with fidelity. This level of training, and

teacher access to it, is discussed later in this section. However, the extent of training, the comprehensive nature of the Waldorf philosophy, curriculum, and pedagogy as well as the degree of teachers' self-reflection may play a determining role in its positive student outcomes and high level of demand. It is worthy of future investigation to determine how replicable the student outcomes and demand would be with other alternative educational approaches.

The district role balancing between centralized and school-based decision-making. We begin to understand the tension between centralized and school-based decision-making by examining Sacramento City Unified School District's (SCUSD) role in this regard. As discussed early in this report, the school was born from the idea and support of Superintendent Rudy Crew. Early district support and understanding of the crucial role of training teachers adequately in the model provided an important grounding for the school's strong foundation. From those early days, to varying degrees, through ten subsequent superintendents, the district has supported innovation and multiple instructional models. Several strong superintendents deeply understood the need to strike a balance between centralized and school-based decision-making in supporting the diverse schools that were created during this era. Birney's strongest support came from Superintendent Jonathan Raymond, who explained the balance:

I'm in charge but I'm really not in control; the one thing we are really in charge of is the communication, and we're in charge of the message and we're in charge of creating the vision and then we're in charge of creating the structure...it's important that we give people the opportunity to create something that was going to meet the needs of their community, figure out how to support them...it's about what do you hold tight and what do you let loose.

This tension between what you hold tight and what you let loose summarizes the nature of interactions between Birney and the district over time. For example, there were times when principals were placed at Morse/Birney by the district who, according to a veteran teacher, were "brought here to bring us in line, like toe the line." She goes on to say that parental pressure meant that principals that did not support the Waldorf approach fully "did not always last long because parents are great organizers, and when you educate them, and their children are involved," they demand change.

At other times, including during Raymond's tenure (2009–2013) in particular, the district saw its role as moving away from a one-size-fits-all approach towards providing multiple approaches to serving students including Waldorf, language immersion programs, International Baccalaureate programs, and others. As Morse/Birney's students consistently performed well over time and the demand for the school continued, the district saw that the local control they provided the school was

paying off. As Superintendent Raymond explained, “I told my [alternative program] principals, I said, look, we’re going to give you freedom and flexibility in return for results, and we’ll help establish with you what we think are some fair targets.”

Over time, district staff beyond the superintendent began feeling increasingly comfortable providing the school with more decision-making power, particularly over instructional issues. However, those autonomies were often hard fought for by the school principals, parents, and at times the superintendent himself. As the school has become more and more accepted at the district level, particularly because of the support of Superintendent Raymond, it has felt increasingly comfortable sharing its approaches publicly rather than trying to fly under the radar. The current principal, Mechelle Horning, has played a courageous and leading role in this opening up of the school program. She says:

We’ve gone from being that crazy hippie program to maybe there is some validation to what we are doing. Even if people don’t agree, there is a different level of respect. It has come from not trying to hide what we are doing. Opening ourselves up a bit more and say come and take a look.

Under Raymond’s direction the district created Area Superintendents and this too made a huge difference in Birney’s sustainability, as they benefited from the tremendous leadership and support of Area Superintendent Mary Hardin Young. She helped the school not only navigate through district protocols, requirements, and policies but also served as their advocate. Principal Horning explains that their Area Superintendent will tell them when they can forgo certain district recommendations around curriculum or other topics.

The tension of centralized and school-based decision-making plays out in a number of sectors, from resource allocation to instructional autonomy to support for professional competence and capacity, which we will explore next (Darling-Hammond & Plank, 2015).

Adequate and Intelligent Resource Allocation. In this domain, while Birney benefits from a few areas of site-based control regarding resources, inadequate resources and a lack of decision-making power over their allocation limit the quality of education the school can provide for its students. The Waldorf model is expensive; in its fully implemented form it includes small class sizes, well-trained teachers, specialty teachers, high quality materials, and a non-institutional facility with natural grounds.

Morse/Birney has not been able to achieve any of these components with public dollars, with the exception of paying for Spanish and orchestra specialty teachers. Beyond district funding allocation, Birney, like many schools, faced a reduction in funds when the threshold for percentage of children in poverty to qualify for Title I

funding increased. At that point, Birney had to let go of several support staff because they no longer qualified for Title I funding. Fortunately, through parents' fundraising, they have been able to pay for most of their specialty teachers, field trips, and high quality materials.

Unfortunately, other components of a Waldorf education have not been met. For example, because of a lack of budget autonomy, Birney is required to operate under the district formula for a class size of 31 to 33 per teacher. In contrast, although class sizes vary in independent Waldorf classrooms, some being not much smaller than at Birney, those schools have a say over how to structure their staffing and often opt to add an aide in classrooms, particularly kindergarten. Secondly, there are requirements of all district teachers to attend professional development that is not applicable to the Waldorf approach. With greater flexibility over professional development dollars, the school could remove some of the financial burden their teachers face funding their own training in Waldorf methods by using district professional development dollars.

Also through continual negotiation and tremendous commitment of parent volunteer hours and community resources, Birney has achieved a substantial modification of the school grounds to create a more natural setting. Despite it often taking two months to gain approval of the planting of a tree, Birney has planted many trees on their campus, created gardens, and even houses chickens. Although they have not been permitted to modify the exterior of buildings, they have been allowed to modify the interiors of classrooms.

While a lack of sufficient resources has more to do with Federal and state funding levels for schools, the autonomies over budget lie within the district purview and limit the full implementation of the Waldorf approach.

Some site-based control over allocation of resources permits schools to address their unique needs in terms of staffing, budgeting of resources, and in Birney's case modification of their physical resources to meet their instructional needs. However, districts need to think from an equity perspective to ensure that students across the district have access to equivalent resources and distribution of resources. It is inevitable when schools are permitted to do their own fundraising that differences in demographics between schools result in inequitable distribution of resources between schools.

Developing and Sustaining Innovative Practice

Gradually over time, Morse/Birney was able to cultivate increasing levels of district-sanctioned school-based decision-making over curriculum and assessment, which was critical to developing and sustaining key practices. Although the school taught the Waldorf curriculum since its inception, it took considerable effort to have its approach officially approved by the district.

Before it was officially sanctioned, teachers had to fight little battles around district assumptions of how they were teaching. For example, in the school's second year at Morse, district reading coaches were sent to teach the teachers how to use the basal reader. The teachers gently told the coaches that not only did they already know how to use a basal reader but that it was not part of their curriculum. In those early days, there was district prescribed curriculum (Open Court) that the school just quietly did not use. These were the "fly under the radar" days.

Articulating curriculum. The 2004 settlement of the *Williams* case, requiring that every classroom have a set of district-adopted textbooks, provided an opportunity for the school to advocate for their own district-approved curriculum. The school worked with the district to create a district-adopted Waldorf curriculum that made the school's choice to develop curriculum outside of the textbooks come into compliance with the demands of the settlement. This process involved the teachers developing their own scope and sequence for their curriculum and aligning it to the state standards and district curriculum. This effort involved the entire staff: Because they loop with all students, they all know what is taught each year. Although the Waldorf mapping did not always align to the district's, they made every effort to show how it fit. As a veteran teacher recalls:

Then we had to take the traditional curriculum...and we synced the two, it didn't fit but we tried to show how they mapped...We did that work so we could stand behind our curriculum, and say, absolutely, we're teaching every single one of these skills, but our timeline is completely different.

After much hard work, the Morse principal was able to secure board approval for the Waldorf curriculum, which enabled it to withstand changes in superintendents and new textbook adoptions.

Birney has recently repeated this process with the introduction of the Common Core. The alignment of their curriculum to the Common Core can be found online in a document produced through the Alliance for Public Waldorf Education with contributions from Principal Horning and others at Birney (Alliance, 2013). Again, this laborious process has earned the school the district's respect and sanctioning of their curricular approach. Birney's strong student outcomes and the quality of the teachers' work in developing alternative curriculum and assessments aligned to district, state, and national standards earned them considerable respect. As Area Superintendent Mary Hardin Young reflected, Birney teachers were viewed as having greater capacity to adapt to a changing policy environment.

I think the schools where teachers were already in the practice of writing their own units whether it was that they were integrating Waldorf standards and California standards or Integrated Thematic

Instruction, it was easier, for many of them, to make the change to Common Core. That is what is necessary in Common Core is thinking about what that standard really is that you're teaching and being able to teach it at a very deep level and support it with all the other things that you're doing instead of just picking up the textbook and doing this page. So I think the change in planning and practice was maybe less dramatic than it was for our traditionally trained teachers.

Developing assessments. Similarly, the district has sanctioned Birney's own approach to assessment at multiple levels from how they complete district report cards, to benchmark assessments to the Smarter Balanced Assessment (SBAC). However, none of these district approvals came without strong advocacy on the part of the school principal, teachers, and even parents at times. For example, the district requires that all schools use the same report card, however many of the items on the report card do not apply to a Waldorf approach to instruction, so Principal Horning spent time discussing with the district which categories Birney teachers would report on in the district report card until she received district approval.

The district also required all schools to administer their standardized benchmark assessments. The district has new benchmark assessments aligned to Common Core; again, this provided the school with an opportunity to advocate for their own approach to assessing student learning rather than administering the district's benchmark assessment. However, according to Principal Horning, "We worked with the district to say why it wasn't appropriate, so we created our own benchmarks." Finally, as the Waldorf-inspired schools have a strong stance against technology in the younger grades, the most recent battle they have faced is ensuring that their younger students—third through fifth grades—could take the SBAC as a paper and pencil test. According to Principal Horning, "The district supported us in doing that. We had to fight for that. We got it. We were the only school in the district that did that."

So time and time again, the district showed itself eventually open to allowing for school-based curricular and assessment control for its public Waldorf-inspired schools. At times, the district realized on its own: Superintendent Raymond recalls telling his instructional coaching team, "Alice Birney isn't coming to the training, they're doing good things, they're a little bit different, let's just sort of let them be, let them go, they are doing good things for kids." And more frequently those autonomies were earned through struggle and advocacy from the school community.

When alternative schools are given a say over how to support meaningful learning, it enables the schools to come out of the shadows of non-compliance and to create more coherence in their instructional models. Schools can divert their energy from fighting battles around what they are doing to improving their practice. However, the degree of school-based decision-making that is appropriate is highly dependent upon how well developed the instructional approach, the capacity of the staff, and

the resources available to support teacher capacity building and planning time. This is a crucial area where the district can provide differentiated support to schools depending upon these factors.

Honoring the Value of Trained Teachers

Similar to issues of decentralized instructional decision-making, over time and with considerable advocacy Morse/Birney earned control over a range of practices to ensure a high level of professional capacity with its staff. These practices include hiring and job security policies that privileges Waldorf training and support for training in Waldorf methods.

As described earlier, successful implementation of a Waldorf-inspired public school requires, first and foremost, teachers well trained in Steiner developmental philosophy, and Waldorf curriculum and pedagogy. The schools need a level of control over hiring and training of their staff to ensure a quality instructional program. In the founding of the school, the district supported some teacher training. However, there were initially no requirements for hiring trained teachers. Up until 2010, Birney faced the challenges of having to hire surplus teachers, that is, teachers who were not needed at their current sites and who could be placed at another district school like Birney. Furthermore, Birney was also in danger of losing trained teachers during layoffs.

Although the untrained teachers that Birney had to hire could not be fired for not becoming fully trained or implementing the Waldorf approach, they often did not last at the school and also resulted in the loss of families who were faced with 8 years of looping with that particular teacher. A district official describes a particular scenario when there were openings at Birney:

Some traditional teachers came through and wanted to choose Alice Birney. And we said, “Can we have a little meeting with the top 20 teachers?...If they choose it, we want them to choose it, but we want them to choose it with eyes wide open . . .” We had two [Birney] teachers and [the principal] and I sat in a room with these 20 teachers and shared here’s what Waldorf-inspired education is about and... you’re not going to teach Open Court. We tried to be as honest as possible and we answered a lot of questions. The school had three openings that year and three teachers chose them. One is still with the program. One left maybe three months in, and one left at the end of the first year.

The teachers left because of the depth of the personal commitment that was expected of the teachers to the students and their families. After the two teachers left, and a Birney parent who was a lawyer made a strong case to the union about the specialized training necessary for Waldorf-inspired teachers, the union left Birney

alone, understanding that it was too big a burden on untrained teachers to teach at a Waldorf-inspired school. At the same time the district was diversifying the educational program offered to its students through a number of strategies; one was establishing specialty schools that required additional training for teachers and another strategy was to provide extra resources and support to the seven lowest performing schools in the district, called Superintendent Priority Schools. Simultaneous to these district initiatives there were budget cuts and teacher layoffs. Superintendent Raymond described the types of investments he was trying to make in his schools:

We went back to Alice Birney, the language immersion schools, and wherever we had provided those extra resources or training, whether it was an IB or Waldorf credentialing, we said, we're going to treat them as a course of study because we've created this unique investment in them.

At this time, the district, led by Raymond, asserted that Superintendent Priority Schools should be skipped in the laying off of teachers to protect the new teachers and the integrity of the program. This assertion was greatly contested by the teachers' union. However, the district's skipping policy was upheld for two years by an administrative law judge and in the third year, the teachers' union sued the district, but the district's position was upheld by the superior court who ruled the district's Superintendent Priority Schools had a course of study. Although the union fought the district on the surplus and skipping policies for Priority Schools, they never contested the policies at Waldorf-inspired schools because they recognized the level of training required. According to the Carver principal, they recognized that "Waldorf teachers are really happy, so they have to make it a neutral issue." Superintendent Raymond recalls:

So we worked with the union and we said, look we're not putting teachers there that don't have Waldorf training, they have to have started the training or they're going through the training, we're not going to let you place teachers in there, we're not going to open it up for surplus, and we've got to find out a way to sort of solve that one. So there was some working with them around that one. Now once we got that solved in that first year, it never became an issue again; they were always cool with the skipping of the Waldorf.

Ensuring the protections for their teachers were a crucial step in the sustainability of the Waldorf-inspired schools. Principal Alessandri from Carver recalls how she and Mechelle Horning devoted time and energy, prepared to present their case to hold onto their teachers, and protect the hiring of new teachers. Fortunately, they were never called to testify.

Mechelle [Birney principal] and I spent three years during the pink-slipping season, at the district office in front of the administrative law

judge to show that actually this is by ed. code a specialized program. It really fits the definition of specialized training, specialized program. Our teachers really need 200 hours per summer for three or four summers of training. You've got to know how to greet your class and have them stand up and recite a poem and then do a drawing for whatever lesson you're teaching. I think that was partly Superintendent Jonathan Raymond at the time, who supported not only Waldorf but other specialized programs.

With recent increased control over staffing, Birney is able to post positions for district and external teachers, but is empowered to require that teachers have at least one year of experience as a teacher or teaching assistant in a Waldorf setting or some training through any Waldorf training program and a commitment to complete their training. This has been a powerful change for Birney and the other Waldorf-inspired schools to ensure that they can offer a consistent program across the grade levels. Because students stay with the same teacher from first grade through eighth grade, this consistency is particularly important.

Another staffing challenge facing Waldorf-inspired public schools is the cost of Waldorf training. Training is extensive and expensive. For example, completion of the Waldorf Teacher Education Certificate through Steiner College costs between \$22,000 and \$28,000 for tuition and fees and takes two to three years of study, depending if students attend full-time or in the summer. The cost and time commitment represents a significant barrier to the school's sustainability. Therefore, since 2012 the district has provided financial backing for Birney and Carver principals to run an introductory district-sponsored Waldorf training program for all district teachers, called Waldorf Education Seminar for Teachers (WEST). WEST is a two-year commitment that includes a two-week summer program, and four-hour monthly meetings during the school year. It is free to all interested district teachers. To date 59 teachers have participated in this program, which has served as a source of teachers for all three Waldorf-inspired district schools. While not as comprehensive as training through Steiner College, it provides teachers with a strong foundation in Steiner philosophy and Waldorf methods. Even though all teachers participating in WEST training do not end up working in a Waldorf-inspired school, according to a district official, the district views the WEST training as a worthwhile investment because "incorporating any Waldorf-inspired methodology is going to make your teaching better."

Giving Waldorf-inspired schools control over hiring and providing some funding for Waldorf training has greatly benefited the district's Waldorf-inspired schools. In addition, Birney benefits from the control over how they structure their school day so they have collaboration time every week where as a staff they can engage in shared decision-making, curriculum development, and reflection on their practice.

When the unique training and expertise of alternative models is honored with supportive HR policies, schools can achieve stability and sustainability and are more likely to produce strong outcomes. Districts need to ensure that the quality of alternative training is adequate to support the alternative model. Furthermore, from an equity perspective, districts need to be mindful of potentially inequitable distributions of highly trained and skilled teachers across their schools and balance the types of resources and training that all districts have access to.

Concluding Thoughts

The story of Alice Birney, a public district school of choice, provides a powerful example of the types of alternative educational approaches that are possible within the public system. Often at odds with prevailing norms and assumptions about the nature of schooling, Birney provides a counterbalance for what is possible to nurture the growth of the whole child. Particularly powerful are the examples of the ways the school attends to children's social-emotional, physical, artistic, and spiritual development and the integration of developmental domains.

It is striking to see such an approach supported and promoted within the context of a school district. The types of school-based decision-making SCUSD provided for Birney, even those that were hard fought for, permitted Birney to have a far greater fidelity to the Waldorf approach than they would have been able to have without some control over curriculum, assessment, and staffing, in particular. That fidelity to Waldorf in turn led to high levels of student and parent satisfaction, demand for the school, and strong student outcomes.

These areas of decentralized decision-making permit opportunities in the public district space for alternative approaches, without having to go into the de-unionized, de-regulated, often profit-driven charter route. Ironically, schools like Birney have the potential to achieve some of the original goals for the charter school movement. By serving as sites for innovation, district schools can learn much from their example about broader ways to conceptualize school and student development.

The challenge for SCUSD and other districts implementing schools of choice and providing them with higher levels of autonomy is how to ensure equitable access to these schools for all students. Birney, like many alternative models, tends to attract more educated, economically stable, and white families. Intentional efforts need to be made to ensure that such schools are truly accessible to low-income families and families of color and are places where all families can feel a sense of belonging and value. However, districts have more control over those equity goals with schools of choice than when they have both district and charter schools within their purview. This is a topic that invites further research.

It remains an open question the extent to which the Birney story can be used to extrapolate to other alternative approaches. The Waldorf model is unique in its comprehensive nature, with its explicit theory of child development, curriculum, pedagogical approach, and philosophy about the role of the teacher. We do know that Birney students graduate with many skills often not addressed fully in other schools, such as creativity, love of learning, inquisitiveness, connection to nature, emotional intelligence, and many physical, artistic, and practical life skills.

Appendix A: Data Sources and Methodology

The research employs mixed methods, with data drawn from multiple sources, detailed below.

Qualitative Data

Qualitative data, including interviews and observations, were collected from spring 2014 through winter 2015 during multiple site visits to Alice Birney Waldorf-Inspired School, A.M. Winn, and George Washington Carver School of Arts and Science. We developed interview and observation protocols and collected relevant documents. Interviews were conducted with school staff, parents, current students, graduates, and district officials. Observations were conducted of classrooms, specialty classrooms, afterschool activities, recess and lunch time, WEST training, and student presentations. In selecting teachers to interview and classrooms to observe we took care to document the practices of a diverse group of educators in terms of grade level and content taught and years of experience. In total we conducted 39 interviews and focus groups and 38 observations. Table A-1 below details these data sources.

Table A-1: Qualitative Data Sources

Type of Data Source	Who	Number
Interviews	District Administrators	2
	Steiner College Director	1
	School Administrators (2 Birney, 2 Carver, A.M. Winn)	5
	Birney Teachers (classroom, specialty, and special education)	12
	Birney Graduates in high school or college	8
	Birney Parent	1
	Retired Founding Teachers of Birney	2
	A.M. Winn Parents	2
Focus Groups	Birney Parents	1
	Birney Student Focus Groups (5th & 6th graders, 7th & 8th graders)	2
	Carver Teachers	2
	Carver Student Focus Group	1
Observations	Birney Classrooms	14
	Birney Specialty Classes	4
	Birney School (lunchtime, recess, afterschool)	3
	Student Presentations	1
	A.M. Winn Classrooms	5
	Carver Classrooms	8
	Carver lunch and passing period	2
	WEST Program	1

Protocols for interviews were tailored to the role of the interviewee and covered core school features and practices in the areas of curriculum, instruction, assessment, school philosophy, relationships with students, teacher collaboration and professional learning, and school governance. Students and parents were asked about their experiences as members of the school community. Following our site visits we organized and coded our data by central themes. We conducted follow-up interviews with key staff to fill in gaps in our data. The Area Superintendent, Mary Hardin Young; Steiner College President, Liz Beaven; and principals of Birney, Carver, and Winn all reviewed the final drafts of the report for factual accuracy.

Quantitative Data

Quantitative data were secured from district administrative databases provided by the Sacramento City Unified School District (SCUSD). We collected student-level data set from the SCUSD. Multiple years of data were provided including the following elements: 1) student demographic data, 2) student achievement data, and 3) student attendance and behavioral data. We obtained the high school cohort graduation rates for the SCUSD from California Longitudinal Pupil Achievement Data System (CALPADS) by accessing the website of California Department of Education.

Student Suspension Data. We calculated student suspension rates both for Alice Birney and for other SCUSD schools (K–8 grades) using the student level data that the SCUSD provided us. Student suspension rates were calculated using the following formula: the number of students suspended divided by the total number of students then multiplied by 100. We made an unduplicated count of students involved in one or more incidents during the academic year. That is, students who were suspended multiple times were only counted once.

Value-Added Modeling of School-Student Linked Data. This section focuses on assessing if practices of an innovative, developmentally appropriate, Waldorf-inspired approach at Alice Birney Waldorf enhanced solid academic success of its students in general and students of subgroups, respectively.

Student Academic Outcome Measures and Predictor Variables. The student academic achievement measures used in this study are student-level state standardized test scores of California Standards Tests (CST) in ELA and Math. CST are criterion-referenced tests taken yearly by all students in Grades 2 through 11. In this study, we were interested in and analyzed elementary and middle school students (Grades 3 through 8). Because CST are not vertically equated, and thus no scaled scores are available that have consistent meaning across tests, we standardized raw scores by test, subject, and grade level. The standardized scores, called z-scores, have a mean of 0 and a standard deviation of 1.

Although the California State tests do not allow the calculation of gain scores,¹⁴ prior years' scores in the same subject (ELA or mathematics) on the tests can be used as controls when modeling influences on achievement. Based on multiple years of data

provided by SCUSD, we developed longitudinal data sets with students matched to schools by year. The data set allows us to model school influences on student achievement while controlling for student background characteristics and prior achievement scores. The student background characteristics we controlled for in our models include gender, ethnicity, free/reduced lunch status, English Language Learner (ELL) status, and special education status. All student demographic variables are categorical variables. Our key predictor variable of interest was Alice Birney Waldorf, which has two categories: a) students attending Alice Birney Waldorf School, and b) students attending other SCUSD public schools.

The student demographic characteristics are different between Alice Birney Waldorf and other SCUSD schools in proportion of ELL students, ethnicity composition, and student socioeconomic status. Therefore, it is necessary and appropriate to take these demographic variables into consideration in modeling student achievement outcomes.

Before conducting the VAM analyses with our longitudinal master dataset, we ran multiple regression models on data from individual school years to ensure that there was not drastic variation between years. Table A-2 demonstrates the sample sizes by school year.

We also ran regression models on the CST test scores of Latino and African American students of Alice Birney in comparison with the same ethnic group students in SCUSD as well as the comparison between the socioeconomically disadvantaged students and their counterparts in SCUSD. Table A-3 shows the sample sizes of subgroup students of Alice Birney Waldorf by year.

Table A-2: Numbers of Students by Year for Alice Birney Waldorf and Other SCUSD Schools (3rd–8th)

Year	ELA		Mathematics	
	N of Alice Birney Students	N of SCUSD Students	N of Alice Birney Students	N of SCUSD Students
2008–09	225	23,875	222	23,992
2009–10	267	24,291	265	24,206
2010–11	290	23,631	289	23,585
2011–12	339	23,615	337	23,580
2012–13	369	23,320	368	23,293
5-Year Total	1,490	118,732	1,481	118,656

Table A-3: Subgroups at Alice Birney Waldorf of 3rd–8th Grade (2008–09 through 2012–13)

Year	Number of Students (3rd–8th)	Number of Latino/African American Students (3rd–8th)	Number of Socioeconomically Disadvantaged Students (3rd–8th)
2008–09	225	74 (33%)	87 (39%)
2009–10	267	78 (29%)	90 (34%)
2010–11	290	89 (31%)	94 (32%)
2011–12	339	105 (31%)	100 (30%)
2012–13	369	107 (29%)	127 (34%)

School Effectiveness for Grades 3–8. The regression models were run on five-year combined data (2008–09 to 2012–13) on ELA and Math separately. We ran three separate regression models on students of third–eighth grades: 1) including third–eighth grade, 2) including third–fourth grade, and 3) including fifth–eighth grade, respectively (Table A-4 and Table A-5). Each model controlled for student demographic variables. The regression models used an auto-regression, a time series approach in which the projected CST ELA or mathematics score is estimated using the previous year’s score as the measure of prior learning. The regression coefficient for prior learning represents the average difference in student achievement in z-scores associated with a one-unit difference in prior learning when holding all other variables constant. The coefficient for the other categorical predicting variables represent the difference in student test scores associated with that group as measured relative to a defined reference group. A dummy-coded school predictor variable was generated to examine the Alice Birney school effect on students’ academic achievement, with other SCUSD schools having third–eighth grades being defined as the reference or comparison group. The reference groups for student characteristics variables were: male students for gender, non-English language learners for English language learner status, non-special Ed students for participation in special education programs, Latino for ethnicity, students not eligible for free or reduced lunch programs. In addition, the adjusted-R², the ‘goodness-of-fit’ of the statistical model, indicates the amount of variance in student test scores that can be accounted for the regression model.

We ran three separate regression models on students of third–eighth grade in ELA and mathematics, respectively. Model 1 includes third–eighth grade students; Model 2 includes third–fourth grade; Model 3 includes fifth–eighth grade. Table A-4 (next page) demonstrates the results of the ELA models, which predict students’ performance on ELA exams. The results are consistent in ELA across three regression models: students of Alice Birney Waldorf School made significantly greater gains in ELA than students of other SCUSD schools both in lower elementary grades (third–fourth) and middle school grades (fifth–eighth), with student characteristic variables and prior year test score controlled. The results indicated that these regression models, including student demographic variables, prior achievement, and school attending, accounted for about 64%–66% of the variation in student ELA scores.

How large are these positive school effects? While there is no simple conversion of standard deviation to more familiar assessment scores, we made rough approximations. For example, for students in the middle of the range, a difference of 0.2 standard deviations translates into about 8 percentile ranks (i.e., from 50th percentile to 58th percentile). Note that the difference is slightly less for students further away from the middle of the distribution. When converted the effect sizes using standard units to percentile points, Alice Birney Waldorf students, in comparison with students at other SCUSD schools, made relatively

positive CST ELA test score gains for about 5 percentile points more increases in mean student achievement based in the third–eighth grade model and the third–fourth grade model. Comparatively, students of high elementary and middle school grade levels (fifth–eighth) made greater achievement gains with 8 percentile points increase in ELA performance.

Table A-4: Regression Models for Student CST ELA 5-Year Combined (2008–09 through 2012–13)

Parameter	ELA		
	3rd–8th Grade	3rd–4th Grade	5th–8th Grade
z-score ELA Prior	0.74*** (SE=0.003)	0.73*** (SE=0.005)	0.74*** (SE=0.004)
Alice Birney Waldorf	0.15*** (SE=0.02)	0.13*** (SE=0.03)	0.19*** (SE=0.02)
Female	0.06*** (SE=0.004)	0.06*** (SE=0.01)	0.06*** (SE=0.01)
English Learner	-0.15 *** (SE=0.01)	-0.14 *** (SE=0.01)	-0.14 *** (SE=0.01)
Special Ed	-0.02* (SE=0.01)	0.03* (SE=0.01)	-0.05 *** (SE=0.01)
Black	-0.07 *** (SE=0.01)	-0.08*** (SE=0.01)	-0.07 *** (SE=0.01)
White	0.08 *** (SE=0.01)	0.10 *** (SE=0.01)	0.07 *** (SE=0.01)
Asian	0.09 *** (SE=0.01)	0.07*** (SE=0.01)	0.10 *** (SE=0.01)
Other	0.02 * (SE=0.01)	0.05** (SE=0.01)	0.02* (SE=0.01)
Free/Reduced Lunch	-0.13*** (SE=0.01)	-0.18*** (SE=0.01)	-0.12*** (SE=0.01)
Constant	0.09*** (SE=0.01)	0.11*** (SE=0.01)	0.08*** (SE=0.07)
R-Squared (Adjusted)	0.66	0.64	0.66
Students (N)	71,157	24,473	58,825

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student ELA scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

Table A-5 (next page) demonstrates the results of three mathematics regression models, which predict students’ performance on CST mathematics exams. These regression models accounted for 57% to 59% of the variation in student Mathematics performance. The results showed a different pattern in predicting student mathematics test scores. When the models were run by including students

of third–eighth or lower elementary students of third–fourth, the negative regression coefficients indicated students of Alice Birney Waldorf made significantly less gains in CST math test scores than their peers in other SCUSD schools on average, with students’ prior math achievement and demographic characteristics being controlled. However, when comparing the students in fifth–eighth grade, students at Alice Birney Waldorf School significantly outperformed their counterparts of other SCUSD schools on average, with a significantly positive regression coefficient of 0.05. This indicates that Alice Birney students made relatively greater gains in mathematics achievement in the middle school grade levels.

Table A-5: Regression Models for Student CST ELA 5-Year Combined (2008–09 through 2012–13)

Parameter	Math		
	3rd–8th Grade	3rd–4th Grade	5th–8th Grade
z-score Math Prior	0.71*** (SE=0.003)	0.70*** (SE=0.004)	0.71*** (SE=0.004)
Alice Birney Waldorf	-0.07** (SE=0.02)	-0.24*** (SE=0.03)	0.05* (SE=0.02)
Female	0.02** (SE=0.005)	0.01 (SE=0.01)	0.02* (SE=0.01)
English Learner	-0.10 *** (SE=0.01)	-0.08 *** (SE=0.01)	-0.10 *** (SE=0.01)
Special Ed	-0.05*** (SE=0.01)	0.02 (SE=0.01)	-0.09 *** (SE=0.01)
Black	-0.08 *** (SE=0.01)	-0.09*** (SE=0.01)	-0.07 *** (SE=0.01)
White	0.06 *** (SE=0.01)	0.06 *** (SE=0.01)	0.06 *** (SE=0.01)
Asian	0.20 *** (SE=0.01)	0.19*** (SE=0.01)	0.20 *** (SE=0.01)
Other	0.03 ** (SE=0.01)	0.03* (SE=0.01)	0.02 (SE=0.01)
Free/Reduced Lunch	-0.12*** (SE=0.01)	-0.15*** (SE=0.01)	-0.10*** (SE=0.01)
Constant	0.09*** (SE=0.01)	0.10*** (SE=0.01)	0.08*** (SE=0.07)
R-Squared (Adjusted)	0.59	0.57	0.59
Students (N)	70,989	24,413	58,691

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student Math scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

The effect sizes varied among the three regression models on CST math test scores. When examining student achievement in mathematics by including students of third–eighth graders, the effect size was very small between the two groups, Alice Birney Waldorf students and students at other SCUSD school, with other SCUSD students on average making about 3 more percentile points increase than Alice Birney third–eighth graders. For the lower elementary grade levels of Grades 3 and 4, students at other SCUSD schools made about 9 percentile points more increase in math than Alice Birney third and fourth graders. However, when comparing students of high elementary and middle school grade levels (fifth–eighth), Alice Birney students made about 2 more percentile points increase in math performance, which indicated a small positive effect size.

Changes in Test Scores for Latino/African American Students of Third–Eighth Grade.

We also ran regression models on the CST test scores of Latino and African American students of Alice Birney in comparison with the same ethnic group students in SCUSD. Three regression models (Table A-6) were run on ELA performance by including students of different grades: Grades 3–8, Grades 3–4, and Grades 5–8. Three similarly defined regression models were run on CST mathematics performance (Table A-7).

Table A-6: Regression Models for Latino/African American Student CST ELA 5-Year Combined (2008–09 through 2012–13)

Parameter	ELA		
	3rd–8th Grade	3rd–4th Grade	5th–8th Grade
Test Score Lag	0.74*** (SE=0.004)	0.73*** (SE=0.005)	0.74*** (SE=0.004)
Alice Birney Waldorf	0.16*** (SE=0.04)	0.13* (SE=0.06)	0.24*** (SE=0.05)
Female	0.06*** (SE=0.01)	0.06*** (SE=0.01)	0.06*** (SE=0.01)
English Learner	-0.10 *** (SE=0.01)	-0.08 *** (SE=0.01)	-0.09 *** (SE=0.01)
Special Ed	-0.01 (SE=0.01)	0.07*** (SE=0.01)	-0.05 *** (SE=0.01)
Free/Reduced Lunch	-0.11 *** (SE=0.01)	-0.15*** (SE=0.01)	-0.10*** (SE=0.01)
Constant	0.04*** (SE=0.01)	0.04** (SE=0.01)	0.03** (SE=0.01)
R-Squared (Adjusted)	0.60	0.59	0.60
Students (N)	37,974	13,257	31,296

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student ELA scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

Table A-6 demonstrates the results of three ELA models on Latino and African American students. The results indicated that about 60% of the variation in Latino and African American student achievement on ELA was accounted by these regression models. After controlling students' prior ELA achievement and demographic characteristics including gender, English language status, special education status and free or reduced lunch status, we found that Latino and African American students of Alice Birney Waldorf School made greater gains in ELA scores compared to similar students of other SCUSD schools of third–eighth grade. When running models on lower elementary grades (third–fourth) and higher elementary and middle school grades (fifth–eighth), significantly positive regression coefficients for school comparison were yielded (0.13 for the third–fourth grade model and 0.24 for the fifth–eighth grade model), which indicated a significantly greater school effect related to ELA was associated with attending Alice Birney Waldorf School in comparison with attending other SCUSD schools.

We made approximations of effect sizes by translating standard units into percentile ranks. Alice Birney Waldorf students, in comparison with students at other SCUSD schools, made relatively positive CST ELA test score gains in all three value-added models on Latino and African American students' ELA achievement. For the third–eighth graders, Alice Birney Latino and African American students made increases of about 6 more percentile points in mean student achievement than their counterparts in SCUSD. Similarly, Alice Birney Latino and African American students in third and fourth grades made about 6 more percentile points increases. Comparatively, Latino and African American students of high elementary and middle school grade levels (fifth–eighth) at Alice Birney gained 9 more percentile points in ELA performance than their similar counterparts in SCUSD.

Table A-7 (next page) demonstrates the results of three value-added regression models on mathematics achievement of Latino/African American students. These regression models accounted for about 52% of variance in Latino/African American student mathematics achievement. Table A-7 predicts students' performance on CST mathematics exams. The results showed a different pattern in predicting Latino/African American student mathematics test scores. When the model was run by including students of third–eighth, after controlling students' prior math achievement and demographic characteristics, no school level value added was found. For the model on lower elementary Latino/African American students of third–fourth, the negative regression coefficient (-0.16) associated with the school level effect variable indicated Latino/African American students of Alice Birney Waldorf made significantly smaller gains in CST math test scores than their peers in other SCUSD schools on average, with students' prior math achievement and demographic characteristics being controlled. However, when comparing Latino/African American students for higher elementary and middle school grade levels (fifth–eighth), with a significantly positive regression coefficient of 0.09, Latino/African American students at Alice Birney Waldorf School significantly outperformed their counterparts

of other SCUSD schools on average, which indicated Alice Birney Latino/African American students relatively made greater gains in the mathematics achievements at the stage of higher elementary and middle school grade levels.

The effect sizes varied in two value-added regression models indicating statistical significance of school effect on mathematics achievement of Latino and African American students. The value added modeling on lower elementary grade levels of Grades 3 and 4 indicated that Latino and African American students at other SCUSD schools made about 6 percentile points more increase in math than Alice Birney third and fourth graders. However, Alice Birney Waldorf made a positive school effect on students of high elementary and middle school grade levels (fifth–eighth) and Alice Birney students made about 4 more percentile points increase in math performance than students attending other SCUSD schools.

Table A-7: Regression Models for Latino/African American Student CST Math 5-Year Combined (2008–09 through 2012–13)

Parameter	Math		
	3rd–8th Grade	3rd–4th Grade	5th–8th Grade
Test Score Lag	0.70*** (SE=0.004)	0.71*** (SE=0.005)	0.70*** (SE=0.005)
Alice Birney Waldorf	-0.03 (SE=0.04)	-0.16** (SE=0.06)	0.09* (SE=0.04)
Female	0.01 (SE=0.01)	0.01 (SE=0.01)	0.03** (SE=0.01)
English Learner	-0.05 *** (SE=0.01)	-0.01 (SE=0.01)	-0.06 *** (SE=0.01)
Special Ed	-0.04*** (SE=0.01)	0.07*** (SE=0.02)	-0.09 *** (SE=0.01)
Free/Reduced Lunch	-0.09*** (SE=0.01)	-0.11*** (SE=0.02)	-0.08*** (SE=0.01)
Constant	0.03** (SE=0.01)	0.02 (SE=0.02)	0.01 (SE=0.01)
R-Squared (Adjusted)	0.53	0.52	0.52
Students (N)	37,869	13,215	31,214

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student Math scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

Changes in Test Scores for Socioeconomically Disadvantaged Students of Third–Eighth Grade. We also ran regression models on the CST test scores of socioeconomically disadvantaged students of Alice Birney in comparison with students of the same socioeconomic status (eligible for free/reduced lunch) in SCUSD.

Table A-8 demonstrates the results of three ELA models on socioeconomically disadvantaged students. The results indicated that about 60% of the variation in socioeconomically disadvantaged student achievement on ELA was accounted by these regression models. After controlling students' prior ELA achievement and demographic characteristics including gender, English language status, special education status, and ethnicity status, we found that socioeconomically disadvantaged students of Alice Birney Waldorf School made greater gains in ELA scores compared to similar students of other SCUSD schools of third–eighth grade. When running models on lower elementary grades (third–fourth) and higher elementary and middle school grades (fifth–eighth), significantly positive regression coefficients for school comparison were yielded (0.19 for the third–fourth grade model and 0.23 for the fifth–eighth grade model), which indicated a significantly greater school effect related to ELA was associated with attending Alice Birney Waldorf School in comparison with attending other SCUSD schools.

Table A-8: Regression Models for Socioeconomically Disadvantaged Student CST ELA 5-Year Combined (2008–09 through 2012–13)

Parameter	ELA		
	3rd–8th Grade	3rd–4th Grade	5th–8th Grade
z-score ELA Prior	0.73*** (SE=0.003)	0.71*** (SE=0.005)	0.73*** (SE=0.004)
Alice Birney Waldorf	0.20*** (SE=0.03)	0.19*** (SE=0.05)	0.23*** (SE=0.02)
Female	0.06*** (SE=0.005)	0.06*** (SE=0.01)	0.06*** (SE=0.01)
English Learner	-0.16 *** (SE=0.01)	-0.14 *** (SE=0.01)	-0.14 *** (SE=0.01)
Special Ed	-0.01 (SE=0.01)	0.05* (SE=0.01)	-0.04 *** (SE=0.01)
Black	-0.09 *** (SE=0.01)	-0.10*** (SE=0.01)	-0.08 *** (SE=0.01)
White	0.06 *** (SE=0.01)	0.07 *** (SE=0.01)	0.05 *** (SE=0.01)
Asian	0.08 *** (SE=0.01)	0.06*** (SE=0.01)	0.10 *** (SE=0.01)
Other	0.01 (SE=0.01)	0.03 (SE=0.01)	-0.01 (SE=0.01)
Constant	-0.04*** (SE=0.01)	-0.06*** (SE=0.01)	-0.04*** (SE=0.07)
R-Squared (Adjusted)	0.6	0.58	0.6
Students (N)	50,771	17,657	41,894

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student ELA scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

We made approximations of effect sizes by translating standard units into percentile ranks. Alice Birney Waldorf students, in comparison with students at other SCUSD schools, made relatively positive CST ELA test score gains in all three value-added models on socioeconomically disadvantaged students' ELA achievement. For the third–eighth graders, Alice Birney socioeconomically disadvantaged students made increases of about 6 more percentile points in mean student achievement than their counterparts in SCUSD. Similarly, Alice Birney socioeconomically disadvantaged students in third and fourth grades made about 5 more percentile points increases. Comparatively, socioeconomically disadvantaged students of high elementary and middle school grade levels (fifth–eighth) at Alice Birney gained 9 more percentile points in ELA performance than their similar counterparts in SCUSD.

Table A-9 (next page) demonstrates the results of three value-added regression models on mathematics achievement of socioeconomically disadvantaged students. These regression models accounted for about 54% of variance in socioeconomically disadvantaged student mathematics achievement. Table A-9 predicts students' performance on CST mathematics exams. The results showed a different pattern in predicting socioeconomically disadvantaged student mathematics test scores. When the model was run by including students of third–eighth, after controlling students' prior math achievement and demographic characteristics, no school level value added was found. For the model on lower elementary socioeconomically disadvantaged students of third–fourth, the negative regression coefficient (-0.17) associated with the school level effect variable indicated socioeconomically disadvantaged students of Alice Birney Waldorf made significantly smaller gains in CST math test scores than their peers in other SCUSD schools on average, with students' prior math achievement and demographic characteristics being controlled. However, when comparing socioeconomically disadvantaged students for higher elementary and middle school grade levels (fifth–eighth), no significant difference between socioeconomically disadvantaged students at Alice Birney Waldorf School and their counterparts of other SCUSD schools on average. However, the positive regression coefficient (0.06) suggested comparatively positive test score gains of Alice Birney socioeconomically disadvantaged students though the difference was not statistically significant.

The effect sizes varied in two value-added regression models indicating statistical significance of school effect on mathematics achievement of socioeconomically disadvantaged students. The value-added modeling on lower elementary grade levels of Grades 3 and 4 indicated that socioeconomically disadvantaged students at other SCUSD schools made about 5 more percentile points in math than Alice Birney third and fourth graders.

These statistical analyses have limitations. The statistical approach we used examines relative student achievement gains within a school district, and does not support inferences between school districts. Our analyses were also restricted to assessing the

school effects on student learning through standardized test scores, which cannot capture the full range of higher order competencies that may be generated through the Waldorf approach.

Table A-9: Regression Models for Socioeconomically Disadvantaged Student CST Math 5-Year Combined (2008–09 through 2012–13)

Parameter	Math		
	3rd–8th Grade	3rd–4th Grade	5th–8th Grade
z-score Math Prior	0.69*** (SE=0.003)	0.70*** (SE=0.004)	0.69*** (SE=0.004)
Alice Birney Waldorf	-0.03 (SE=0.04)	-0.17** (SE=0.06)	0.06 (SE=0.04)
Female	0.01 (SE=0.01)	0.01 (SE=0.01)	0.02* (SE=0.01)
English Learner	-0.11 *** (SE=0.01)	-0.07 *** (SE=0.01)	-0.11 *** (SE=0.01)
Special Ed	-0.05*** (SE=0.01)	0.03* (SE=0.01)	-0.08 *** (SE=0.01)
Black	-0.10 *** (SE=0.01)	-0.10*** (SE=0.01)	-0.09 *** (SE=0.01)
White	0.04 *** (SE=0.01)	0.03 (SE=0.01)	0.05 *** (SE=0.01)
Asian	0.19 *** (SE=0.01)	0.17*** (SE=0.01)	0.19 *** (SE=0.01)
Other	0.01 (SE=0.01)	0.01 (SE=0.01)	0.01 (SE=0.01)
Constant	-0.03*** (SE=0.01)	-0.04*** (SE=0.01)	-0.03*** (SE=0.07)
R-Squared (Adjusted)	0.54	0.53	0.54
Students (N)	50,638	17,607	41,707

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student Math scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

Appendix B:

Main Lesson Examples from Second and Sixth Grade

Second Grade

In second grade, main lesson time is constituted of a series of short activities, many focused on physical integration with speech or math. For example, students have movements they do to chants about being a valiant knight. Similarly physical and cognitive integration is stimulated as students walk backwards in a circle as they count backwards by 2s and engage in a clapping game while responding to questions regarding multiplication by 2s. Their teacher says, “I am going to really stump you, get ready...16,” students clap the hands of the kid in front of them and the kid whose back they are facing as they say “8 times 2 is 16.” They are laughing and joyous as they eagerly participate.

Throughout the morning, movement is interspersed with sitting activities. Students are rarely asked to sit for more than 15–20 minutes before they stand or move again. All subject matter is connected. As students are studying the magical world of fables and legends in second grade, the math lesson, literacy work, and speech work are all about knights and legends. Students’ spelling words are taken from a passage about knights. The teacher shares a verse with the students, noting that some words are italicized or “tilted” and asking students to read those words. The words are knight, right, bright, fight, and light. The teacher asks the students to identify what is the same about the words, they say they all end in “ight.” The teacher asks the students for ideas of other “ight” words. A student says “Kite” the teacher responds, “You would think it would, but grown-ups have decided to spell it differently.” The students cut and paste the verse into their main lesson book and then write the spelling words in the book. When it is time to transition to the next activity the teacher sings quietly “quiet, quiet, listen, listen to a peaceful voice.” She keeps singing quietly until all students are singing quietly with her, never stopping to ask for students attention. Next, the teacher has students stand and move to a specific space around the desks to sing the alphabet. They make a circle around the desks take a step for each letter. They walk around in a circle singing the alphabet. Then they walk backwards and sing the alphabet backwards. This seems challenging and fun for the students. Students review a portion of a legend that they heard the day before, remembering the main parts of the story.

Students are asked to take out their Main lesson book, which is extra-large. Students are instructed exactly how to fold their book, with 3 pages folded over and the spirals of the book facing their belly. Teacher says “check your desk partner to make sure they have it right.” The teacher moves the curtain away from the chalkboard to reveal a beautiful detailed chalk drawing she made of a dragon. The kids “ooo and ahh.” The teacher asks all the students to pick up their brown rectangular crayon

and mark a horizon line where the earth is. Then she instructs them to take out green and begin about the center of page to create the dragon belly. She tells them the “dragon’s rage and ferocity of the dragon comes from his belly. He has a ferocious, fierce tail.”

The students work seriously and attentively. She asks them to draw his “thick neck, there is nothing flimsy about this dragon,” she says. At this point the drawing stops. The teacher tells them, “This is a strong beginning. We have to stop. I want you to be able to get to recess. We have worked hard.” The students all sing White Choral Bells while they clean up.

Sixth Grade

A sixth grade main lesson begins with the recitation of verse with corresponding movements, similar to second grade.

O Roma Nobilis, (O noble Rome)
Orbis et domina, (The circle and mistress)
Omnium urbium, (Of all cities most excellent)
Excelentissima.
Salutem dicimus (We give greetings)
Tibi per Omnia; (To you among all)
Te benedicimus, (To you we give blessings)
Salve per saecula. (Salute through the year)

They chant with unbridled enthusiasm. Then four girls as song leaders for the class, sing a song in Latin as the class echoes in response. The songs and verses correspond to the students’ study of Egypt, Mesopotamia, Ancient Greece, and Rome in fifth and sixth grades.

The day of this observation the students are studying economics as it relates to ancient civilizations. They begin with a spelling review, their words correspond to their study. They are asked to exchange their spelling words with their partner and put the words in alphabetical order. As a class they review the spelling and definition of each word. The words are: austere, barter, commerce, commodities, economics, encounter, geography, imperishable, malleable, religious, self-sufficiency, symbol, trade, and value.

The class is asked to work in small groups to write and prepare a presentation on the history of money using most of the spelling words. Before the students break into their groups, the teacher reviews the topic with students, asking them to draw

from their learning from their study of the Old Testament in third grade and their study of Native Americans and California history in fourth grade. She says:

California was like an island with mountains and deserts. Native Americans had a lot of encounters, some were to barter, also they were enslaved, but we are going to focus on the bartering part of their experience today.

As the students break into small groups the teacher encourages the groups to manage themselves so that all voices are engaged. She says, “When you present, everyone needs to contribute. No one should be left out. If you are a quiet person, make sure you own a piece of the work that is your own knowledge.” The students eagerly start sharing their knowledge. They talk about grain banks, the development of banking systems, notions of currency as abstract symbols of wealth, they draw on examples from ancient China, Romans, and Native Americans. Students are given about 15 minutes to discuss what they know and plan their presentation. As they are working, an African American student asks a question of his teacher then runs back to his group excitedly proclaiming, “Oh my gosh, we can talk about how they used shells.” As students worked in groups they demonstrated a high level of competence with collaboration, asking each other questions to draw each other out and negotiating differing opinions with respect and courtesy. No group needs to be asked to stay on task. The teacher circulates listening quietly and asking probing questions of each group.

After checking in with each group, the teacher plays a finger harp very softly to bring the students back together. Before the students start presenting, the teacher says to them.

I heard a lot of confidence. When I first gave this assignment, I saw a lot of worried faces. But then you got into groups and you seemed more confident. Did you surprise yourselves?

Students respond affirmatively and enthusiastically.

The groups of 4–5 students take turns presenting and demonstrate a deep understanding of the words (concepts) they are asked to use in their presentations and the relationships between the concepts. Special needs, academically strong, and struggling students all present, each presenting at their own level of competence. Each group is excited when it is their turn to present. The teachers respond to each group’s presentations with positive feedback and suggestions for deeper coverage of the concepts. When one student in a group stumbles with presenting, others jump in to assist. At the end of the presentations, the teacher asked the students how they felt. They responded, “great,” “super.”

After a quick break for several students to do their weekly recitation of individual verses, the students are asked to write a paragraph using the spelling words, based on their presentations. The teacher challenges the students to come up with an interesting title but reminds them, “The paragraph is your priority. Use the writing skills you know to use. This is your best example of writing.” The students are given 40 minutes for the writing task. She writes on the board that, when they are done writing, they need to edit for grammar, paragraph and sentence structure, spelling, and clarity.

Appendix C: Sample Lesson Planning Template

Grade 4					
Line Song	🎵				
8:15 Opening	Opening verse/song:				
8:15-8:45 Pedagogical Activities	Singing & Games	Flute	Circle	Flute	Circle
8:45-9:10 Daily practice	Mental Math & Spelling				
9:10-10:00 Nugget/Story	Beeswax Dramatize Clay Summarize Draw/Illustrate Create Mime/picture frame Musical Review				
Story Recall/ Rendering					
Physical practice	Chalkboard				
New Instruction					
New Story	Bookwork				
Closing					
10:20-10:35					
10:35-10:50	RECESS				
10:55-11:40			Strings		Strings
11:30-12:15	Eurythmy	Handwork		Handwork	
12:15-12:50					
12:50-1:30	Form Drawing	Spanish	Painting	Spanish	Games/Whittling
1:30-2:15	Practice Period	Library	Read Aloud	Ceramics	Folk Dance (January)

Appendix D: The Expansion of Waldorf-Inspired Schools in SCUSD

George Washington Carver: The Realization of K–12 Public Waldorf

In 2008, George Washington Carver School of Arts and Sciences was the final “small innovative school” to open in the wake of SCUSD’s high school reform efforts funded largely by the Bill and Melinda Gates Foundation. The school is a dependent district charter school, which means that the administration is given greater flexibility in issues of hiring and some scheduling issues, but it is still governed by the union contract that sets work hours, salaries, and due process procedures among other things. Initially co-located with an earlier “small innovative high school” (America’s Choice), the two schools merged under the leadership of Principal Allegra Alessandri.

Alessandri, the daughter of a Waldorf educator and a graduate of the Sacramento Waldorf School as well as a fully trained Waldorf teacher, successfully helped open the San Francisco Waldorf High School and served there in various capacities from 1997–2004. Here she describes how she worked with the existing Waldorf community to open the school:

We had a district behind us. We had this huge parent-led community that was working with the board of education to make this happen. I felt uniquely qualified because I’d been to a Waldorf School and there aren’t a lot of us that have been through Waldorf education that are teaching; I am a product of the education. There aren’t a lot of us around, and even fewer people who’ve gone through high schools. I realized that was sort of my niche and so my family and I moved back here to Sacramento from San Francisco, and spent a year planning and working very closely with the John Morse...families, learning a lot about public education...I think I really came to appreciate how democracy is in action in public schools.

Alessandri shepherded what would be a difficult transition from the struggling environment of America’s Choice, a school that served many low achieving students, towards the creation of a school built around Waldorf methods. America’s Choice was, in many ways, a dying school. Its population was small and dwindling; it lacked clear leadership and a coherent vision to which the community could rally. After the district officially committed the school to becoming a full Waldorf methods school, many of the existing student body

Table D-1: George Washington Carver Demographics, 2014–15

Student characteristics	
Enrollment	306
Race/ethnicity	
African American	10%
Latino	20%
White	61%
English language learners	3%
Socioeconomically disadvantaged	48%

Source: <http://dq.cde.ca.gov/dataquest>

transferred out of the school. With that went much of the school's diversity.

The existing faculty was largely resistant to the changes afoot as well. As part of the conversion to Waldorf methods, the staff needed to agree to additional training if they were not already qualified in Waldorf instruction. All but one of the America's Choice teachers were either terminated or eventually transferred. However, the strong local Waldorf community allowed Alessandri to recruit teachers who were either products of Waldorf education themselves, directly trained in Waldorf methods, or explicitly interested in Waldorf education. These teachers, some who taught in private Waldorf schools locally or even internationally, helped facilitate the transition into full Waldorf. Here Alessandri describes the transition and the forces that made it work, as well as the modifications required for success at the high school level:

[I]nitially...the ninth-grade team was...the first couple of years, was really the strong Waldorf trained team. And then, as we brought on new hires, we were able to grow and develop the program through the regular daily curriculum. Then as the team got stronger we were able to start bringing in alternative kinds of ideas like the main lesson. Unlike the grade school we don't offer it all year long every day. The structure is just so different in high school with specialty teachers and you have to have a credential in your subject matter, so structurally and in terms of the staffing it just hasn't been possible.

Alessandri and founding teachers feel that Carver's adaptation of the Waldorf approach to meet the requirements of public high school are actually more true to the Waldorf approach than private Waldorf schools that get stultified in their traditions. According to one teacher:

We are more Waldorf than anywhere because we are not bound by the traditions of how these institutions in the private world got founded. Our challenges have made us be creative thinkers on how do we get around the state rules.

Alessandri has managed to work cooperatively with the SCUSD teachers' union to secure the integrity of her school's program, while ensuring that teachers are afforded the protections that the union offers. One teacher described the pluses and minuses of navigating the frameworks and requirements provided by the union as well as the spirit of cooperation that guides the school:

I think some of what we've hit up against and try to finesse up against is union issues as well. We have restrictions...or we have limitations on what we can teach and when we can teach it and how much we can teach, and I think those are there in some ways to protect us for good reason, which when I hear stories of private Waldorf school teachers

there's a lot of overwork and not clear hours, and expectations of extremely long periods and days that then are counterbalanced by some that are very short. So the union element is sort of there in some ways I think is a good protection, but in other ways it limits us as well that we had to hit up against...like details of minutes and amounts of [work]...all this is dictated by the state.

A key to their success has been teacher collaboration as shared decision-making as the faculty has worked together to come up with solutions. As a teacher reflects, "I've never worked in a place like this before, that we make these decisions as a faculty. It's not the big boss making this decision." For example, in order to include the main lesson into their instruction, teachers have designed two to three main lessons per grade level that they teach during a one-month intersession, since it is hard to incorporate the main lesson into the district schedule. Fundraising pays for teachers to teach intersession classes as they are not covered by district funds. Furthermore, rather than rigidly adhering to private Waldorf school structures, teachers focus on a Waldorf instructional approach in their teaching. They talk about the focus on head, heart and hands of the Waldorf approach. One teacher explains:

It's not just heavy stuff where you are doing this lecture, but you try to get them to be empathetic and feel about it. So you might read some poems, maybe some primary sources or get something deep in there so that they can actually feel it, but then you also do something with the hands where you actually create stuff with your hands. It's an approach where you are integrating all of your senses in everything.

Students experience the instruction in a similar way. One student whose previous experience had been in strictly academic environments, shares her challenges with the integration of doing (art) and feeling (opinion):

It was a big struggle trying to go from academics to art. I think the biggest problem I had was that I was so used to taking notes and just copying information and just trying to memorize the material to understand it, and at this school most of the teachers would ask "how do you feel about it, what's your opinion on it?" I wasn't used to being asked about my opinion. Like in history class all we would do [was] take notes and answer the questions on the test in class and then we'd leave. But now in history class it's like they ask you questions based on your morality and they ask you whether you think that this point in history was good or bad and it's a lot more personal. So at first I was really confused because I didn't know what to say or what to do, but now that I'm actually here and I've been here for a while it's a lot easier and I feel like I understand school more and I don't think I'd be able to go back to an academic environment so easily.

It is this cooperative environment, built around shared leadership, which resulted in a dramatic turnaround of the school. According to the school's 2012 application for charter renewal (pp. 1–2):

- In three years [2008–2011] the school has grown from 100 to 290 students in Grades 9–12 [it is now at just over 300 students].
- The school's API jumped from 598 to 750 in two years.
- Attendance rates leapt from 85% to 96%.
- Suspensions dropped as graduation rates soared to 90%.
- Carver earned a full six-year Western Association of Schools and Colleges (WASC) accreditation from June 2009 to June 2016.
- Recognizing the importance of personal and professional development, Carver supports the staff by providing a number of opportunities for Waldorf Teacher training including:
 - High School Teacher Training Certification coursework for all faculty every summer at Rudolf Steiner College;
 - Attendance for all faculty and staff at the annual Alliance for Public Waldorf Education Conference in January;
 - Ongoing weekly Waldorf study with mentor teacher and Birney Founding teacher, Betty Staley.

Today, the school continues to see robust growth as word spreads about its program. Increasing numbers of Birney students are choosing Carver for high school. Unfortunately the school struggles to attract and retain students of color, particularly African American students. According to one staff member, the school's alternative structure, and the fact that it does not have many of the social activities found at most high schools, makes it less appealing to students of color, "I can tell you that, and many [African American students] that I've encouraged to come here have...they usually don't stay. It's different for them. It's too different."

Yet, in spite of these difficulties, this staff member still believes deeply in what the school offers, particularly for students of color and working class students:

[I tell interested African American students]...you'll have a private school atmosphere in a public school setting. I tell them that they're going to get an education, a private school education for free, and you can't beat that. They look at the number of kids in the school, they look at the diversity in the school and that kind of scares them...I try to encourage them and tell them that they'll get

a great education and it's not the same here. I won't say that race is not an issue because I think it's an issue everywhere but here it's less prevalent.

However, for those that stay the lure of close personal relationships with teachers, along with an open and caring environment where everyone is committed to providing a safe space for student growth, has proven strong indeed. Students speak about how they can be themselves, how they are not judged based on being quirky or idiosyncratic. Carver is truly a school where students can safely express who they are. One student shares:

The first thing I see was somebody on the piano just like playing Mozart just like in the middle of every...everyone one just surrounded him and he's like just doing it. This place is amazing. It's like this artistic school. It promotes everybody to be themselves and I don't see that anywhere. You have kids on unicycles at lunch, literally on unicycles, and not one kid, there's a ton of kids. There are people that dye their hair, they wear what they want and they're not afraid to be who they are, and they enjoy it. They enjoy high school. You go to other schools and they're like "ah we hate high school." I love this high school. I've always hated high schools until this one.

The teachers comment how helpful it is to have students from Birney and other Waldorf schools at Carver to ground the culture of the school into a climate of acceptance and inclusion. One teacher talks about how she'll purposefully seat Waldorf kids next to non-Waldorf kids. "I am wanting some of that Waldorf culture to rub off on those kids and soften or open."

As high schoolers, Carver students are ready to extend their education out into the world and see themselves as change agents. This gets framed as a social justice and environmental focus at Carver, "tied to real world issues, real world doing, real world feeling, real world thinking," as a teacher describes. For example in an environmental science class, students discuss the impact of perceptions of women's role in society, cultural taboos, contraception availability, education for girls, and infant mortality across various countries around the world.

Carver like Birney and A.M. Winn seek to support the whole child. The teachers talk about supporting students in not only developing their strengths but engaging their challenges as well. As one teacher describes:

We are here as a school to help grow kids into who they want to be, their highest version of themselves....We want them to unfold who they are and we want to help them unfold even the areas that they don't want to unfold.

A.M. Winn: The Heart of a School Turnaround

The third and newest Waldorf-inspired school came about under much different circumstances than Morse/Birney and Carver. A.M. Winn Elementary was a struggling neighborhood school that suffered from persistent administrative and faculty turnover, declining enrollment, and stagnating or declining student achievement. The district considered shuttering it, as its problems seemed more and more intractable.

However, during the 2010–11 school year, Superintendent Jonathan Raymond assigned Assistant Superintendent of Schools Mary Hardin Young to convene a design team to explore all available options for avoiding closure after a transportation analysis revealed that it would be unsafe for students to walk to neighboring schools. Hardin Young describes the configuration of the design teams:

We made the team up of parents who had students active at the school, parents who had chosen to move their children to another school—because we wanted to have both parent voices—active staff members, active people in the community who had been in the community for a while, so either through organizations or churches or mom’s clubs or whatever, and we then met on a regular basis to research what other programs could we offer at A.M. Winn that would be attractive, that could build enrollment, and then how could the district help support that?

The design team also included the school principal and classified staff. Hardin Young made sure to maximize the choice and voice of all the stakeholders, and co-created evaluation tools with the team that would help finalize a decision:

At the very beginning of the process we built out characteristics of A.M. Winn and the neighborhood and what we valued in students, what we valued in teachers. We had our rubric to review all programs to reflect that. Then each program that we studied we gave out printed material and websites that people could go to. People were very active in researching things beyond what we gave, which is what we encouraged them to do, so that we uncovered every positive but every critical look at each program.

These types of processes are often pseudo-democratic as the district office pushes for specific models from behind the scenes. However,

Table D-2: Winn Demographics
Demographics, 2014–15

Student characteristics	
Enrollment	387
Race/ethnicity	
African American	10%
Latino	33%
White	42%
English language learners	19%
Socioeconomically disadvantaged	80%

Source: <http://dq.cde.ca.gov/dataquest>

that was not the case here and the superintendent was clear that he would support whatever decision the design team made regarding the school model. In the end, the design team narrowed their choices to either a STEM focus or a Waldorf focus. The successful examples of Birney and Carver, plus the presence of pricey local private Waldorf schools, convinced the committee that there was a high level of demand for more Waldorf-inspired schools and they selected to transition to a Waldorf-inspired approach, although the vote was not unanimous.

Similar to the history of Carver and Morse/Birney, Hardin Young understood that staff buy-in was paramount to the potential success of the future program:

So like the other schools where we did design teams we said to the staff once the vote had been taken and we made a presentation to the board and the board adopted the recommendation, we value teachers who have been trained as traditional teachers and want to remain at a more traditional site. Waldorf-inspired education is not for everybody. We want to give you a year as the program moves up the capability of moving to a different school if you do not want to go through training and become a Waldorf-inspired teacher. We've had a lot of takers at that, which has been one of the things that has helped that site grow.

Most of the teachers opted to leave with the exception of two kindergarten and two second-grade teachers who stayed and were paid to receive Waldorf training through Steiner College. Like the teachers, the principal, Michael Kast, who was a new principal and relatively new to the school, was given an option to leave. Although he did not have a Waldorf background, he opted to stay. He sees his role not as an expert in Waldorf instruction but as helping transform the school. He describes his role.

My questions are not so much about the Waldorf education in the classroom, I have to lean on my teachers to take and absorb that part, I can't be a mentor for the curriculum, I don't have the skills, and that's hard for me to say but that's the reality of it...I am relying on them to get those skills...I have to recruit, we have to change the school, and as we are growing it's becoming easier and easier because there's more bodies to lean on, better parent support.

The board approved the decision to transition to a Waldorf-inspired approach the week after school got out and the school opened that fall 2011 with two Waldorf kindergarten classrooms. Because of the last minute nature of the decision the teachers in those kindergarten classrooms missed the registration for summer courses at Steiner College so Principal Kast brought in two tutors for them who have a vast amount of experience in Waldorf instruction, Peggy Alessandri and Lauren Hickman, to work directly with the teachers.

A.M. Winn added a grade level each year. In 2014–15 they had kindergarten, first, second, seventh, and eighth with Waldorf curriculum and rest of the school remained using their original curriculum. The middle school represents an expansion for the school that had previously been K–6. As a result, the middle school has struggled a bit more than the early elementary grades. According to the principal, many of the middle school students stayed at the school not because they were choosing Waldorf but because they thought they would not be successful in other public middle schools. Furthermore, since these students have not been through a Waldorf curriculum since early elementary, it is harder for the teachers to have full fidelity to the Waldorf approach while simultaneously preparing them for high school.

The teachers at Winn who have embraced Waldorf spoke of how it dramatically impacted their classroom practice. Anecdotally, they spoke of higher levels of student engagement, fewer instances of disruption, and improved academic outcomes. They also spoke of the necessity to mold Waldorf to fit the purposes of the school as much as Waldorf should mold the school itself. Although none of the Winn teachers are fully credentialed Waldorf teachers, all of them have and will continue to attend trainings at Rudolph Steiner College. All of them have taken the Waldorf approach for public schools institute (<http://www.rudolfsteinercollege.edu/public-school-institute>) and also take the Art of Teaching for their specific grade level every summer. Also, all of them have either completed or are currently enrolled in the districts training program, WEST.

Being a neighborhood school that is open to all comers means that the teachers face challenges that do not exist at the Waldorf schools of choice like Birney and Carver. As a neighborhood school that has been in existence for 50 years, many children are third and fourth generation attendees at the school, which can result in some lack of awareness and resistance to its transformation from their parents. Some families still attend the school for its convenience. The school's transformation is both helped and hindered by the tight-knit community, some who support and others who do not support the change. Many children entering in kindergarten have no preschool experience and a high level of exposure to electronics, which can also make the transition to school challenging. The school has invested time working to educate their families about the Waldorf approach and also expand parts of their Waldorf program to reach all students. For example, as they begin to introduce specialty classes such as handcrafts the principal opted to make it available to all students. "It was very important for parents, and very important for me, we are trying to get this message across that it's one school. There's two different curriculums being taught, but we are still one school, one community."

Hardin Young and the principal believe that fairly soon the school will have to become a school of choice to ensure that families support the Waldorf approach. However, the principal hopes that preference can be given to neighborhood families to preserve the school's diversity.

As the third Waldorf-inspired school in the district, Winn also struggles to find qualified teachers as the pools of Waldorf trained teachers have been diminished by the other schools. However, WEST continues to provide an opportunity for new teachers to receive introductory training, as several Winn teachers and their after-school coordinators have taken advantage of. Furthermore, Winn teachers benefit from collaboration opportunities with Birney teachers who share lesson plans and instructional strategies. Principal Kast also benefits from collaboration with Birney's Principal Horning and Carver's Principal Alessandri. He explains, "They are my big sisters holding my hand sometimes...Mechelle and Allegra are good to lean on...we bounce ideas off each other." The three principals take advantage of every opportunity they have, attending WEST together every year, sitting together at district principals' meetings, and attending Waldorf Association meetings together. The principal also feels tremendous support from Mary Hardin Young at the district office and appreciates the curricular autonomy he receives from the district.

Just four years into the slow transition to becoming a Waldorf-inspired school, it is too early to tell if A.M. Winn will be able to replicate the success of Alice Birney. With their gradual grade-by-grade roll out it will be many years until the school is wall-to-wall Waldorf-inspired and a few more for each teacher to develop the capacity to teach with fidelity to the Waldorf approach. Future research will be helpful to understand the impact of the district's approach to school transformation at A.M. Winn.

Conclusion

A confluence of factors all played a role in creating the environment where Waldorf became a viable choice for the SCUSD community. The existence of one of the oldest and largest Waldorf centers in North America provided a base for the training and development of teachers interested in pursuing Waldorf methods. An established, and large, private Waldorf community also provided a base from which parents and potential teachers could be drawn. A core of teachers and community members made the brave decision to pursue the conversion of a single school to Waldorf methods while remaining committed to that school by fostering its long-term development and growth. Legal challenges predicated on a misreading of the nature of a public Waldorf education were repeatedly turned back. A superintendent made the effort to see, in person, every single school in his district while being open to learning more about the operation of a Waldorf-inspired school. A community that was willing to take the risks in opening the first public Waldorf-methods high school in the country. A district-level assistant superintendent who made community voice central to the redesign of a new school. Yet time and time again, public Waldorf in Sacramento has proven itself successful through the students it helps create and the lasting relationships between stakeholders it facilitates.

Endnotes

1. *Research Bulletin* articles are available at <http://www.waldorfresearchinstitute.org/bulletinarticles.html>
2. Teacher's name is a pseudonym.
3. This number is closer to 2000 when Waldorf kindergartens and special education centers are factored in.
4. Katherine Lehman taught at the sites prior to the school being located at Birney for 12 years. Lauren Rice has taught at all the sites and still teaches at Birney.
5. A detailed description of the stages and curriculum in public Waldorf schools can be found at http://www.allianceforpublicwaldorfeducation.org/wpcontent/uploads/2013/11/PublicWaldorf_CommonCore_Part1.pdf
6. This document also aligns the Waldorf curriculum to the Common Core and can be found at http://www.allianceforpublicwaldorfeducation.org/wpcontent/uploads/2013/11/PublicWaldorf_CommonCore_Part1.pdf
7. Eurythmy is a dance and movement art form that emerged out of Rudolf Steiner's theories on the human body. Steiner believed eurythmy to be "visible speech." A eurythmy classroom focuses on having students understand rhythm, speech, and tone, and how their bodies move and how those movements can be used to communicate with others and develop their spatial awareness.
8. Teacher was placed at Birney by the district prior to an agreement with the district and teachers' union about minimal training needed for Birney teachers. This teacher will see their class through graduation and then will leave the school.
9. We refer to the school as John Morse/Alice Birney in this chapter as the data spans times in which the school was housed at both the John Morse and Alice Birney school sites.
10. The test was not used after 2013.
11. Z-scores are standardized units where a distribution is normalized to give a mean of 0 and a standard deviation of 1. The z-score thus represents the number of standard deviation units from a population mean.
12. Individual schools' productivity scores were plotted on axes of ELA versus mathematics, with each dot representing one school. Each axis represents the value added in standard units. A positive score in the horizontal or vertical directions indicates that, on average, students in a school are achieving in mathematics or ELA respectively at a level greater than that projected by the regression model.
13. We refer to the school as Morse/Birney in this chapter as the data spans times in which the school was housed at both the John Morse and Alice Birney school sites.
14. Gain scores cannot be calculated because we have students' scores on annual state tests rather than pre- and post-test scores. The state tests are grade specific and measure student competency on different content from one year to the next.

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Connecting the Known and the Unknown in a Waldorf Classroom

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ABSTRACT: This paper focuses on the role that narrative methodology plays in the introduction of new content knowledge.

You will read about known knowledge (prior skills), unknown knowledge (new skills that are yet to be acquired) and narrative methodology and how these three aspects connect. The process that I went through to discover this connection, allowed me to explore many different areas of research, the two most important areas being the concrete region and the abstract region.

When introducing new content, these two regions, together with the use of narrative methodology, play a vital part in the child's understanding of the work. All of the above share an intricate connection. I suggest that we identify these connections through understanding the complex mechanism of the 'Swinging Bridge'.

Key words: narrative, methodology, known knowledge, unknown knowledge, concrete and abstract, pedagogy

Part One: Introduction

The Power of Story

My purpose in this paper is to explore how the story form works in a particular Waldorf classroom.

I have always found stories to be interesting. Although most of what I read is fiction, I believe that what grips me is the truth hidden within that fiction. Only, it is written so 'cleverly' that one tends not to question but instead has no choice but to lose oneself in it. "Tolstoy was right-the emotions and ideas in fiction are highly contagious, and people tend to overestimate their immunity to them." (Gottschall, 2012, p. 149)

After four years of studying to become an educator, I came to realise the importance of stories in the Waldorf curriculum. In short, Waldorf education was created by story, therefore in a sense, it 'lives story'. It is said that, "...the human mind was shaped for story, so that it could be shaped by story" (Gottschall, 2013, p. 56). This suggests to me that we are all created genetically to process stories, so that through the stories that we process, our minds are able to develop. The mind is born incomplete and will constantly develop through stories for as long as we live. To me, this was a theory that Rudolf Steiner drew on in his creation of Waldorf education.

As prospective Waldorf educators we are taught that every child has a story to tell, if we just take the time to listen and observe. Their parents, too, are shaped by their individual stories, which provide them with a specific culture. This, in turn, provides a place of belonging for them within the world: "The importance

of the narrative for the cohesion of a culture is as great, very likely, as it is in structuring an individual life” (Bruner, 1996, p. 40). I conclude, therefore, that as teachers it is our responsibility to further develop the stories of young children. They spend most of their hours in school, learning, and through stories told in a Waldorf classroom, their minds are developing a new understanding of the world.

I gasped at the realisation that stories hold much more power within them than most of us are capable of handling. Story is what gives media its popularity. ”Story is the spine of televised sports” (Gottschall, 2012, p. 14). Although I am religious, I too have been challenged by story. This proves that stories can either pull you into the light or suck you into the dark. Questions that I am left with now are how are we as teachers able to determine the power of a story before deciding whether or not to share it with the class? Can we for-see if the effect will be good or bad? Could this depend on one’s individual perception of the story that we hear?

Stories are constantly at work. I see stories as being the air that we breathe. We cannot see the oxygen that we inhale or the carbon dioxide that we exhale, yet we see plants living and we are living beings. Stories and oxygen are alike. We inhale oxygen involuntarily, just as stories subconsciously have an influence on the development of the mind. Likewise, stories are all around us and within everyone around us, yet we are unable to see them and it is impossible not to listen to stories when we are not even aware of the fact that we are listening to begin with.

We speak of the “work” that stories do. I see the work as being quite busy and fast, yet I would describe stories as a place of quiet and imagination. My list of questions, keep growing as I add yet another one, what is this work that we speak of?

Useful Theoretical Perspectives

In conceptualising this investigation and interpreting my data I have drawn on the work of several theorists. I shall attempt to survey what I found stimulating in their work and the questions their ideas suggested to me.

I have studied papers by Jonathan Gottschall, Jerome Bruner, Kieran Egan, Leo Widrich, Sigrun Gudmundsdottir, Heidi Bordine, Kim Hughes Wilhelm and Lev Vygotsky and have made use of various internet sites, all of which can be found in my list of references.

“We are soaked to the bone in story” (Gottschall, 2012, p. 18). This was a vital statement by Gottschall. He summed up the role that stories play in the lives of human beings in just eight powerful words. He did not narrow this down to the basics or the components of storytelling. He implied, in my opinion, that everything we do is in some sense a story, that we ourselves can be considered to be a story even though we are made up of matter and not words: that story is embedded within us.

Gottschall (2012) goes further with this idea of stories that are embedded within us when he talks about the influence that stories have on our development, a developmental process that we are at most if not at all times unaware of: “...story is constantly nibbling and kneading us, shaping our minds without knowledge or consent” (p. 148). I find this statement to be particularly interesting because I feel that it can be seen from a perceptual point of view. If we look at something as simple as a dog, my story may be about a dog who attacked me, therefore I will be negative towards dogs, whereas your story may be of a childhood pet dog and you will feel nothing but love for dogs. Although I am in agreement with Gottschall, I feel that the experience of a story differs for each individual.

In my experience of telling stories to children, you know that your story is good when your first line has been spoken and the ‘classroom world’ stops. And it is almost as if you have transported your world into another dimension and the only way in which to return is to follow the journey to the very end.

Going through my readings, I searched for answers as to what this dimension could be. What can be so powerful that it can transport your mind from one place to another? I came to a one word conclusion,

imagination. Gottschall (2012) writes about “ink people” (p. 144) and how they are nothing but “wiggles of ink on paper” (p. 144). It is imagination that breathes life into them. Without imagination stories would cease to exist.

If we are seen as having stories embedded within us, then imagination plays an enormous role in the development of individual life. I found myself asking, what makes a good story and what makes it so different from any other narrative passage? Egan (1989) speaks of stories as having a certain format: “Stories are narrative units. They are distinguishable from other kinds of narratives in that they have particular, clear beginnings and ends” (p. 32). As a prospective Waldorf teacher, I have been trained to write and tell stories in a way that intrigues the reader as well as the listener. Egan (1989) phrased this concept so well when he said, “they set up an expectation at the beginning, this is elaborated or complicated in the middle, and is satisfied in the end” (p. 24).

Widrich (2012) talks about the first cave paintings and how stories and imagination were alive in those paintings. This shows the culture that is embedded within stories: “...since the first cave paintings, telling stories had been one of our most fundamental communication methods” (p. 2012).

Bruner (1996) goes so far as to compare the importance of culture within the narrative to the importance of the role that the narrative plays within the shaping of an individual’s life. He says, “The importance of narrative for the cohesion of a culture is as great, very likely, as it is in structuring an individual life” (Bruner, 1996, p. 40). He goes further when he states that, “...school is a culture itself...” (Bruner, 1996, p. 98). I am drawn to this analogy because it injects sense into Waldorf teaching. Story is a major factor in the Waldorf curriculum. Waldorf education is widely based on teaching through stories and on imagination. If stories have a strong cultural background and each individual within the class stems from a different culture, the stories told in the classroom are able to integrate all the cultures, making stories told within the classroom rich with imagination, thus, creating a unique new culture. Culture is an important contributor when it comes down to the understanding that the child has of the world, as well as the way in which the child learns, whether academic lessons or moral lessons: “Values and narratives are inexorably intertwined.” (Gudmundsdottir, 1995, p. 1).

The next question I asked was how the narrative is used to teach academic content. Egan (1989) proposes a way in which to use the story format in teaching a lesson: “A model for teaching that draws on the power of the story, then, will ensure that we set up a conflict or sense of dramatic tension at the beginning of our lessons and units.” (p. 25).

Stories are often seen as fiction. I believe there is truth in fiction. It all depends on how you interpret the story: “Narratives are never straight copies of the world like photographic images. They are interpretations.” (Gudmundsdottir, 1995, p. 32). This statement intrigued me and allowed endless interpretations from different points of view. When a story is being read by the teacher in preparation for her lesson, she interprets it the way she sees best and when she retells the story the children will reinterpret it the way they understand it. I see this as a ‘pendulum effect’: interpretation leads to reinterpretation. Gudmundsdottir (1995) quotes Whyte (1981) when he speaks of narrative and says: “It involves, in short, the transformation of “knowing into telling” (Whyte, 1981)” (p. 30). It is through the story that concepts are presented and through the experience of interpretation and reinterpretation that concepts are understood: “It is through this narrative dialogue of reflection and interpretation that experience is transformed into pedagogical content knowledge” (Gudmundsdottir, 1995, p. 30).

Gajdamaschko (2005) talks about Vygotsky’s theory of imagination in which he speaks about the fact that there is little doubt that the role of imagination in teaching and learning is highly important. Imagination is a powerful part of human nature. The same can be said for emotions. Emotion is a human ability that allows us to make connections with the world and everything in the world. Egan (1989) says that eliminating the human aspect from the academic will defeat the purpose of teaching these concepts: “To present knowledge cut off from human emotion and intentions is to reduce its affective meaning.” (p. 30).

“The texts used in teaching, such as textbooks and other curriculum material require that teachers look at them with “pedagogically-seeking-eyes” (Gudmundsdottir, 1995, p. 32). What I infer from the term

“pedagogically-seeking-eyes” is that teachers need to look at the resources made available to them and ask themselves how the content can be brought to life. In our training as Waldorf teachers we are constantly being reminded to use story to awaken the content for the listener, allowing the listener to live within the content and make that connection through the human emotion.

It is said that children already have the ability to understand many abstract concepts when they arrive at school: “They do not learn those concepts; they already have them when they arrive at school” (Egan, 1989, p. 14). If so, where are those abstract concepts stored? According to Gottschall (2012), these abstract concepts are stored in what he refers to as our “implicit memory” (p. 65). He says, “...implicit memory, what our brains know but “we” don’t. Implicit memory is inaccessible to the conscious mind. It is behind all the unconscious processing” (Gottschall, 1989, p. 65).

Egan (1989) goes further to say that any knowledge can be introduced to a child as long as it can engage with their “abstract conceptual structures” (p. 14). He also makes the point that children may not have concept of logic but they have the abstract abilities to move a story forward.

In my opinion, by stating the above, Egan claims that it is only with an intuitive knowledge of the abstract that we are able to place events into sensible categories. He calls these categories binary opposites (good/bad, right/wrong, etc). We all have our own understanding of good and bad, right and wrong. Everything that we experience in our lives need to be placed under one or more of the above categories. Only when this placement happens can we move forward in life.

As this part of my paper came to an end, I was left with more questions than answers. Some questions I had answers to while others required me to seek an answer.

The Research Question

The research theme chosen by the faculty of the Centre for Creative Education for the year 2015 was ‘The Work of Story in a Waldorf Classroom’

The theme already implies a question: How does the story form work in this particular classroom? This is too broad a question, therefore I chose to focus on how the story form engages with the ‘known’ and the ‘unknown’ and how this movement allows space for the imagination. When I speak of the ‘known’ I will be referring to the skills or abilities that the child has before new content is introduced to him and by the ‘unknown’ I will be referring to the new skills or abilities that the child will learn from this new content.

It was Egan’s theory that created the magnetic force that pulled me towards the above investigative question. Egan’s theory suggests that reasoning takes place when a task requires us to swing in our imagination between the known and the unknown. This is how new meanings are formed.

In the Waldorf curriculum it is recommended when teaching new content that we start with the known and move towards the unknown. My interest spiked when Egan suggested that we should not work from the ‘known to the unknown’ but rather, when content is introduced through the narrative or the story (which in this paper I will consider to be equivalent terms) we constantly swing between the ‘known and the unknown’. This “pendulum effect” cannot be physically seen, because it is a swinging process that takes place within our imagination while we listen to story.

Egan (1989) refers to the prior knowledge of the child which he sees as “abstract concepts”, those that the child already has when entering the schooling system. His theory is that children have the ability to know and understand new tasks and ideas by drawing intuitively on these ‘known’ abstract concepts (p. 10)

The above theory lead me to my root question: *How does the unknown draw out the known within the child?*

I look at my question as having endless research possibilities. However, the fact that my root question is largely theoretical makes my research journey practically impossible to complete. On the other hand, my

research question was so alive to me that I could not bring myself to change my question. At this point, it was vital that I find some way in which to investigate my theory practically. It was not until I had grappled with my probable interview categories that I discovered a possible way in which to look practically at my question. I decided that I would focus on lesson content, story and methodology.

Phrased differently, my research question then became: *How is narrative methodology used to connect the known and the unknown in a Waldorf main lesson?*

Firstly, to pursue this question, I would need to establish what subject will be taught in my research classroom and what topic within the subject will be taught. For example: punctuation in English. My next step would be to look at how the teacher uses the imaginative story or the imaginative experience to introduce new content. I would pay specific attention to the plot of the story and the point within the story at which the academic content is first introduced. Then, once I had established that, I would focus on the method that the teacher uses to integrate the academic content with the imaginative content without straying too far from reality, the balance between the reality and the imagination.

I hoped that this question would build a strong foundation on which other questions would stand and allow me access to the information required to gain further insight into my question.

The Research Process

My research was conducted in Class 4 at a small Waldorf primary school in Cape Town. My host in the classroom was a very experienced Waldorf teacher. I observed a Geography main lesson and all learning areas leading up to the main lesson. My role in the classroom for two weeks was that of an unobtrusive observer.

The research approach was a qualitative one, appropriate for the exploration of interaction in small-scale natural settings, and relying on the interpretation of evidence rather than any forms of measurement. The methods used were interviews and observation.

I had an interview with the teacher at the end of each week with the purpose of collecting more data, especially evidence related to what I had observed, and to hear his thoughts on my observations. This helped me gain insight into the teaching methodology. Data was collected as a voice recording, with the teacher's consent.

The main focus of my observation was on content, story and methodology. I drew up an observation guide consisting of a list of categories of things that I was looking for in the classroom. I saw these as tentative observational categories to guide the observation process.

Research based on the interpretation of evidence can easily be seen as over-subjective and invalid. I have attempted to avoid invalid findings by recording my data accurately, not generalising from my findings, supporting my statements by making use of my evidence, referring back to the data collected while writing this research document, allowing my host teacher to peruse draft copies of my data collection, inviting an outsider to read through and critique my work to identify any unfair interpretations, and explaining to the reader in detail what I was doing and the direction in which my thoughts were going. I concluded with a personal reflection on the above process.

In conducting this research, I needed to implement basic ethical values. To begin with, I asked consent from my host teacher before doing anything that concerned any participant involved in my research. I was completely honest with the teacher with regards to the observation and recording process that I followed. I respected the different cultures within the classroom and the values of a researcher. Three of these were being punctual, respecting classroom property and not undermining the teacher in charge.

Part Two: Observation and Interview Data

Introduction

My task in this section of the paper is to compress a very detailed record of 10 days of classroom observation and two hours of interview time into a brief, accessible and illuminating record of data to draw on in attempting to answer my research question. I shall do this in the following ways:

- By providing a quick chronological survey of the flow of the developing lessons over the ten-day period.
- By presenting five episodes of classroom practice that I found particularly interesting.
- Lastly, by briefly summarising my interviews with the teacher.

Interpretations are kept limited in this section and are put in brackets to indicate their tentative nature. Part Three will be devoted to fuller interpretation and analysis.

Main Lesson development over ten days

The teacher was in the process of beginning the Geography main lesson when I arrived on the first of my ten days of observation. He had two focal points throughout the main lesson, weather and direction.

Cape Town had just experienced a major fire that could be seen from the school grounds. On the first day of this main lesson, the teacher gradually introduced elements relating to Geography. He did this through class conversation in relation to the fire. He questioned the children on how fires started and on what role the wind plays in a fire.

On day two, the teacher focused on the weather elements (sun, clouds, wind) and the position of them in relation to where they were standing (above them, behind them, on the side of them, in front of them). They were now drawing on their observation skills and the teacher was using that skill to ease the children into the concept of direction. He was slowly beginning to change their way of thinking by using what they could see (concrete aspect) to introduce the unseen (abstract concept). All of the above took place during their daily observation walks. They walked to an open field behind the school where the children observed the sun, clouds and time of day.

When the children went out for their observation walk on day three, the teacher moved from free to guided observation. Still exploring the concrete aspect of the abstract concept through this living, outer experience, the teacher guided their observations of the weather by asking specific questions. Are there any clouds? Where is the sun? Is there any wind? These questions were always asked in this specific chronological order and because he wanted the children to relate these observations to direction, he would ask specific questions about their position in relation to the sun, wind and clouds. This really structured the children's way of thinking. A few minutes before break time on this particular day, the teacher introduced a story to the class based on the four cardinal points. I will unpack this story at a later stage.

The observation walk on the fourth day was a repetition of day three. The teacher emphasised the measuring of the shadow pole that he had put in place. He measured the shadow using his feet. Everything in this main lesson period was done in brief, but emphasis was put on the position of the things that were being observed, their own position in relation to these things and the time of day. He referred back to the introduction of the story of the four cardinal points.

On day five, the teacher took the children out for their observation walk a half an hour earlier than usual (in an attempt to see the effects of time on weather and sun direction). The story did not continue on this particular day. Rather, the teacher spent time familiarising the children with different geographical phrases and terms and how to use them in a sentence with the correct spelling.

Day six was very structured. From the moment the children walked onto the field, the teacher asked the observation questions in a very structured and systematic way. He began from being in an open space

without a compass, to determining where they were by observing the geographical components of their surroundings. A hint that he gave the children was to first ascertain where, according to the four cardinal points, they were standing. He pointed out to the children what direction they were facing when they faced the mountain or the school building. Then he asked them to point to the opposite direction and to give him the name of that direction. The story continued on this day to the point where the children were sent off in different directions. The teacher introduced map drawing to the children by using an image of a bird flying above the classroom. The children had to draw what they would see if they were the bird.

On day seven the teacher wanted to hear all the observations from the children regarding the shadow pole, wind and sun. He moved away from weather, towards the children telling him in what direction the school building was from where they were standing, where the mountain was, where the horses were and different places within the school grounds. This was the day that they drew a compass with guidance from the teacher.

On the field on day eight, the teacher asked no questions. The children recorded what they observed and went back to class. Only then did the teacher ask the observation questions. He continued with the bird's eye view map drawing, moving out of the classroom to look at the school grounds. Again, he began on the black board and began with the same kind of progressive, logical thinking that he had introduced to them when they needed to first ascertain where they were standing in relation to the four cardinal points. The children suggested a starting point and came to the board to draw. They now needed to ascertain where the school was within its surroundings by using the direction of things within the environment. Landmarks played a very important role.

On day nine the teacher asked one question: "What can you observe today?" Little guidance was needed as the children could now observe, ascertain, record, read and report through discussion and writing. The teacher continued with the story until the end.

Day ten required the children to do everything independently. The teacher's focus point in this lesson was the type of winds that we experience in the Cape Peninsula, the "corner" winds (the south-easter and the north-wester). The teacher referred to the story of the four cardinal points throughout this lesson. He expanded map drawing to the South Peninsula. On top of this drawing he drew a compass to show in which direction the places on the map were. (I shall refer to this last lesson as an integration lesson).

Five key episodes in classroom learning

I have extracted five core examples from my research record. These examples will cover all the learning areas building up to the main lesson, as well as the main lesson itself and will indicate how the teacher utilized the story described below in the development process.

Episode 1: The Four Cardinal Points Story

On day three, in the first week of my research, the class was buzzing and the teacher got up and started telling a story. I did not pay much attention to this story as it was ten minutes before break time. However, what I thought was irrelevant information was possibly the most important data of my research. The next day, I quickly caught up with the story during the teacher's recall time. Information that I had missed, came from the children and what they remembered about the story. This reminded me of the power that stories hold.

(This story was told over a period of a few days. Many activities derived from this story and when I asked the teacher about the ending of the story he said that the story is open ended and will, through the main lesson, be added to when needed. The main geographical aspects of this story are direction and the weather conditions that you will find in each of these directions.)

The Four Cardinal Points

In an Indian village there was once a chief named Chief One Place. He had a wife, Chieftess Settle Down. In this village it was the custom that having more than one child was not allowed. The wife of the great Chief One Place one day came to him and said that she was expecting not one, but four children! The Chief was distraught because he did not want to give his children away, but what could he do?

The first night after the birth of his four children, the Chief One Place had put his head to rest with great difficulty. Constantly worrying about his children, as he drifted into a deep sleep, he found himself in a dream. There in his dream he saw the face of his eldest brother and in the middle of the path that he had to take to reach his brother was a big hollow speckled egg.

The next morning, the Chief awoke and he knew exactly what to do about the situation. Just outside of his tent, stood a big hollow speckled egg that no one ever took note of. He took this hollow egg and one by one he put the children inside and sent them off to his brother. He would put one child inside of the egg, make a strange sound which called upon an eagle, and he would instruct this eagle to take this egg to wherever his eldest brother, Sharp Arrow was. The eagle came back for each child and dropped them off safely with Sharp Arrow. The Chief had informed his brother of the children's arrival and of his promise to protect them and raise them.

Now, Chief One Place and Chieftess Settle Down's children were very special. Each of the four children was born with a very special ability, a special power that only they could hold. But each child's ability was so different from the other. First born was Northane, he was very strong and had the ability to call upon the rain and control the storms. Second born was Soumela, she was very busy down at the ocean and had the ability to create thick mist over the ocean that would protect their land from any enemies that came across the ocean. Third born was Estaphan, he had natural red hair and skin that was so warm. He was always the first one up in the mornings and wanted to help everyone. He was rather kind you see, but he had the ability to help and care. The last born and youngest was Westrella, she was dark skinned and when everyone went to bed, she would always be awake studying the moon and the stars. She could read the stars. Her hair was shiny like silk but she would spend most of her day sleeping and at night she would be awake.

(Each of the above characters names is similar to the four cardinal points. Their characters are in sync with the weather conditions that one finds in the areas of the four cardinal points. But the four cardinal points are cleverly hidden, for now at least.)

One day, Chief One Place decided that he really needed to go and visit his four children that were by now all grown up. So, he went to his brother and talked about all his children. The Chief was right, they were very grown up and the Chief decided that the time had come for his four children to be sent off into the world. However, when the Chief learnt about their powers, he picked special places for each child to go, where they will be able to use their powers for good. "The first born, Northane, must be sent off to the top furthest point of the world, where he will use his strength to control the storms and call upon the rain for the people below him. The second born, Soumela, must be sent to the bottom of the world where she can create mist to camouflage us from any enemies coming across the seas. The third born, Estaphan, must be sent to the east side of the world so that he can rise early in the morning and use his warmth to help and care for others. The youngest, Estrella, must be sent to the west side of the world where she can sleep peacefully during the day and be up during the night to study the moon and the stars."

Start out activity: The teacher asked the children to draw a picture of the story. It could be any picture but it had to include the four children. (While the children were discussing their ideas for their pictures with the class, one learner said that he was going to draw the four places that they were sent to, like a cross and put a child at each end. This learner had no idea about the work that was to come, yet he had the general idea of a compass. I would have grasped at any opportunity to observe his brain activity at that particular moment. It was immensely interesting to witness.)

Episode 2: Becoming familiar with the terms in open space

The children now had to make use of the correct geographical terms for the four cardinal points.

Main Lesson Day 6

Recall: The teacher asked the children what they had learnt through the story that was told on day 3 and the children named the four cardinal points. The teacher asked the children if they knew what North, South, East and West were. The children answered: "Elements of some sort and directions." The teacher used the four sides of the classroom as the four cardinal points and asked the children what direction they would be facing if they faced a specific wall. The children were able to answer this question easily due to the story.

The teacher announced to the children that they were no longer allowed to say that the wind is blowing from the left. They would have to make use of the terms used for the four directions instead. He posed a question to the class: "How will you know the direction?" One child answered: "If you know that the sun rises in the East, then the opposite direction will be the west." The teacher then asked the class if they knew how to remember which direction comes where on the compass that was drawn on the board. Another child answered that North is always at the top and South is always at the bottom.

The teacher asked the children if they knew what a compass is and how it works. They knew more or less what a compass was and what it was used for. He discussed the use of a compass briefly and moved on.

Observational walk: When they arrived on the field outside of the classroom, the teacher told the children that they first needed to ascertain where they were standing according to the four cardinal points. He told them the easiest way in which to do so was by looking at their surroundings. The teacher waited for the children to give him answers. They began by mentioning the mountains that were straight ahead of them. The teacher informed the children that in the specific area that they were standing, whenever they faced the mountain, they would always be facing the West. This meant that the opposite direction would always be the East. (They immediately understood because they had just discussed this in the classroom, that the sun rises in the East). It was made easier for the children to establish the Easterly direction because it was morning.

To establish the direction in which the wind was blowing, the teacher dropped a few pieces of grass from a height and watched to see the direction in which the grass blew. He reminded the children, while they were verbally answering, that they are only allowed to make use of the four directions when recording their observations. They returned to the classroom where the teacher discussed their observations briefly, before they were left to complete their weather report for Day 6.

The teacher made use of their prior English grammar knowledge and reminded the children the four cardinal points must be written with a capital letter. He did not give them reasons for this, instead, he asked the children for their reason why. The children answered: "It is a name."

He asked one child to come up to the board and draw the front wall of the class from above, but she was unable to do so. The teacher called upon another child to help her. Each time a different wall had to be drawn, the teacher called a different child. Different children came up to the board to draw the different windows and the door. One child drew the last window wider than the others, when in reality the windows were the same width. The teacher let the children turn around to face the windows and see whether they were the same width. The windows were exactly the same width and the teacher asked the children to be aware of this when they start drawing their classroom maps. The teacher called different children up to the board to fill in different objects on the drawing. He also called upon children to fill in an 'x' on the map where they thought they sat within the classroom. The teacher asked the children to stand up and the children recited a verse related to direction. This was a verse that the children were very familiar with.

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Table 1: Episode 2

Content	Prior skills (known)	New Skills (unknown)	Methodology	Activity
Main lesson	-The children have observation skills. The children can: - record what they observed -write a weather report -be specific about the position of things	-The children will be able to look at their surroundings and identify the four cardinal points. -Children will be able to draw from a bird's eye view. (Map drawing)	To introduce the four directions, the teacher made use of a story that he told. The weather conditions in each area of the four directions were associated with the characteristics of the four children in the story. Thus, linking their weather reports to the four directions.	1 st activity: The children did a weather report for Day 6. 2 nd activity: The children had to draw a bird's-eye-view map of their classroom with a short description of where things were within the classroom, using directions.

Episode 3: Working with the compass (visual stimulation)

The teacher formally introduced the compass and modern way of ascertaining direction: a visual stimulus for an abstract concept.

Main Lesson Day 7

Observation walk: The teacher told the class that he would like to hear the observations from them. He asked the children one by one what they could observe. The teacher asked the children who were speaking to be specific and clear. The teacher started asking the children in which direction certain places were from where they were standing, for example, the school building was East from where they were standing. The children always measured the shadow pole in centimetres with a measuring tape. The teacher took the same amount of steps heel to toe inside, as he took to measure the shadow pole outside. As the teacher took a step, the children measured with the measuring tape. (Children converted this measurement to centimetres using a measuring tape when they returned to class). The teacher drew the skeleton of the compass on the board prior to the lesson and the children drew it in their books.

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Table 2: Episode 3

Content	Prior skills (known)	New Skills (unknown)	Methodology	Activity
Main lesson	<ul style="list-style-type: none"> - The children have observation skills. Children can: - record what they have observed - write a weather report - be specific about position of things - ascertain direction within an open space - children are drawing on mathematical conversion skills when measuring the shadow pole 	<ul style="list-style-type: none"> - Children will be able to identify the four cardinal points on a compass as well as the in between directions. - They will also be able to establish which direction comes where on a compass, as well as the weather conditions that you will find when travelling in those directions. - The children will be able to identify the conditions of the winds coming from the in between directions. 	<ul style="list-style-type: none"> - The teacher created a living experience through the observation walk. - What the children observed remained the same, but the way in which they recorded their observations became more geographic. - The teacher referred back to the story and the four children whenever weather conditions of the four main directions were brought up. - Recall and repetition 	<p>1st activity: The children completed a weather report.</p> <p>2nd activity: The children drew a compass into their main lesson books with the four cardinal points and the in between directions.</p>

Episode 4: Exploration of newly learnt content

Now that the children had obtained the basic knowledge, they needed to interact with this content through practice and living experiences.

Main Lesson Day 8

Recall: The teacher asked different children to walk to the East, West, North and South sides of the classroom. Then he did the following:

- child A= North
- child B= South
- child C= West
- child D= East
- child E= North West
- child F= South West
- child G= North East
- child H= South East

The teacher asked the class: “If the wind came from where child A is standing, what would this wind be called?” The children answered this question with ease because they had been observing the wind for several days and now knew how to use direction. The teacher asked the children: “What would we call the wind if it blew from where child A is standing to where child C is standing?” and they answered this easily too.

Observation walk: When the children arrived on the field, the teacher told them that no questions would be asked. They had to make their observations and he would ask the questions later.

Later, the teacher asked the children the following questions:

“What direction are we facing?”

“What kind of wind is blowing?” (South Westerly)

“What about the clouds?”

“What is the time closest to the hour?”

In class, the teacher decided to do a role play with the children. He asked if anyone would take their observations from that day and give the class a weather broadcast. The teacher set a scene for the children, saying they were geologists about to speak to the Cape Peninsula on live television. He created an introductory drum roll and the children volunteered to come up and present a weather broadcast. They used the knowledge that they had and embodied this character (known knowledge), while exploring what they had just discovered (unknown knowledge).

The teacher told them to imagine they were birds flying over the eco-village in which the school was situated and that they were going to draw a map of the eco-village, with the school at the centre. He guided the children by telling them to identify landmarks. He asked the class: “Where would you start with your map?” One child said he would start on the outskirts. The teacher started drawing the out-skirts of the schools ground roughly on the board. The next question the teacher asked was: “Where on the outskirts? What will be your landmark?” As a class the children decided to start at the main entrance gate. The class tried to place everything in close surroundings to their school.

Table 3: Episode 4

Content	Prior skills (known)	New Skills (unknown)	Methodology	Activity
Main lesson	<ul style="list-style-type: none"> - The children have observation skills. - They know their school grounds well. <p>The children can:</p> <ul style="list-style-type: none"> - record what they have observed - write a weather report - be specific about position of things - ascertain direction within an open space - observe different winds 	<ul style="list-style-type: none"> - Children will be able to identify different winds. - Children will be able to draw maps from bird's eye view of a broader area, using direction to position places and buildings and greenery. (with guidance) 	<p>The teacher gave the children a living experience while doing recall. Most recall was done verbally. The children did their observations without guidance from the teacher.</p> <p>Concerning the map drawing, the teacher moved from the small classroom to the broader school campus. He gradually moved from small areas to bigger areas. The teacher was not too specific about how their maps should be drawn, but rather what the children drew on their maps and where they placed it on the map.</p> <p>The teacher brought in the imaginative aspect by telling the children to imagine that they were eagles or birds flying over the school grounds and to draw what they saw.</p>	<p>Children drew a bird's eye view map of their school campus. They included surrounding roads and the optional railway line, horse stables, greenery, the pool, shops and houses in the school grounds. Once they completed their maps, they had to add colour to their maps.</p>

Episode 5: Exploration of new content through old content (drawing on the narrative)

The children have acquired the basic skills and have been introduced to the new content. The teacher had created the interaction between the child and the new content. Now, the integration lesson begins. (The teacher explores the new content beyond the basics by building on the narrative picture of the main story. The teacher pushes the boundaries of what the children should know to what he feels they are capable of fathoming. As a result, to complete the tasks required of them, the children needed to integrate their prior skills with the new skills.)

Main Lesson Day 10

Observation walk: Everything the children observed and the way they did this was done independently. The teacher only questioned the children once they had completed their observation. On returning to the class, they had a short discussion about their observations. (The children have learnt to be very precise). The teacher moved on to the type of winds experienced in the Cape Peninsula and told the children that these were mostly corner direction winds.

The teacher drew a general map of the Cape Peninsula, with a compass on it. He indicated the four main directions on the compass as well as the in between directions, which was on the board. The children could then see in which region they were situated when they stood on the field in the mornings for their observations. They now had a bird's eye view of their observation area. They saw the mountains on the West side and this cleared up any uncertainties that the children had concerning the directions during their observations. They could now see the bigger picture.

The teacher referred back to the characteristics of the four children in the story. With these four characteristics, he introduced the winds and the weather conditions that each wind brings with it to the Cape Peninsula. (The teacher never gave the children answers without giving them a short explanation first and hearing their thoughts on the topic). The teacher mentioned the Cape Doctor wind and asked the children why they thought this type of wind was given this name? As the teacher mentioned a corner wind, he would draw the wind in that corner and try to bring out a colour to associate with the type of weather conditions that the wind brings along with it. The teacher created a ghost-like wind face that would blow out the wind through his mouth. Temperaments were shown on the faces of these characters. At one point when introducing the NW wind, the teacher drew clouds and posed the question to the class, "Where do clouds come from?" One child said that clouds came from the sea, and another child added that it came from the sea during the evaporation process. I asked the teacher if they had perhaps learnt about the water cycle prior to this main lesson. He informed me that these two boys were quite involved in nature activities and that they have not yet covered the water cycle process. (At this point I realised that prior knowledge may differ widely among individuals.) The children re-drew the compass on the board into their geography main lesson books.

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Table 4: Episode 5

Content	Prior skills (known)	New Skills (unknown)	Methodology	Activity
Main lesson	The children know their directions well. -The children can identify direction of winds in an open space.	The children will learn to identify the different types of winds that we experience in the Cape Peninsula and the weather conditions that each type of wind brings to the Cape Peninsula.	The teacher used art and made use of the children's prior living experiences that they had gained through their observations, to introduce the different winds in the Cape Peninsula. He referred back to the four children to introduce the weather conditions that these winds bring with them to the Cape.	Children copied the work shopped compass from the board into their books. This compass identified the different corner winds that we experience in the Cape Peninsula.

Interviews with the teacher

My teacher agreed to one interview at the end of each week. I used a recording device to record the information in a question, answer format. All answers are direct quotes from the teacher. I have extracted five key questions from each interview.

First interview

Within the main lesson, what subject content is being taught?

The subject is Geography which consists of the four directions, map making, local environment orientation. The children will be drawing maps which are orientated in direction, from their home, maybe their way to school, the school building. We will look at the South Peninsula and Cape Town in the fourth term when we revisit this main lesson. We will start off small and have an outing around Pinelands. The children need a sense of where they are at this age. Observation plays a big part in this main lesson. More and more of them (the children) are beginning to see things they took for granted before being presented with this phenomena of observation.

What prior skills and abilities have the children acquired, concerning the subject content?

As far as their writing goes, they are working with capital letters, punctuation and sentence structure.

When this specific content of this Geography main lesson is over, what are the new skills and abilities that the children will have learnt?

The aims of the main lesson would be spatial orientation in their own space and environment. They should be able to know the directions, to draw simple maps from a bird's-eye-view and have more feeling for their spatial surroundings. If they go for a swim at the pool, they will be able to pick up there is the playground, there is the gate, the water is over here, etc. I would like to do the winds, so that the children get an idea of the direction they are coming from, the clouds and the different types of clouds that you get. They can maybe wake up in the mornings and determine what the weather is going to be like, judging by the clouds and the direction it is coming from and going to. If you look at studying the plant kingdom, when it comes to the observational side of that main lesson, some skills of observing phenomena and comparing things would have developed.

In terms of working with the imagination, how do you as the teacher, take the subject content and link it to the children's imagination?

The first thing I normally do is try to transcribe the content of the main lesson into a poem. This is a form of narrative which is an inner picture for me of the content. I teach this in the rhythmical time. When the children know it off by heart, they can write it down and this helps them with their spelling and reading. The story that I have for direction, comes from the imagination. It is created by the teacher and the children can then draw on the directions from the names of the children in the story. The characteristics of the children are the qualities and characteristics of the four points of the earth and of the winds of the Cape. I try to create those inner pictures through the narrative. This week the facts of the story are becoming present, so you moving from the story to the lesson content. If you start with a story like this, you can build on it.

After the children have acquired the new skills or abilities from this subject content, will you say that this can be considered as part of their known knowledge?

I would say part of their growing knowledge because it is expanding all the time. Of course children forget and they just need a bit of a flame to get it going again. A child's growing knowledge is like a body. It just keeps growing and building. Children go through stages of remembering and forgetting.

Second interview:

These interview questions are more closely related to the class that I was observing. My intention for this interview was to have a situation where the answer to one question, formed the basis for the next question:

During a class discussion, when do you feel it is appropriate to first make mention of the content?

I prefer to leave it to the latest point possible. I try and let the images live for as long as possible. Then bring it out towards the end.

How do you deal with the children's different levels of understanding of the work? Particularly when it comes to direction, some children are still not clear as to where the different directions are.

I do not necessarily worry about it too much if the children do not understand the work straight away. My feeling is that they all catch up sometime. Like with this, for example, I have got no doubt that by the end of the year, those that do not know, will have picked it up when we continue with the next one or two Geography main lessons that we will be doing concerning direction. We are doing mirror imaging where I face them and point to the left and they have got to point to the right, same thing, direction but tricky. They are all going to get it at some point or the other.

In terms of map drawing that you have started with your class this week, some of the children were getting quite scared when they had to draw the map of the school. What do you think the children needed to know, to be able to draw that map, besides knowing what is in the surrounding school grounds?

It was a challenge for the children because the school ground has a very complex set up. Not all of the children have developed those observational skills yet and can differentiate between which side the railway line is from this property. I could have waited with this main lesson until they had possibly all reached similar faculties for this main lesson. I feel that it is fine for the children to struggle and grapple sometimes.

You posed a question to the children: "Where do clouds come from?" Boy number 1 said that it came from the sea and boy number 2 said that water is evaporated from the ocean. Was there any prior main lesson that included the water cycle?

No, boy number 2 just knows a lot. His classmates call him nature boy. He is always out in nature, discovering new things. We have not done that side of Geography yet but we will do that, probably this year still.

Where will you move to from here?

I will move into a bigger map of the Cape Peninsula and spend more time on just developing the colour skills for drawing maps and the ocean, the shading of the edges of the land including the mountains. I will try to reach that aspect of map drawing for now.

Conducting the second interview based on my observations allowed me to explore my research question more thoroughly and openly. A contributor to the flow of both my interviews and to the ample information gathered was the use of open ended questions. In Part Three, I will analyse the selection of observation and interview data presented above in an attempt to answer my research question.

Part Three: Discussion and Conclusion

My research question was: 'How is narrative methodology used to connect the known to the unknown in a Waldorf main lesson?' My task for Part Three is to try and answer this question by engaging in reflective 'conversation' with my data. Through this deepened analysis I hope to arrive at a point where I feel ready to conclude this investigation.

In conversation with my data

I went into the classroom looking for answers that I strongly believed would be found when connections between certain things were identified. I had imagined that this connection between unknown and known knowledge would lie in the methodology that the teacher used to bring this new content across to the children.

However, in spite of reading through my data numerous times and trying to make systematic sense of all my information, the above connection was still not visible to me. The connection I actually discovered was an unexpected find. I discovered that the key connection does not lie between the unknown knowledge and the methodology, but rather that the connection for which I searched, lies more fundamentally between the child's prior skills and new skills; between known knowledge and unknown knowledge.

When studying my research data I discovered three imperative aspects that contribute greatly to answering my research question: *the two sides that share a deep connection and the bridge that must be used to bring out that connection*. On the one side we have the prior knowledge, on the other side we have the unknown knowledge and in between we have what I call the "swinging bridge" that joins the two sides. I shall attempt to elucidate the "swinging bridge" at a later stage.

Whilst I was conducting my research, I realised that to list the prior skills of a child in a main lesson would be an enormous task. Then to do so for a whole class would be unfeasible even given unlimited time. Not only had I discovered that children often know more than we assume, I also came to realise that each child's level of prior knowledge differs. Episode five in Part Two provides an excellent example of this differentiation, through the answers that two children gave with reference to the water cycle. During my second interview with the teacher, I enquired about these boys out of an interest in how much they knew about the water cycle. The teacher said that he had never done the water cycle with the class before, but nature interested these boys and whatever they discovered when exploring nature by themselves, they would share with the class whenever an opportunity arose.

The children have developed countless skills over the years beginning at class one. However, all of these prior skills are not used at one time. Depending on the lesson being taught, the child draws on those prior skills and selects what he needs to perform the tasks required in that particular lesson. The table in episode three clearly indicates that the children had needed to draw on their prior mathematical skills to complete a particular task: whereas the table in episode four shows no indication of their prior mathematical skills being used. This was because in episode four they no longer required those skills to complete their given task. This is a clear indication that children only draw on prior knowledge as required.

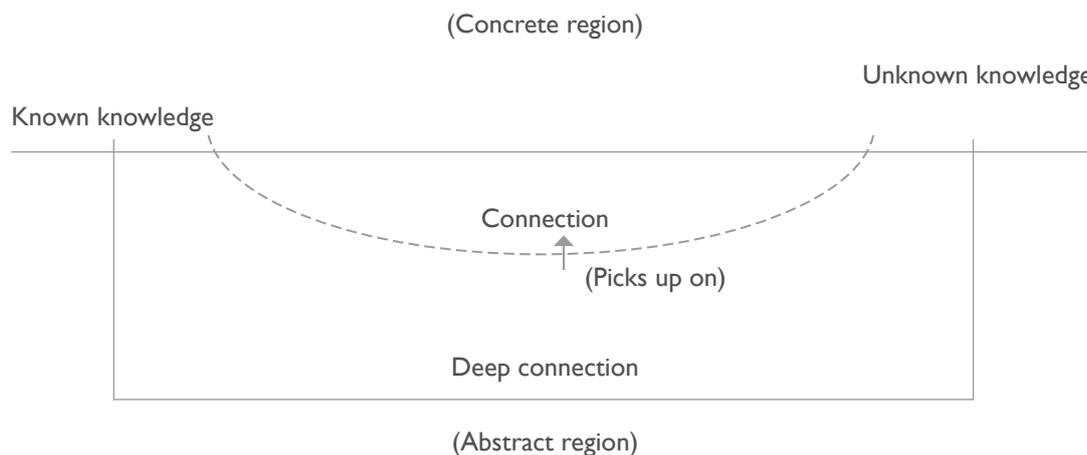
This selective process is crucial. The connection between the known knowledge and the unknown knowledge comes into play when this happens. An example of this would be the observation walks the children went on from the commencement of the Geography main lesson. In class 3, the children completed

a farming main lesson through which they developed observational skills when examining the soil. Naturally, when they are told to observe, they draw on those observational skills. What they observed, then formed the basis for their engagement with the new content, which at first was observing the weather and gradually moved towards the concept of direction. The children needed to understand aspects of weather before the teacher could start with general direction. This was the angle from which he chose to enter this main lesson.

The integration lesson in episode five follows the same pattern. The children had acquired the new skills and needed to integrate them with the prior skills in order to complete the task that was given. This happened when the teacher pushed the boundaries of what the children needed to know and what he knew they were capable of handling. Somewhere between the selective integration process and the teacher pushing the boundaries, those new skills become so well known and understood that they will begin to form part of the prior skills. This is the point at which the teacher can use these skills as the basis for learning when he returns to the Geography main lesson later in the year.

The Swinging Bridge (narrative methodology)

The following, in diagrammatic form, is my metaphor for the link between the known and the unknown.



In Part One, I mentioned Egan's theory that suggests that reasoning takes place when a task requires us to swing between the known and the unknown. This is how new meanings are formed.

The above diagram identifies two regions, the concrete region and the abstract region. In the concrete region lie all the 'literal' concepts that we can see and in the abstract region lie all the 'figurative' concepts that are not visible to us. Based on my data, the diagram above shows the mechanism of the 'swinging bridge'. The swinging bridge is the narrative methodology, represented by the broken line. On the one side is the known knowledge (prior skills) and on the other side, the unknown knowledge (new skills). *However, there is already a deep connection between the two sides.* This deep connection lies within the abstract region. It is an abstract connection that the children need to understand. "Direction" provides an example of such an abstract concept. This can be seen in episode two when the teacher tried to use landmarks and visual weather aspects, like the sun, to help the children ascertain direction in an open space as direction cannot be seen.

The swinging bridge works by first identifying concrete aspects of the abstract concept. For example, in relation to direction the teacher began with the sun, clouds and wind. These concrete aspects usually form part of the known knowledge (prior skills); the children knew what the sun, clouds and wind were. They also knew how to observe. This was knowledge that the children attained and understood very well. It was concretely embedded. The teacher uses the children's known knowledge (prior skills) from the concrete

region. Through the use of narrative methodology, he carries these prior skills on to the bridge, from the concrete region, through the abstract region where the narrative methodology is used to pick up on the deep connection between the two sides. The narrative methodology then moves this connection forward on the bridge, up to the unknown side of the bridge situated in the concrete region where the new skills have been shown to the children. At this point, the new skills have been taught to the children and the connection between the two sides has been made visible to them through the practice of prior skills. The connection between the two sides is no longer abstract, but is now beginning to take on a concrete form in the child's mind. The narrative methodology used allowed the child to make sense of the new content. The vagueness of the new content will slowly evaporate as the new skills are practiced.

Direction is an abstract concept that we cannot see. At one point on their observation walk, the teacher told the children that they were not allowed to use any terms other than the four cardinal points to describe position and conditions of the weather. Prior to this walk the class had discussed the rising of the sun. The weather is a concrete aspect that can be connected to direction, which is an abstract concept. We can see, feel and experience weather (concrete), but we cannot see, feel or experience direction (abstract). The children knew that the sun rose in the east. When they saw the sun that morning, they knew that they were facing the East. The sun was used as a concrete aspect of an abstract direction. We can see the sun but we cannot see the easterly direction.

Answering the research question

Now, if one looks closely at the concept of weather and the concept of direction, there is definitely a deep connection between the two concepts. However, this connection is not visible to someone who has limited knowledge about weather and direction. This is where the teacher has to step in. Through the use of various forms of narrative methodology, the teacher needs to create a way in which to introduce this new content. This narrative methodology will not be used to create a connection between the two sides, but rather to enhance the connection that is already there and make it visible to the children. Narrative methodology helps the children understand abstract content. While analysing my tables in Part Two, I discovered that various prior skills needed to be put to practice for every one new skill to be understood and acquired. With the introduction of new content, the teacher could ask himself: What prior skills do the children have? How is that beneficial to the acquisition of the new content? My evidence shows that this is the point from which the teacher entered his main lesson.

In answer to my question, I discovered that between the known knowledge (prior skills) and the unknown knowledge (new skills), lie a deep abstract connection. The role of the narrative methodology is to pick up on and enhance that connection, making an already existing connection visible and concrete to the children.

In light of this discovery, I have decided that a more appropriate way to word my research question would have been: *'How is narrative methodology used to connect the unknown knowledge to the known knowledge in a Waldorf classroom?'*

Conclusion

One thing that I feel is necessary to mention, is a question that I asked my teacher during an interview, 'Once the new knowledge has been introduced and understood, can it be considered as part of the known knowledge?' The teacher replied that it may not be understood immediately and that it may be understood in years to come, but it is an "ever growing knowledge" and it grows with the human being.

My findings satisfied my curiosity. This research has been vastly different to any other challenge that I have accepted. It was fresh, it was new, it was exciting and definitely thought provoking but also very intimidating. To me, being able to finish this dissertation is a great achievement at my present academic level. In the beginning, going into the classroom to conduct my research was hard because, after nearly four years of formal training to become a teacher, I had to retrain myself and let go of habits that I developed as a student

teacher, especially when it came to recording my data. It was only once I learnt to do this that I became a true researcher. As a researcher I was able to see, understand, analyse and interpret things that I would never have been able to do as a teacher. These are good spectacles to keep safe in one's briefcase, as another way of looking at the world. In my opinion, being a researcher should always be part of being a teacher. As a teacher, you can never know enough and with every new lesson comes a new research assignment.

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Rhythms in Education and the Art of Life

Lefebvre, Whitehead and Steiner on the Art of Bringing Rhythmical Transformations into Teaching and Learning – Part I

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ABSTRACT. These two articles deal with rhythms in education, a topic that has thus far been taken up in educational research or thinking only to a limited degree. Gert Biesta has pointed to how temporal notions such as change, learning and development are often connected to a simplified, linear conception of time and to a one-sided rationalised view of education (Biesta, 2013). By focusing on the rich variety of rhythms in teaching and learning, these articles have let other dimensions of time come to the fore.

The first article gives a brief overview of research on rhythms in education, and introduces Alfred North Whitehead and Henri Lefebvre's thoughts on rhythms. The second article presents Rudolf Steiner's ideas on this topic, and concludes with a discussion of all three approaches with regard to ideas relevant for today's classrooms. None of the contributions are treated as prescriptions or systems to follow, but instead as 'lenses' for getting closer to the life and art of temporal processes in education.

From Lefebvre, a sensitised and therapeutic approach will be presented, taking into account the potential liberating forces in social as well as natural rhythms. Whitehead's ideas invite his readers to envision a developmental panorama of education in terms of the breathing rhythms of freedom and discipline, aiming at fostering wise, responsible and competent citizens. Steiner has brought a wealth of concrete suggestions to teachers and, at the same time, has given far-reaching spiritual perspectives to what takes place when learning and teaching unfold rhythmically.

Keywords: rhythms in education, art, Lefebvre, Whitehead, Steiner

ZUSAMMENFASSUNG. Diese beiden Artikel behandeln Rhythmen in Pädagogik und Erziehung, ein Thema, das bisher nur in begrenztem Masse in entsprechende fachbezogene Forschung oder in akademisches Denken aufgenommen wurde. Gert Biesta hat aufgezeigt wie zeitbezogene Begriffe wie Änderung, Lernen und Entwicklung oft verbunden sind mit einem vereinfachten, linearen Zeitverständnis und mit einer einseitigen rationalisierten Erziehungsauffassung (Biesta, 2013). Durch den Fokus auf die reiche Vielfalt der in Erziehung und Pädagogik wirksamen Rhythmen, treten andere Zeitdimensionen hervor.

Der erste Artikel gibt einen kurzen Überblick über Forschung zu Rhythmen in Erziehung und Pädagogik und führt ein in Alfred North Whiteheads und Henri Lefebvres Gedanken zum Thema Rhythmus. Artikel 2 stellt die Ideen Rudolf Steiners dar zur Rolle des Rhythmus in Erziehung und Pädagogik und schließt mit der Diskussion aller drei Ansätze unter besonderer Berücksichtigung von Ideen, die für den Unterricht in der Gegenwart relevant sein könnten. Keine dieser Ideen wurde als Rezept oder zu befolgendes System behandelt, sondern eher als ‚Linsen‘ für die Annäherung an das Leben mit und die Kunst des Umganges mit Zeitprozessen in Pädagogik und Erziehung.

Von Lefebvre wurde ein sensibilisierter und therapeutischer Ansatz dargestellt, der die potentiell befreienden Kräfte sowohl in sozialen als auch in natürlichen Rhythmen berücksichtigt. Whiteheads Ideen laden den Leser dazu ein, in Bezug auf die atmenden Rhythmen von Freiheit und Disziplin ein erzieherisches Entwicklungspa-

norama zu entwerfen, welches verantwortungsvolle und kompetente Bürger ausbildet. Steiner hat eine Vielfalt konkreter Vorschläge für Lehrer entwickelt und gleichzeitig weitreichende spirituelle Perspektiven ausgeführt zu den Prozessen, die stattfinden, wenn sich Lernen und Unterrichten in rhythmischer Weise entwickeln.

Schlüsselwörter: Rhythmen in Erziehung und Pädagogik, Kunst, Lefebvre, Whitehead, Steiner

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What shall we do about time in education? Shall we discard it, as Biesta (2013) contemplates, and make a temporal ‘time-out’ to avoid all of the difficulties related to governing and measuring time in education? Critical of how time seems to be misused in educational discourse and policy, Biesta asks whether it is “possible and desirable to take time out if we want to get at what makes education educational” (p. 87). He points to how notions such as change, learning, development and progress are easily connected to a simplified, linear conception of time, accompanied by hidden power structures and a one-sided rationalised view of education. The present two articles propose a different way of dealing with the same dilemma. Instead of considering taking time out of education, the intention here is to investigate possible ways of getting into time in an educational way.

By focusing on the rich variety of rhythms in education, other dimensions than the measurability of time come to the fore. Today’s schools are under increasing pressure with regard to time efficiency, and much attention has been given to this issue (Scheerens, 2014). It seems, on the other hand, almost forgotten that time is part of the materiality interwoven into all human activities, and that within the measured temporal frames and structures of schools, there are still plenty of micro-practices that are not, or at least only partially, colonisable by the prevailing educational time politics. To be encouraged by Rancière, one could say with him “that emancipation is in fact a way of putting several times into the same time” (Rancière, 2013, para. 19).

This first of two articles gives a brief overview of research on rhythms in education, and introduces Alfred North Whitehead and Henri Lefebvre’s thoughts on rhythms. The second article presents Rudolf Steiner’s ideas on this topic, and concludes with a discussion of all three approaches. The main intention with the two articles is to examine and present these three authors’ thoughts on rhythms in education and everyday life, looking for ideas relevant for today’s classrooms. Before dealing with the three authors in more detail, a short introduction to research on rhythms in education will be given.

Schools are among the densest and richest places on earth with regard to how time, temporal structures, timings and durations are instantiated and lived out. Time in education will partly appear as rhythms. Language, learning and communication are embedded in rhythms (Cowley, 1994; Jaegher, 2006), and there is a musicality to all human interaction (Malloch & Trevarthen, 2009). The days and weeks of a school year are organised into a multitude of lessons and homework activities. Within this fine-grained and often fragmented temporal structure, the deepest processes of learning and development are expected to take place. It is here children and youth spend substantial parts of their lives. Still, the phenomenon of rhythmicity in educational settings has scarcely been investigated or developed.

The integration of learning and development into a linear understanding of time has been criticised by several authors, as it makes schools vulnerable to economic forces, power structures, and other influences (Adam, 1995; Biesta, 2010; Duncheon & Tierney, 2013; Rosa, 2010). Hartmut Rosa describes it this way:

Just think of the way education is almost all about the habitualization of temporal norms: learning to defer gratification, to stick to schedules and rhythms, to resist and even ignore bodily needs and impulses until ‘the right time’ has come, and, first of all, to hurry up. (2010, pp. 76–77)

Besides such critical voices in educational thinking, the most prevalent research on rhythms in education today deals with the influence of the 24-hour circadian rhythms on pupils’ attention during the school day. Research results have been relatively consistent across studies, showing that starting the day later, especially for adolescents, leads to enhanced school performance (Klein, 2004; Schmidt, Collette, Cajochen, & Peigneux,

2007; Valdez, Reilly, & Waterhouse, 2008; Vollmer, Pötsch, & Randler, 2013; Öztürk, 2014). A qualitative study into the rhythms of teaching was conducted by Clandinin & Connelly (1986). More recently, Allan & Evans (2006) have argued for a normatively based implementation of rhythms into today's schools: "To live effectively in a rapidly changing world, we need to have a more complex grasp of the rhythmic character of how we reason and relate" (p. 12).

In Germany, with some schools establishing longer days, there has been a focus on the rhythm of the school day, and a change to less complex timetables, often with a prolongation of lessons from 45 to 60 or 90 minutes (Höhmman & Kummer, 2007; Ramseger, 2009). In addition to the structural aspects of school rhythms, a few German authors have dealt with rhythmic variations in learning and teaching (Rittelmeyer, 2002; Scheuerer, 2008; Schmelzer, 2007; Schultheis, 2011). Burk (2006) has, for example, developed the idea of a child-oriented rhythmical temporality. Recent empirical studies on Waldorf education refer to rhythms in teaching and learning as essential to its pedagogy (Liebenwein, Barz, & Randoll, 2013; Woods, Ashley, & Woods, 2005).

The following presentation of Whitehead, Lefebvre and Steiner's thinking on rhythms in education is organised in an inverse chronological order, starting with Lefebvre as the most contemporary, and ending with Steiner, who was the first of the three to develop ideas on educational rhythms.

Lefebvre's rhythmanalysis

Henri Lefebvre (1901–1991) was a French sociologist, philosopher and political activist. During his lifetime, Lefebvre was a prolific writer and well-known figure in France, taking part in intellectual and political debates from the 1920s onwards and throughout most of the century. Outside his homeland, however, he was barely known during his lifetime. Recently, Lefebvre's thought has received broad international attention because of the combined materialist and emancipatory interests expressed in his writing (Kipfer, Saberi, & Wieditz, 2012). Although Lefebvre wrote as many as 70 books and 300 articles on a wide array of topics, outside France he is primarily known for his studies on space and, to a lesser degree, for his work on temporality and rhythm. Lefebvre's impact on education and educational research is limited, but a growing number of publications have recently been using his ideas in educational contexts (Green & Hopwood, 2015; Hopwood, 2013; Jacklin, 2004; Leander, Phillips, & Taylor, 2010; Middleton, 2014).

Lefebvre distanced himself from contemporary structuralist, phenomenologist and existentialist movements in French thinking, and sought, according to Elden (2004), a way of combining a philosophical stance with an emancipatory activism and an orientation towards experience and praxis. Lefebvre wrote with a wish to change the world, and made himself known as a vanquishing voice against all forms of fascism and nationalism. Based on his deep engagement with Marx, Lefebvre was concerned about how everyday life is governed, produced and restrained by capitalist modes of production and consumption. Lefebvre thus builds on critical and emancipatory elements from Marxism, but extends these into everyday life, beyond the economic sphere of work and production where Marxism originally had its focus.

The everyday

His two books, entitled *Critique of Everyday Life I and II*, came out in 1945 and 1961 respectively. A planned third volume was never published but would have dealt more extensively with time and rhythms. Lefebvre's little book on rhythms was published posthumously in 1992, a year after his death. Twelve years later came the first English translation, entitled *Rhythmanalysis, Space, Time, and Everyday Life* (2004)¹. In one of his most quoted statements, Lefebvre points to the ubiquitous nature of rhythms: "Everywhere where there is interaction between a place, a time and an expenditure of energy, there is rhythm" (2004, p. 15). Before going into more detail on Lefebvre's rhythmanalysis, a short introduction to his ideas on the everyday will be given.

1. The term "rhythmanalysis" was not coined by Lefebvre, but was taken over from Gaston Bachelard, who, in turn, had found it in the work of Lucio dos Santos, a Brazilian philosopher (Elden, 2004, p. 195).

Lefebvre was concerned with the habitual, repetitive and usually unknown qualities of how people live. Starting with the assumption, “nowadays, we do not know how we live” (1991, p. 195), he sets out to investigate in the broadest possible sense how people live, regarding family life, holidays, love, sex, sleep, rest, play, and the numerous other events and routines of daily life. To him, a deeper understanding of the everyday reveals a double perspective. There is more to the everyday than just being a humdrum of predictable activities. Something important is at stake in the everyday. When Lefebvre asks “Would everyday life be merely the humble and sordid side of life in general and of social practice?”, he answers both yes and no:

Yes, it is the humble and sordid side, but not only that. Simultaneously it [the everyday life] is also the time and the place where the human either fulfils itself or fails, since it is a place and a time which fragmented, specialized and divided activity cannot completely grasp. (2002, p. 19)

Here, Lefebvre points to the possibilities, but also to the fragile and exploitable aspects, of everydayness. He starts out with a belief that the everyday is increasingly threatened and invaded by alienating commercial interests. In his analysis of alienation, Lefebvre draws on concepts regarding time and temporal processes. To a large degree, his investigation of alienation builds on the notions of cyclical and linear time. These two contrasting views on time first occurred in early German science of religion, where cyclical time became associated with ancient Greek philosophy and a linear, teleological account of time was thought to inhere in early Hebrew writings such as the Old Testament (Rosen, 2004). Later studies of the transition from an agrarian to an industrial society have pointed to how the natural, tradition-bound and religiously appropriated cyclic time became suppressed and partly overtaken by the linear ‘machine’ or ‘clock’ time of modernity (Mathisen, 2012). Lefebvre’s point is that everyday life can be studied and understood as being under a double influence of both the cyclic and the linear. He seeks no return to traditional cyclic ways of living, but is interested in revealing how to counteract the linear being too dominating and give life to a fruitful interaction of the two (2002, p. 49).

An art of living

In addition to advocating an analytical attitude in terms of reflecting critically on the everyday, Lefebvre also envisions the everyday as “an art of living” (2002, p. 146) with the mentioned potential for liberation from the alienating and determining influences of linear time. For Lefebvre, the everyday is where important aspects of life either are realised or fail. The promise of fulfilment hinges on the hidden nature of the everyday, because it partly becomes ungraspable for the alienating impact of modernity. Failure, on the other hand, occurs when the everyday is overtaken by capitalism. Liberating the everyday is about providing new insights, values and status to the routines and invisibility of people’s everyday lives, and this will, to a large degree, depend on giving space to aesthetic experiences and playfulness. On several occasions, Lefebvre highlights the role of art as a means to realise the potentials of everyday life. Looking back to Marx, he envisions:

a society in which everyone would rediscover the spontaneity of natural life and its initial creative drive, and perceive the world through the eyes of an artist, enjoy the sensuous through the eyes of a painter, the ears of a musician and the language of a poet. (2002, p. 37)

Likewise, play is understood by Lefebvre as the harbinger of a “rediscovered spontaneity” (2002, p. 203). In play, Lefebvre sees an activity where people through intensified presence can reconnect to deeper layers of existence and experience moments that “become more real than the real”. He writes:

Play recalls forgotten depths and summons them up to the light of day. By making them stay within the everyday, it encompasses art and many other things as well. It uses appearances and illusions which — for one marvellous moment — become more real than the real. And with play another reality is born, not a separate one, but one which is ‘lived’ in the everyday, alongside the functional. ... We are protesting against the loss of grace and gracefulness. Play is a lavish provider of presence and presences. (2002, p. 203)

Play transforms, according to Lefebvre, hidden or forgotten aspects of the everyday into moments of intensified presence, and into moments of potential “grace and gracefulness”. In these quotes, it seems quite

clear that Lefebvre is not only aiming at revealing what was hidden to the conscious or analytical mind. In addition, he wants to live a richer everyday life, by including art, playfulness and a sensuous attitude and, thus, realising a fuller and more enjoyable participation in the everyday.

Rhythmanalysis

These small glimpses into Lefebvre's thinking on the everyday can easily be seen as precursors to his later interest in rhythms. In his work on *rhythmanalysis* (2004), Lefebvre gets even closer to his activist and praxis-oriented approach. Like with his work on the everyday, there is a double effort in Lefebvre's writing on rhythms: to provide the reader with an analysis of what rhythms are and how rhythms penetrate the everyday, but also to enable changes in how our lives are lived. He attempts to create a methodical and conceptual toolbox for people who want to be initiated as professionals into the world of rhythms. Lefebvre's *rhythmanalytical* project is highly original in its attempt to envision a possible schooling for a future profession, the *rhythmanalysts*. In several places, Lefebvre compares the *rhythmanalyst* with the psychoanalyst (2004, pp. 19, 23, 44), and while pointing to core differences, he maintains an overall therapeutic orientation. This intention of cure is, for example, expressed in how he distinguishes between a *eurhythmia* and an *arrhythmia*, a healing versus a pathological aspect of rhythm.

The living body presents numerous associated rhythms; hence an *eurhythmia*, when in the state of good health. Pathology, in a word illness, is always accompanied by a disruption of rhythms: *arrhythmia* that goes as far as morbid and then fatal de-synchronisation. (2004, p. 68)

The *rhythmanalyst* aims at making non-forcing interventions through rhythms. These interventions have "a goal, an objective: to strengthen or re-establish *eurhythmia*" (2004, p. 68). Lefebvre further maintains that a "*rhythmanalytical* therapy would be preventative rather than curative" (2004, p. 68). Here the link to education becomes obvious. To create *eurhythmic* timetables, lessons, ways of interaction and power relations at school can be envisioned as pedagogically sound *rhythmanalytical* interventions.

The *rhythmanalyst*

In an educational context, the second chapter, entitled "The *Rhythmanalyst*: A Previsionary Portrait", is of particular interest. The topic here is a tentative description of a person capable of analysing and enacting rhythms. Teachers have responsibility for organising the complex time structures and temporalities in their classrooms. They are embedded in both cyclic and linear time qualities given from outside, and within these given frames, teachers are orchestrating their pupils' learning through variations, repetitions, introduction of new materials, etc. An appropriate question could be: What can teachers learn from Lefebvre's portrait of the *rhythmanalyst*?

For Lefebvre, the body constitutes a starting point for *rhythmanalysis*. The *analyst* must learn to listen to her body, study its rhythms, and get to experience how these rhythms interact with external events. According to Lefebvre, the *rhythmanalyst* "draws on his breathing, the circulation of his blood, the beatings of his heart and the delivery of his speech" (2004, p. 21). Subtle bodily rhythmic variations are worth attending to. Blinking eyelids and the finest bodily sensations can become organs of perception for the *rhythmanalyst*. In the end, even thinking is bodily for Lefebvre. The *rhythmanalyst* "thinks with his body, not in the abstract, but in lived temporality" (2004, p. 21).

The other core ability of those wanting to understand and intervene in rhythms of the everyday relates to how the senses connect to outer events. The *rhythmanalyst* is directing her senses towards movements among people and in nature. Lefebvre points to how the *analyst* should listen to all kinds of sounds, see the finest details, and even include the sense of smell in becoming aware of rhythms (2004, p. 21). In his evocative language, Lefebvre invites his readers to a kind of rhythmic temporal sensing:

Go deeper, dig beneath the surface, listen attentively instead of simply looking, of reflecting the effects of a mirror. You thus perceive that each plant, each tree, has its rhythm, made up of several: the trees, the flowers,

the seeds and fruits, each have their time. Continue and you will see this garden and the objects (which are in no way things) polyrhythmically, or if you prefer symphonically. (2004, p. 31)

Even the deep time of inert objects is attended to. A withering stone has its own rhythm. Lefebvre states: “To the attentive ear, it makes a noise like a seashell” (2004, p. 20). All of this can be seen as examples of how a rhythm analyst can educate her senses and make herself sensitive to the finest movements and transformations around her. This kind of sensing includes an emotional as well as a conceptual relation to what is going on in the world (2004, p. 22).

The sensing body becomes for Lefebvre an intersection where phenomena and events from outside can be experienced in relation to the multiple rhythms taking place inside the body.

The rhythm analyst will not be obliged to jump from the inside to the outside of observed bodies; he should come to listen to them as a whole and unify them by taking his own rhythms as a reference: by integrating the outside with the inside and vice versa. (2004, p. 20)

Instead of equipping the rhythm analyst with standard ethnographic tools such as notebooks, cameras or video recorders, Lefebvre has conceived of a method that is radically participatory. Through taking part in events, though a sensitised bodily presence, the analyst will attempt to apprehend rhythmical qualities of everyday life. Simultaneously grasping a rhythm and being grasped by it is at the heart of Lefebvre’s method.

To grasp a rhythm it is necessary to have been grasped by it; one must let oneself go, give oneself over, abandon oneself to its duration. Like in music and the learning of a language (in which one only really understands the meanings and connections when one comes to produce them). (2004, p. 27)

This amounts to an ability to attend to the interaction of one’s own rhythmic body and the multiplicity of surrounding rhythms. For Lefebvre, such a participatory investigation is possible through a certain presence, a concept to which he repeatedly returns.

Presence and the mediated present

A rhythm analyst will need to distinguish between the *present* and *presence* (2004, p. 23). The present, in Lefebvre’s thought, either is re-presented through media or appears the way things usually present themselves as inert and dead. Presence, on the other hand, is the immediate, the act of becoming, the unfolding of events where the interaction takes place in bodily presence. This is “strong time” in contrast to the mediated “weak time” (2004, p. 50)².

Today, a substantial part of everyday experience has been transformed into a mediated present. When seen from a rhythmical point of view, Lefebvre is highly critical of such a broad exposure to the representations of media, and he contends that for the rhythm analytical gaze, a mediated present shows its other face. He writes: “if you have the ability to take the flows and streams (T.V., the press, etc.) as rhythms among others, you avoid the trap of the present that gives itself as presence” (2004, p. 23). It is not difficult to see what Lefebvre aims at here. By attending to the rhythms of media, another view of the mediated message is made accessible for analysis. Suddenly, the screen itself gets attention, with its flickering and flowing display of contents. How do the rhythms in your body relate to rhythms of mobile phones, computers or television sets? To the rhythm analyst, sensual and bodily aspects of the mediated content can come to the fore. Lefebvre thus ascribes sensible, affective and even moral significance to what has presence, what is unfolding in its original materiality and rhythm. The mediated present he simply calls “parodies of presence” (2004, p. 23).

So-called inert things do initially present themselves as immobile, as present in Lefebvre’s terms. However, this turns out to be only part of the picture. For the rhythm analyst, all phenomena can be perceived as being in movement and, thus, display rhythmical features.

The act of rhythm analysis transforms everything into presences, including the present, grasped and perceived as such. the act of rhythm analysis integrates these things — this wall, this table, these trees — in a dramatic

2. Lefebvre’s view is contrasted by Derrida, who sees a logocentrism inherent in the concept of presence (Derrida & Bass, 2001).

becoming, in an ensemble full of meaning, transforming them no longer into diverse things, but into presences. (2004, p. 23)

With the current developments of the Internet and social media more and more integrated into the everyday, Lefebvre's rhythmical perspective can bring critical insights into how mediation influences everyday life, especially in terms of its impact on bodies and real-life interactions. A full chapter in Lefebvre's book is devoted to "the media day" (2004, p. 46).

Rhythms of learning

Lefebvre also deals explicitly with rhythms in relation to learning and development, although his writing on this topic is quite enigmatic and rudimentary. He approaches learning by taking into account different levels such as: "material bodies, living bodies, social bodies and representations, ideologies, traditions, projects and utopias" (2004, p. 43). In Lefebvre's view, learning takes place on all of these levels. Each level has its own distinct rhythms of learning and development, but is also part of an interactional and mutually influential whole. Although these rhythms may be analysed and interpreted, they will still partly retain their complexity and non-reducible character. Lefebvre contends that "educators know" (2004, p. 40) the rhythms of learning, but does not go into much detail on this topic. He is more explicitly concerned with the dressage of animals, and points to similarities regarding the basic techniques that turn humans into members of a group or a society. Dressage is based on repetitions of "a certain act, a certain gesture or movement" (2004, p. 39). The routines and rites of the everyday can thus be seen as rhythmically based learning, working deep into the formation of habits and other kinds of tacit social capacities. In this sense, Lefebvre is mostly dealing with the first three of his educational levels.

Lefebvre gives one example of a concrete learning rhythm. This is a triadic movement with the following phases: "activity–repose–entertainment" (2004, p. 41). The first step consists of an activity lasting for a certain period of time. The next step is taking a break, stopping the activity, and letting time pass for a while. Sleep or having a siesta is mentioned by Lefebvre as an example of such repose. The third step involves assessment in terms of rewarding the good work done. This model is, according to Lefebvre, "convenient for armies, religious and educational establishments, for offices and monasteries alike" (2004, p. 41).

Can there be any freedom for individuals taking on such a profoundly formative and partly unconscious kind of learning, one might ask. Lefebvre clearly sees the determining forces at play in dressage, which, according to him, takes away spontaneity and initiative, leaving "little room" (2004, p. 40) for liberty. On the other hand, Lefebvre states that liberty realises itself in its own private or withdrawn space and time.

Liberty is born in a reserved space and time, sometimes wide, sometimes narrow; occasionally reduced by the results of dressage to an unoccupied lacuna. Creative activity, as distinct from productive activity, proceeds from the liberty and individuality that unfurl only in conditions that are external (to them). (2004, p. 43)

There was a break, repose, in the middle phase of Lefebvre's triadic learning model. Moments of rest, of leaving the active part of learning, also indicate times and spaces where freedom and creativity can prevail. Intervals in the structure of dressage constitute a significant part of everyday lives, and this is precisely where Lefebvre envisions the entrance of liberty. Such a view implies a recognition of abilities in the human subject that are not fully subjectable to conditioning, and relates to what Lefebvre writes about the transformative role of play and the arts. Here, Lefebvre attends to the potentials and mysteries inherent in moments of rest, in the non-doing, non-active phases of learning and development.

Rhythms and relations

Towards the end of his book on rhythmanalysis, Lefebvre discusses the phenomenon of social rhythms. Social relations can take the form of alliances out of sympathy or choice, or they can be imposed by force. From a rhythmic point of view, there is a difference between freely chosen alliances and forced relations: "Once one discerns relations of force in social relations and relations of alliance, one perceives their link

with rhythm. Alliance supposes harmony between different rhythms; conflict supposes arrhythmia” (2004, p. 68). There is a clear division here between forced relations and their arrhythmic expressions, and alliances indicating a rhythmic harmony.

In education, with its complex world of relationships, a rhythm analytical study of interactions and power relations between, for example, teachers and pupils could reveal new aspects of this well-known educational issue. It is also possible to interpret Lefebvre as taking a normative stance here — good alliances prevail in good rhythms and do good for all parties. In a similar vein, the connections between forms of sympathy and rhythms have been explored with regard to reading and literature by Martin, who points to a rather obvious experience: “Following rhythm demands attention and demands sympathy” (Martin, 2013, p. 190). Lefebvre broadens his elaboration of alliances and their rhythmic implications in an analysis of Mediterranean cities: “Our hypothesis is therefore that every social, which is to say, collective, rhythm is determined by the forms of alliances that human groups give themselves” (2004, p. 94).

The question arises as to how human selves relate to each other and to the myriad of structures imposed on them by institutions and cultures within a given society. Lefebvre asks “how are rhythms ‘of the self’ and rhythms ‘of the other’ determined, orientated and distributed?” (2004, p. 99). There is, of course, no simple answer to this question, but according to him, resistance to the influence of external forces implies a striving for diversity. Lefebvre concludes: “In rhythm analytical terms, let us say that there is a struggle between measured, imposed, external time and a more endogenous time” (2004, p. 99). This struggle can be regarded as omnipresent in today’s society, and is a core educational issue. Externally regulated timetables and the imposition of a plethora of non-pedagogical interests are partly defining and restricting contemporary schools. The rhythm analyst Lefebvre is obviously critical towards this imbalance of forces, and he would have liked to see schools as places where diversity and freely chosen alliances reigned to a much greater extent.

Schools are particular instances of everyday life. They are ridden with repetitions and threatened by many forms of alienation. Can a rhythmic analysis of schools make visible where boredom lures and where thriving initiative and engaged learning take place? The educationally relevant ideas in Lefebvre’s book on rhythm analysis can undoubtedly be directed towards the teacher as a potential analyst. The relations and activities in the classroom could equally evidently be seen as a site to be analysed and possibly transformed. Lefebvre’s text provides a view of teaching and learning as presences, and as relations and acts of becoming. A teacher rhythm analyst might promote pupils’ well-being by strengthening the eurhythmic elements within the overall polyrhythmic character of teaching and learning. To be able to do so, a teacher needs to use her senses, and be sensitive to how her own body interacts and responds to what goes on among her pupils. Based on her rhythmic insights, she might bring a spontaneity and playfulness into her teaching. She might value the breaks and intervals between sessions of activity, and regard those as essential to the process of learning. Her analysis of mediated content and the difference between the re-presented and a full presence might influence her way of using technology. Perceiving relations at school in terms of its rhythmic manifestations could make her aware of alliances and power structures in new ways. Lefebvre’s toolbox for analysing and liberating the rhythms of everyday lives could thus provide education with a requisite therapeutic and transformative perspective on learning and teaching.

Whitehead’s rhythms of education

Alfred North Whitehead (1861–1947) was a British polymath. He first established himself as a mathematician and only relatively late in life did he turn his attention to philosophy of science, education, metaphysics and cosmology. According to Bertrand Russell, it was the death of Whitehead’s son as a fighter pilot during the First World War that inspired his turn to education and philosophy (Stengers, 2011). Whitehead’s subsequent works covered a wide array of topics, and today he is recognised as being influential in the development of mathematics, physics, biology, ecology, economics, psychology, theology and education.

As an educational thinker, Whitehead belonged to a wave of progressive education sweeping across Europe and the United States during the first decades of the 20th century. Most proponents of the *Reformpädagogik*

movement shared the ideas of breaking with the rigid and formal learning promoted in the old schools, letting the child and its developmental needs be at the centre, and integrating arts, imagination and practical activities into school life (Skiera, 2003). In this regard, many of Whitehead's thoughts on education resemble those of his contemporaries: John Dewey in the US, Georg Kerschensteiner and Rudolf Steiner in Germany, Maria Montessori in Italy, and Jiddu Krishnamurti in India, to name a few. It should also be noted that the phenomenon of rhythm was a much more prevalent theme at the beginning of the 20th century than it is today (Binckes, 2010).

The educational works of Whitehead consist mainly of lectures he held between 1912 and 1928, later collected in his book entitled *The Aims of Education* (1967). Here, rhythms in education is a main topic. Furthermore, the last lecture from his book *Science and the Modern World* is devoted to educational issues (Whitehead, 1948). In this lecture, Whitehead deals with the role of arts in the future of education, making an explicit connection between education, art and ethical values³. "The Rhythm of Education" was the title of a lecture Whitehead published in 1922. A year later, he broadened his analysis in the article "The rhythmic claim of freedom and discipline" (1923). The following presentation is based on these two texts, now available as chapters two and three in *The Aims of Education* (Whitehead, 1967).

Threefold rhythmic development

Whitehead bases his concept of rhythm in education on Hegel's analysis of progress into the three stages of thesis, antithesis and synthesis, but chooses to describe them in the more educationally relevant terms of *romance*, *precision* and *generalisation*. In their broadest sense, these stages indicate the most important modes of learning, or as Whitehead states, they represent the "natural cravings of the human intelligence" (1967, p. 32) from infancy and childhood into the age of young adults. The stage of romance implies letting pupils get a motivating and experience-based overview of the subjects taught. Precision means exactness in learning, memory of facts, and mastering of rules. Generalisation is for Whitehead a return to the spirit of romance, but this time the overview is not experience-based, but instead initiated by ideas and a comprehensive understanding of possible unifying ideas.

These three stages of learning represent a processual metamorphosis of learning: from an exploring and inductive orientation, via rigorous detail-work, to how ideas can be deductively applied to make the world a better place in which to live. For Whitehead, a slow rhythmic movement from stage to stage lays out the full landscape of learning in a developmental and transformative perspective, with each phase of the rhythm lasting several years: "Till the age of thirteen or fourteen there is the romantic stage, from fourteen to eighteen the stage of precision, and from eighteen to two and twenty the stage of generalization" (1967, p. 38). At the same time, Whitehead insists that all processes of learning should follow this triadic structure. Each lesson, for example, should be formed according to the same rhythmic scheme. And adding to the complexity, he also pointed to how different subjects afford these stages at different ages. Language, for example, enters into the stage of precision long before science. Whitehead's conception of rhythms in education is thus built on a very simple structure that is continuously repeated in manifold ways, from the smallest unit of a lesson to the span of more than twenty years. It resembles an organic formation where parts display features from the whole.

The stage of romance

In his educational lectures, Whitehead pays most attention to the stage of romance. This is the opening up of a new learning experience. This is where wonder and excitement play a leading role, where the fullness of

3. There is an interesting and symmetrical relation between Whitehead's purely philosophical works and his educational ideas. Whitehead gave out his book on education in 1929, the same year in which his main oeuvre, *Process and Reality*, was published. After turning to the philosophical questions of process, organism and cosmology, Whitehead did not further develop his thoughts on education. In a way, his educational reasoning anticipated many of his later ideas, and his fragmented thoughts on education have been analysed and extended based on his later works (Riffert, 2005; Allan, 2012). Whitehead never expressed himself on how his educational ideas could be related to his later philosophical works (Lawrence, 1965).

experience is attained through sensory and bodily engagement, “to allow the child to see for itself and to act for itself” (1967, p. 33). He states:

The stage of romance is the stage of first apprehension. The subject-matter has the vividness of novelty; it holds within itself unexplored connexions with possibilities half-disclosed by glimpses and half-concealed by the wealth of material. (1967, p. 17)

Education for romance should let pupils take part in discoveries, and let them feel like they are experiencing something new, awakening their curiosity. The word “romance” indicates a passionate or loving relationship to the subject at hand. Whitehead’s Platonism might give reasons to associate his romance with the Platonic idea of *eros*, a deep affectionate connection with the beauty, truth and goodness in their earthly manifestations (Hull, 2002). In this sense, romance might be similar to Charles Sanders Peirce’s understanding of a “scientific eros” which “mirrors a profound curiosity, a desire to learn, a longing for understanding, and an intense desire to find things out” (Strand, 2005, p. 315). Undoubtedly, for Whitehead, emotions play a central role at this stage. Romance “is a process of discovery, a process of becoming used to curious thoughts... It is dominated by wonder, and cursed by the dullard who destroys wonder” (1967, p. 32).

The stage of romance aims at presenting the learners with a vivid and full learning experience, a holistic entrance into each new field of learning. Teaching in the vein of romance will bring much more than any learner could grasp conceptually, and let pupils encounter a rich manifold of perceptions, activities and emotions. For Whitehead, this overflow in experience is preparing the ground for pupils’ deeper understanding of the subject, for attaining a relation to it, giving them a taste of its potentials. Whitehead’s romance could thus be understood as a hermeneutic ‘breathing in’, as a fresh and life-giving start of the knowledge process. He writes: “There is no comprehension apart from romance” (1967, p. 33). The idea of an overflow frees education from instrumental attitudes. There is more to a school subject, there is more to a child, and there is more to a learning encounter than can be consciously handled by any teacher. Whitehead’s first rhythmic movement thus becomes an invitation into a rich and real life at school, an education partly beyond the command of teachers and curricula.

Whitehead maintains that teaching in the style of romance will be a challenge for teachers. The educational environment should be carefully selected according to the subject matter and the abilities of learners. New learning experiences and materials should be presented in a lively and engaging way. Whitehead emphasises how a pedagogy of romance must accord with the developmental ‘needs’ present in the actual pupils.

The environment within which the mind is working must be carefully selected. It must, of course, be chosen to suit the child’s stage of growth, and must be adapted to individual needs. In a sense it is an imposition from without, but in a deeper sense it answers to the call of life within the child. In the teacher’s consciousness the child has been sent to his telescope to look at the stars, in the child’s consciousness he has been given free access to the glory of the heavens. (1967, pp. 32–33)

Linking teaching to experience-based learning and child development was deeply rooted in progressive educational thinking at the beginning of the 20th century⁴. Whitehead’s significance lies in seeing the experience-based stage of romance as part of a larger educational rhythm where precision and generalisation also belong.

The stage of precision

Whitehead’s next movement in his rhythm of education is the stage of precision. This phase of learning is ‘school as we know it’, according to Whitehead. Here the grammars, the facts, the exactness and, yes,

4. Having in mind the later critique and re-evaluation of developmental stages in education (Morss, 1995; Dahlin, 2013), it can be worth looking more closely at how Whitehead expresses himself when he writes how “it answers to the call of life within the child”. The concept of an educational rhythmicity aiming at bringing teaching in dialogue or resonance with the “life within the child” can be seen as an alternative to the cognitive developmentalism later proposed by Piaget. It could be argued that by aligning the rhythmic movements of education to the greater developmental rhythms of a life, education expands its visions into taking a sensitive and relationally humble part in the developing life of a child. This stands in contrast to an educational psychology with prescribed developmental tasks for the child to pass or fail.

precision are in focus. He mentions “the perfecting of writing, of spelling, of the elements of arithmetic, and of lists of simple facts, such as the Kings of England” (p. 22) as examples of precision. Compared to how much he writes about the stage of romance, precision gets very little attention in his lectures on education. It is indeed a necessary component of the overall rhythm of education, but Whitehead seems more concerned with giving precision its right frames and restricting its tendencies to dominate, than to elucidate its potentials: “There is, indeed, always the temptation to teach pupils a little more of fact and of precise theory than at that stage they are fitted to assimilate” (1967, p. 34).

Precision is given its rationale as a disciplined second step following the freedom of romance. It aims at acquiring the craft of basic attainment within each subject. Romance opens up, stirs the emotions, evokes engagement, and enacts multiple perspectives. When children have dwelled for a while in the freer apprehension of romance, as Whitehead contends, they will long for fact and precision. This transforms the ‘opening up’ quality of romance into something that pupils can accomplish, an added value of wisdom: “The discipline, when it comes, should satisfy a natural craving for the wisdom which adds value to bare experience” (1967, p. 32). Precision turns out to be an indispensable and potentially fruitful part of Whitehead’s educational rhythm, but must constantly be kept within its boundaries in order not to dominate and hamper the freer breathing of learning and teaching.

The stage of generalisation

The third and last rhythmic movement in Whitehead’s educational scheme is generalisation. Generalisation is often conceived of as an abstract summary or fusion of particulars into a more general concept. In this way, generalisation can imply a reduction, as, for example, in statistics when measured findings can be generalised to a certain population. Whitehead’s generalisation is far from being reductive. It is what brings the small and large rhythms of education into fruition and mastery. Contrary to being abstract, generalisation is “a return to romanticism with added advantage of classified ideas and relevant technique. It is the fruition which has been the goal of the precise training” (1967, p. 19).

For Whitehead, a child’s first conscious and targeted use of language is a sign of generalisation. That is when a certain freedom has been reached, and a more profound level of self-orientation can take place. Obviously, this first achievement of generalisation in language opens up for new wonders and new discoveries in the realm of romance. The child is on its rhythmical journey between exploration, practising of details, and the attainment of dexterity. Another example of generalisation would be the pupil who masters grammar and basic literacy skills. She is now ready for grasping and being grasped by literature in a new way, both understanding it on a deeper level as well as creating literature herself.

In terms of formal education, Whitehead locates generalisation primarily at the university level: “The spirit of generalization should dominate a University. The lectures should be addressed to those to whom details and procedure are familiar” (1967, p. 25). The student at this level “should start from general ideas and study their applications to concrete cases” (1967, p. 26). While romance clearly is based on an inductive approach to learning, Whitehead’s generalisation turns this upside down into a deductive mode. However, this is a deduction not based on any pure ‘first principles’, but rather on the achievements of years of sense-based exploring and precision-exercising modes of learning. In this vein, Whitehead’s rhythm of education resembles the ‘rhythms’ of research, necessarily alternating between observations and the application of concepts. And, yes, he points to similarities: “In this sense, education should begin in research and end in research” (1967, p. 37).

Active wisdom is considered the outcome of Whitehead’s generalisation, and for the idea of an active wisdom to be realised, the skills appropriated at the preceding stages should be turned into habits. According to Whitehead, reliable habits are the foundation of what he terms an “active freedom of application” (1967, p. 37). The integration of habit into the rhythm of education articulates a bodily orientation towards learning and mastery. Whitehead thus includes the habit-forming body in his inductive–deductive rhythmic interweaving of the three modes of learning. Whitehead’s understanding of habits is similar to Polanyi’s

later conception of tacit knowledge (Polanyi, 2009). Both imply a rhythmic view on processes of learning, knowing and habituation. Every new learning task mastered and turned into an unconscious habit lays the foundation for new discoveries, for new romances and periods of precision in the language of Whitehead, and into new conscious or focal aspects of knowledge for Polanyi. Both authors understand the process of knowing as transformative and emergent in the sense that a dynamic movement between qualitatively different stages affords new abilities, new knowledge, and, at the same time, provides a ground for further exploration and development.

Freedom and discipline, life and innovation

Most rhythms consist of alternating polarities embedded in a flow of time, like the daily rhythm of light and darkness, the shorter and longer durations in music or our breathing in and out. In what sense can Whitehead's threefold structure be understood to constitute a rhythm? This becomes clearer in his lecture from 1923 where the stages of romance and generalisation are characterised as impulses of freedom, and the stage of precision is recognised as discipline. Whitehead writes:

The two principles, freedom and discipline, are not antagonists, but should be so adjusted in the child's life that they correspond to a natural sway, to and fro, of the developing personality. It is this adaptation of freedom and discipline to the natural sway of development that I have elsewhere called *The Rhythm of Education*. (1967, pp. 30–31)

If a lesson is built up according to Whitehead's rhythmic structure, the start in the spirit of romance implies an element of freedom, the continuation into precision indicates more disciplinary modes of working, and the generalisation in the end opens up into freedom again. In this way, a lesson, or a longer developmental journey, formed after Whitehead's ideas, would alternate between freedom and discipline. Still, Whitehead's triad is not simply a to and fro between polarities. There is a tension and also an implicit drive towards development and transformation in the fact that even if romance and generalisation are associated with freedom, they are very different. Moreover, this difference creates not only a rhythmic variation, but also something like a spiralling, developing movement.

As already mentioned, Whitehead's rhythmical understanding of education combines the richness of interweaving rhythms on many levels, not unlike the multiplicity of biological rhythms in living organisms. Education and complex life can be seen as clearly associated in Whitehead's works. In a broader perspective, Whitehead saw rhythms as expressions of life: "wherever there is some rhythm, there is some life" (1919, p. 197). And as in biological life, simple rhythmic structures allow for emergence and complexity when short-term rhythms become superimposed on longer rhythmic spans. The outcome is a rich and open conception of educational rhythms conceived in a maximally simple matrix. He writes:

I am convinced ... that there is not one unique threefold cycle of freedom, discipline, and freedom; but that all mental development is composed of such cycles, and of cycles of such cycles. Such a cycle is a unit cell, or brick; and the complete stage of growth is an organic structure of such cells. (1967, p. 31)

For Whitehead, this symphony of rhythms — this rich pedagogy of repeating and alternating differences — is united in a drive towards growth and novelty. Rhythms thus become a vehicle of emergence, as Allan comments:

Generalization is the recognition that truly to master a discipline is persistently to rethink its conditions, to reconceive its theories and redesign its methods. To master a discipline is to perfect the world it fashions by surpassing it, and to do so again and again, worlds without end. (Allan, 2012, p. 58)

This is no reductive scheme in Whitehead's rhythms, producing simple and replicable ways of teaching, but rather a philosophy of education attending to its complexities, richness and drive towards innovation and a renewal of values. Seeing Whitehead's rhythm of education in the light of emergence points to the developing and partly non-predictable nature of learning.

Art, ethics and the fulfilment of education

The role of art and creativity are the final aspects of Whitehead's educational rhythms to be taken up here. Whitehead uses the term "art" in a very wide sense, including the art of thought, the art of teaching, and the art of life. Embedding education in an overall artistic and creatively oriented view of life constitutes a significant aspect of his thinking. Art thus becomes both an activity that can be integrated into learning and, at the same time, an overarching aspiration for education as a whole. Whitehead envisioned an education imbued with art on many levels: from the use of literature in mother tongue learning and visual arts in history, to students finally attaining the goal of mastering the "art of life". Art is for Whitehead intimately connected to a life characterised by wisdom, initiative, style and joy. Writing metaphorically, he states: "I am not now talking of the training of an artist, but of the use of art as a condition of healthy life. It is analogous to sunshine in the physical world." (1967, p. 58)

For Whitehead, art in education is a vehicle of moral transformation, guiding students towards developing "an artistic sense" of values:

Education is the guidance of the individual towards a comprehension of the art of life; ... This completeness of achievement involves an artistic sense, subordinating the lower to the higher possibilities of the indivisible personality. Science, art, religion, morality, take their rise from this sense of values within the structure of being. (1967, p. 39)

Looking back to Friedrich Schiller, who in 1794 wrote his famous *Letters upon the Aesthetic Education of Man*, it becomes clear that both Schiller and Whitehead saw aesthetics in education both as a fulfilment and as a mediator of values. Schiller wrote: "By beauty sensuous man is led to form and to thought; by beauty the spiritual man is brought back to matter and restored to the world of sense" (Schiller, 2005, p. 57). Ultimately, Schiller links aesthetics and his famous *play* to freedom and to ethics. The same is true for Whitehead. His generalisation is a stage of freedom where art and aesthetics become conveyors of values, but also ends in themselves. Following the tradition of Europe's great educational forefathers, Whitehead here aligns with thinkers such as Comenius, Pestalozzi and Herbart, who linked the 'aims of education' to an achievement of moral conduct. In the same spirit, Whitehead sees his last stage in the rhythm of education as the accomplishment of an ethically informed knowledge relating the individual to her environment. The emergence of a responsible, wise and ethically oriented student is Whitehead's vision of the outcome of his multiple rhythms of education.

Summing up Whitehead's ideas on rhythms in education, it becomes clear that several rhythms are involved in his basic triadic movement between romance, precision and generalisation. In addition to the ones just mentioned, there are moments of inductive and deductive learning, alternating phases of freedom and discipline, and dynamics of conscious focusing and the formation of habits. This gives teachers a rich repertoire of ideas regarding how to create variation and spur development in their classrooms. Seeing Whitehead's rhythm of education in the light of development and transformation brings the argument back to where it started, in Hegel and his dialectics. For Whitehead, this symphony of rhythms — this rich pedagogy of repeating and alternating differences — is united in a drive towards a value-oriented growth and novelty, with art as an important mediator, and the art of life as its goal. Teachers contemplating these ideas might get in touch with the greater perspectives of education and thus see the links between everyday classroom activities and the ethical challenges of humanity as a whole.

In the second article, Rudolf Steiner's ideas on rhythms in education will be presented, followed by a discussion of the significance of the three authors' contributions to understanding and realising rhythms in education.

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Kindergarten

In an increasingly fast-paced world, we believe that an unhurried approach to the early childhood years offer the healthiest and strongest foundation for children's academic, social, and personal growth. We very deliberately do not accelerate academic learning in our kindergarten programs and understand that with ample play in these early years, students learn better and show greater enthusiasm and confidence. Kindergarten learning goals and objectives are embedded within children's play, routine activities, and the intentional daily rhythm set in the classroom.

Key developmental goals for children at this stage include:

- Children will explore, discover, and problem-solve through physical and creative play
- Children will develop their physical body, including fine and gross motor skills,
- Children will learn to participate and get along in social groups through self-directed and creative play
- Children will strengthen the foundation for literacy and numeracy through story-telling and games
- Children will deepen an appreciation for nature and beauty through outdoor play and artistic activity
- Children will participate in artistic and practical activities that develop the will and fortitude to complete a task
- Children will participate in circle time with stories, songs, and games
- Children will participate in clean-up and chores

Grades Curriculum Learning goals and objectives

Grade One Skills by Subject Area

Work Habits and Attitude in grade one, students should:

- Respect adults and authority
- Raise hand to speak, take turns
- Become a member of the class, adjusting self needs to the needs of the group, supporting classmates and class activity
- Treat others with respect and tolerance
- Work through challenging tasks, correction, and frustration
- Develop skill in social use of language, for example, the use of "please" and "thank you"

Language Arts

In grade one, students should be able to:

- Sit quietly through an oral presentation of a story for progressively longer periods of time up to 20 minutes
- Recall story from the previous day with sequencing as well as attention to main characters, events, and details
- Memorize poems, gestures, rhythms, verses, rhymes, and songs
- Listen to instructions, focus and remain on task for the designated time
- Speak clearly in question-and-answer periods and daily recall (individual)
- Participate in group recitation of memorized material
- Participate with group in informal dramatic presentations
- Recognize sounds, shapes, capital letters (lower case letters are introduced at the end of the year or the beginning of second grade)
- Know alphabetical order of letters
- Recognize letter sounds in words, rhyme words, alliteration
- Copy words written on the board in upper case letters
- Grip writing implement correctly
- Work with dominant hand

- Space letters and words appropriately on the page
- Recognize sentences
- Read self-constructed or copied sentences and memorized words

Math

In grade one, students should be able to:

- Identify number patterns in the human figure, nature, and geometric forms
- Write numerals 1–12
- Recognize numerals 1–20
- Count 1–20 forward and backward
- Count to 100 by ones
- Recognize the four operations and symbols (+ - x /)
- Use manipulatives to solve problems in all four operations up to 20
- Count by twos, threes, fives, and tens, forward and back—emerging skill
- Show emerging skill in doing mental calculations
- Write calculations in sentence form (horizontal)

Natural Science and Social Studies

In grade one, students will:

- Participate in the festival life of the school

Through stories, walks outdoors, and work in the garden, students should be able to:

- Become familiar with seasonal changes
- Have an imaginative understanding of natural phenomena, for example, the water cycle
- Experience local geography
- Begin color study in painting

Foreign Languages

In grade one, a student's active vocabulary should include:

- Main colors
- Main items in the classroom
- Parts of the body
- Days of the week
- Family members

Numbers up to 20

Students should also be able to respond to simple commands and basic questions.

Music

In grade one, students should be able to:

- Sing freely-floating melodies, mostly in the pentatonic mode, learned by listening and imitation
- Begin playing the pentatonic flute
- Develop the ability to play notes and tunes by ear
- Develop the ability to imitate basic rhythms

Art

In grade one, students should be able to:

- Achieve visual motor coordination through form drawing, to be applied to writing and geometry
- Recognize patterns of straight and curved lines
- Recognize the three primary colors
- Derive the secondary colors from the primary colors
- Using block crayons, imitate guided drawing from the blackboard
- Begin to work with rudiments of composition

Handwork

By the end of grade one, students should be able to:

- Finger knit
- Cast on and off
- Knit garter stitch with confidence
- Recognize small knitting mistakes such as a missing or an extra stitch
- Recognize color value (dark to light)
- Change color while knitting with minimal help
- Thread a darning needle with large thread
- Do simple sewing stitches (running and whip stitch)
- Sew on buttons
- Sew up and stuff knitted projects

Physical Education

In grade one, students should be able to:

- Participate in group circle activity and games
- Clap rhythms
- Jump rope: forward, backward, with crossovers, individually and with a partner
- Throw and catch a ball (any dimension) and bean bag
- Crawl, tumble, somersault
- Skip, hop, shuffle, crisscross, stomp
- Walk on a balance beam
- Play simple tag games
- Introduction to juggling
- Enter into imaginative games

Grade Two Skills by Subject Area

Work Habits and Attitude in grade two, students should:

- Continue to develop social skills initiated in first grade: respect for teachers and classmates, ability to adapt the needs of the self to the needs of the class
- Contribute to the community of the class, helping others, doing classroom chores, being willing to do what is asked
- Begin to work individually and cooperatively within small groups
- Work within the large group in timely fashion
- Reinforce and encourage good manners
- Begin to work with process to resolve conflicts
- Develop listening skills and empathy

Language Arts

In grade two, students should be able to:

- Demonstrate listening, memory, and comprehension through story recall
- Use and expand vocabulary from stories
- Follow directions
- Memorize poems, songs, rhymes, rhythms, and verses learned by imitation and group recitations
- Participate in class plays
- Speak with clear articulation and connected gesture
- Recognize, write, and read upper case, lower case, and printed letters (cursive writing often introduced by the end of the year)
- Place words in appropriate spatial arrangement on the page; write with decreasing size and increasing accuracy and neatness

- Participate in composing a synopsis of a story to be copied and illustrated in the main lesson books
- Compose simple sentences, knowing that a sentence begins with a capital, ends with a period, names a subject, and tells what it does
- Take simple dictation (emerging spelling skills)
- Read self-constructed sentences, show enthusiasm for books, interpret pictures for meaning, eye tracking left to right
- Read and write simple word families (cat, rat, sat; like, bike; etc.)
- Read and write basic “sight” words (the, who, one, etc.)
- Develop working knowledge of phonics: long and short vowel sounds, diphthongs (aw, ow, ew, oy, etc.), vowel and consonant blends
- Begin reading books at a level appropriate for the student (a wide variety of ability is expected)

Math

In grade two, students should be able to:

- Recognize and write numbers 1–100
- Master counting by twos, threes, fours, fives, tens, elevens
- Begin counting by six, seven, eight, nine, and twelve forward and backward
- Write times tables ($12=4\times3$; $4\times3=12$ etc.)
- Write calculations in all four operations (move to vertical structure)
- Practice using place value
- Add and subtract up to three columns of numbers with regrouping
- Multiply two- and three-digit numbers by a one-digit multiplier
- Practice mental calculations in all four operations
- Practice situation problems presented orally (may be written)
- Count with money
- Understand time: calendar, months, days of the week
- Recognize odd and even numbers

Natural Science and Social Studies

In grade two, students should:

- Experience local environment and nature through nature walks, gardening, and nature stories
- Discuss characteristics of animals through fables
- Sharpen capacities of observation

Foreign Languages

By the end of grade two, students should:

- Know the months, seasons, and vocabulary from nature
- Know numbers up to fifty
- Know a number of songs, verses, and rhymes by heart
- Respond to simple questions about themselves
- Take a picture dictation
- Point out/name different items in their environment

Music

In grade two, students should be able to:

- Sing and play (flute) pentatonic melodies and some folksongs
- Play a melody previously sung or heard (play songs by ear)
- Begin spatial experience of high and low notes, showing pitch of notes with hands
- Increase finger dexterity on flutes
- Maintain a beat
- Master increasingly complex clapping, walking, and dancing patterns

Art

In grade two, students should be able to:

- Increase visual motor capacity with more complex form drawings, balancing symmetries (add horizontal symmetries)
- Begin cursive writing with moving line exercises (loops and curls)
- Draw simple geometric figures freehand
- Continue wet-on-wet watercolor exercises with primary and secondary colors
- Express aspects of three-dimensionality in sculpture (beeswax or clay)
- Follow guided drawings from the blackboard with increasing mastery of block crayons, begin to free render drawings from stories presented

Handwork

By the end of grade two, students should be able to:

- Purl (stockinet stitch) with confidence
- Crochet (chain stitch, single crochet) with confidence
- Create clear geometrical shapes while crocheting
- Recognize and fix minor knitting mistakes (purl vs. knit stitch)
- Count with confidence and recognize mistakes in their crochet
- Further develop dexterity in the hands to learn to work with their dominant hand

Physical Education

Students in grade two should be able to:

- Be comfortable exercising in small groups as well as in the whole class
- Know body geography (right, left, front, back, above, below)
- Play games that involve coordination and taking aim
- Do basic acrobatics like somersaulting, tumbling, and rolling.
- Jump rope: forward, backward, with crossovers, individually and partner
- Show good sportsmanship

Grade Three Skills by Subject Area

Work Habits and Attitude in grade three, students should:

- Demonstrate increasing awareness of group needs and contribute to the class well-being: take turns, speak/listen, support others, classroom chores
- Participate in both individual and collaborative work
- Resolve conflicts with respect and self-control

Language Arts

In grade three, students should be able to:

- Listen to oral presentations, comprehend and recall the next day
- Participate in class discussions
- Speak clearly in class discussions, group recitations, and dramatic presentations
- Improve printing and master cursive writing with care for neatness
- Strengthen sentence composition and write paragraphs (there will be varied abilities in the class)
- Create journals out of student's own experiences
- Begin to recognize parts of speech: noun, verb, adjective, adverb
- Work with basic punctuation as needed in writing assignments
- Practice spelling, words generated from lesson content
- Practice basic spelling rules
- Take dictation, several sentences at time
- Continue reading, arrive at grade level by the end of the school year
- Read aloud fluently with inflection and attention to punctuation cues

Math

In grade three, students should be able to:

- Apply four operations to larger numbers
- Work with place value in larger numbers
- Master telling time and solve problems involving time
- Solve problems relating to money and making change
- Check solutions to calculations using the inverse operation
- Observe number patterns (especially in multiplication tables)
- Discover prime and square numbers
- Master multiplication tables 1–12
- Begin long division with divisor up to 12 and remainders
- Practice reading and solving word problems
- Practice “mental math”
- Begin measurements: linear, liquid, dry, and weight

Natural Science and Social Studies

In grade three, students should be able to:

- Examine primitive house building techniques and the relationship of materials used to the surrounding environment and the cultures of the various peoples
- Observe modern-day construction, trades involved (through field trips and class construction project)
- Understand the origin of a piece of clothing by experiencing the fiber arts
- Observe a working farm: animal husbandry and crop cultivation (farm visit and participation in chores)
- Learn about the cultivation of grains for human sustenance
- Participate in gardening chores

Foreign Languages

In grade three, students should:

- Be familiar with basic items of food, clothing, and furniture
- Be familiar with forms of transportation, places and directions
- Be familiar with times of day (morning, evening...), clock time: full and half hour
- Memorize rhymes, poems, songs, and short plays
- Be aware of noun genders
- Take active part in group recitation, singing, and games
- Become aware of personal pronouns in conversation
- Become aware of verbs, articles, nouns, prepositions, and adjectives
- Be familiar with numbers up to 100
- Practice simple “mental math” problems in the language

Music

In grade three, students should be able to:

- Sing in C-major scale
- Begin singing rounds
- Play C-recorder (soprano)
- Continue folk dancing and rhythmic activity

Instrumental Music

In grade three, students should be able to:

- Be familiar with violin, viola, or cello
- Play songs in two parts and simple rounds
- Know the diatonic scale in two keys
- Learn music aurally through imitation
- Understand basic concepts of reading music

Art

In grade three, students should be able to:

- Develop form and technique in watercolor painting
- Explore: light, polarity (light/dark, above/below), plants, animals, the human figure
- Use color to express a mood
- Continue to develop proficiency in crayon drawings with more attention to detail
- Model in beeswax and clay—create model replicas of houses
- Control line in form drawings, balance symmetries—more complex, symmetries that cross the mid-line, symmetries in four quadrants, forms that evolve and change into another
- Draw geometric figures freehand—circle, square, pentagon, octagon, etc.

Handwork

By the end of grade three, students should be able to:

- Crochet a hat within a certain timeline (about two months)
- Knit an article using ribbing (i.e. knit one/purl one) stitches, such as a headband
- Knit an animal using increases and decreases, casting on and off on the same piece
- Some may learn to develop a knitting pattern for an animal (advanced)
- Some may learn to follow a printed knitting pattern from a book (advanced)
- Recognize and fix minor mistakes (dropped stitches)
- Some may learn simple embroidery (stem stitch, chain stitch as preparation for fourth grade) (advanced)
- Continue to stimulate their imagination through the shaping of the animals, from 2D to 3D
- Experience a connection between the main lesson presentation of the trades etc. and the actual work of a craftsperson

Physical Education

In grade three, students should be able to:

- Understand and follow rules
- Work on a team
- Practice gymnastics introduced in previous years, execute with coordination and confidence
- Toss three balls as pre-juggling skills
- Jump rope: forward, backward, with crossovers, individually and with a partner
- Show good sportsmanship

Grade Four Skills by Subject Area

Work Habits and Attitude

In grade four, the students should:

- Participate in individual and collaborative work
- Participate in social activities and practice social inclusion of others
- Demonstrate awareness of group needs and respond with appropriate action and willingness to help
- Show respect for teacher, classmates, property, and materials
- Work with positive attitude and be open to feedback even through difficulties
- Exhibit self-discipline and personal responsibility

Language Arts

In grade four, students should be able to:

- Demonstrate oral comprehension and recall
- Follow a series of directions

- Memorize and recite poems and verses with clear diction and fluency
- Perform in assemblies and plays
- Apply capitalization and punctuation rules
- Understand four types of sentences (declarative, interrogative, command, and exclamation) and use corresponding punctuation
- Write three sequential paragraphs with an initial sentence, supporting material, and closure
- Compose an informal letter
- Do first research project and make oral presentation
- Understand parts of speech and verb tenses
- Begin to use spelling rules, put words in alphabetical order, use dictionary
- Vocabulary and spelling; dictionary use
- Write in cursive
- Write and edit compositions on main lesson themes
- Decode more complex words
- Read aloud with fluency, clear diction, and inflection
- Read independently for half an hour
- Comprehend, recall, and discuss what was read
- Compose book report and related projects

Math

Grade four skills and topics include:

- Master four operations with multiple-digit numbers using estimation and rounding off
- Long division with multiples of 10 and two-digit numbers
- Place value and signs of operation
- Problems using measurement of time, linear, dry/liquid
- Practice “mental math” without manipulatives
- Word problems with choice of operation
- Fractions: numerator/denominator, equivalent fractions, expand and simplify fractions, find simple common denominators, proper/improper fractions and mixed numbers
- Add and subtract fractions
- Number patterns and prime numbers
- Simple averages
- Factoring
- Calculate and construct scale drawings

Natural Science and Social Studies

In grade four, students should be able to:

- Animal physiology; compare and contrast with human physiology
- Mapping skills: classroom, home, and surrounding area
- Orient with compass directions
- Learn state geographical regions, the original peoples to settle the area, and the influence of the environment on these peoples
- Local history and geography

Foreign Languages

By the end of grade four, students should:

- Know and write the alphabet
- Spell their names and common words
- Begin to write, read, and become aware of grammatical structure
- Retain longer texts, recite long poems, and sing in rounds
- Give simple descriptions

- Practice finding nouns, verbs, adjectives, and prepositions
- Begin to recognize sentence structure
- Write simple sentences
- Use numbers up to 500
- Practice simple “mental math” and written arithmetic

Instrumental Music

By the end of grade four, students should:

- Have a basic facility on the violin, viola, or cello, playing scales and simple songs/rounds in first position
- Understand finger patterns and how to play in different parts of the bow and execute rhythms effectively with a nice sound
- Begin reading music; time signatures; notation of basic rhythms
- Imitate melodies by ear on their instruments
- Develop regular practice habits and care for instruments and materials
- Perform at whole-school assemblies and concert evenings

Chorus

In grade four, students should be able to:

- Sing with rhythm instruments
- Sing rounds, call/response songs

Art

In grade four, the students should be able to:

- Develop animal forms and landscapes using wet-on-wet watercolor painting
- Develop spatial imagination and awareness with lines that cross over each other in form drawing: braiding, knots
- Model with clay
- Continue to develop drawing skills using main lesson themes (Norse Myths, animals, etc.)
- Begin scale drawings

Handwork

By the end of grade four, students should be able to:

- Embroider with a hoop
- Show appropriate mastery of running stitch, back stitch, chain stitch, blanket stitch, whip stitch
- Cross stitch, with the element of symmetry supported by color and form
- Macramé a cord
- Sew on buttons and snaps
- Be familiar with basic sewing terms, seam allowances, etc.
- Show correct use of pin, scissors, and needles
- Some may learn to knit a bag with five double-pointed needles (advanced)
- Thread a needle without help
- Knot a thread without help
- Show age-appropriate focus, concentration, and hand-eye coordination

Physical Education

In grade four, students should be able to:

- Develop very good eye-limb coordination, spatial orientation
- Control movement in all types of games
- Follow rules
- Approach gym equipment with confidence
- Develop basic juggling skills

- Handle basics of devil sticks and diabolos
- Show good sportsmanship

Grade Five Skills by Subject Area

Work Habits and Attitude

In grade five, students should:

- Show respect for teacher, classmates, property, and materials
- Come to school with positive attitude
- Serve the needs of the group, support others
- Work individually or in collaboration with classmates without continued adult guidance and intervention
- Get work done in timely fashion
- Demonstrate intention to do best work
- Be open and willing to work with feedback from teacher and classmates, to work out classroom and social issues
- Be inclusive and practice positive social habits

Language Arts

In grade five, students should be able to:

- Exhibit sustained attention to primary speaker to capture details and facts
- Participate in daily recitation, story recapitulation, and oral reports
- Demonstrate clear diction, meter, cadence, syntax, volume, rate, and artistic expression when speaking
- Develop dictionary skills
- Syllabicate words according to rules for syllabication
- Master weekly spelling and vocabulary list
- Continue work with spelling rules and irregularities
- Increase accuracy and speed in dictation
- Compose several paragraphs out of curriculum material presented (biographical or historical sketches, for example)
- Write simple research reports from student readings and observations
- Write and edit with awareness of spelling punctuation, parts of speech, capitalization, active and passive voice
- Write stories from own experience
- Read books related to the curriculum
- Demonstrate oral and written recall

Math

In grade five, students should be able to:

- Work with fractions using all four operations (including division of fractions using the reciprocal)
- Add/subtract mixed numbers by finding common denominators and regrouping
- Name place values (whole numbers and decimals)
- Multiply and divide mixed numbers using conversions to improper fractions, expansion, and simplification of fractions
- Practice four basic operations on whole numbers (multiple digit), long division using estimation and rounding of numbers
- Know multiplication tables out of sequential order
- Multiply by 10s (for example 20x600)
- Discern proper operation to use in word problems
- Continue practice in “mental math,” speed calculations
- Discover prime numbers, factors, common factors, rules of divisibility
- Work with decimals
- Develop facility with fraction/decimal equivalents

- Calculate area and perimeter for rectangles and squares
- Begin geometry with freehand geometric drawing

Natural Science and Social Studies

In grade five, students will:

- Explore mythology and the ancient cultures of India, Persia, Mesopotamia, Babylonia, Assyria, Egypt, and Greece
- Develop familiarity with historical maps of the above cultures (construct or draw)
- Study geographical regions of North America, the relationship to the people living there and their occupations
- Begin to work with geographical terms
- Learn political and geographical boundaries of North America: countries, states, capitals
- Examine Earth's major climate zones
- Develop an understanding of the plant, its relationship to sun and earth, life cycles, and anatomy
- Explore categories of plants and plant relationship to geography and climate

Foreign Languages

Reading material is introduced and becomes a focus for vocabulary work. Grammatical concepts established in the mother tongue are practiced in simple statements written in the foreign language. Homework is given on a regular basis.

By the end of grade five, students should:

- Improve writing and reading skills
- Listen to a poem and songs and recognize main themes
- Be able to respond to simple questions from text reading
- Memorize plays and longer poems
- Practice writing simple paragraphs
- Read short paragraphs with good pronunciation
- Know the verb forms in the present tense
- Start recognizing conjugation of regular and irregular verbs in sentences
- Use article, nouns adjectives, and prepositions
- Use numbers up to 1000

Instrumental Music

By the end of grade five, students should:

- Be able to play with facility in the keys of C, G, D, A, and F major
- Be able to participate in a musical ensemble with four and five part harmony
- Understand how to read and interpret key signatures up to two sharps and flats
- Be able to sight-read basic melodies and harmonies
- Be able to complete simple rhythmic dictation
- Understand basic concepts of ensemble playing
- Perform at whole school assemblies and concert evenings

Students who start wind instruments should achieve basic facility on their wind instruments by the end of the year and should be able to apply their musical knowledge from their studies of string instruments to the wind instruments.

Chorus

In grade five, students should be able to:

- Sing medleys, several songs put together
- Sing rounds; start at same time in parts and end together
- Keep rhythm
- Begin sight singing and understand basic music theory concepts, including key signatures and scale degrees

- Experience culture and historical moods through music (India, Greece, etc.)
- Relate singing to geography by singing folk songs that belong to different regions of North America
- Participate in arts evenings and concerts in concert dress

Art

In grade five, students should be able to:

- Draw geometric forms freehand
- Develop and work with nuances of color to create qualitative differences
- Apply watercolor painting techniques to illustrate plant world, geography, and ancient cultures
- Model with clay, subjects from ancient cultures
- Practice drawing and shading techniques with colored pencils

Handwork

By the end of grade five, students should be able to:

- Read and attempt to follow a simple knitting pattern independently
- Design their own socks
- Keep track of and care for their supplies
- Strengthen previously learned knitting skills by knitting a sample gauge
- Continue to work with color values and design
- Knit with five double-pointed needles
- Turn a heel and shape the toe of each sock
- Knit a pair of socks (for themselves)
- Some may learn to hand-sew a gusseted animal

Woodwork

By the end of grade five, students should be able to:

- Practice proper care of and develop respect for tools
- Work within prescribed safety rules
- Carve both convex shapes (egg form) and begin concave shapes (bowl) with a mallet and gouge
- Make basic measurements with a ruler
- Work with a rasp to shape and smooth a form
- Recognize common local wood species
- Complete the term project

Physical Education

In grade five, students should be able to:

- Add strength, beauty, and speed to all skills developed in previous years
- Train for and participate in a classic Greek Pentathlon (running, wrestling, jumping, throwing javelin, throwing discus)
- Play team games with strength and accuracy
- Practice gymnastics: cartwheel, handstand, and round off
- Begin developing skills in unicycle, Rolla bola, and rolling globe
- Show good sportsmanship

Grade Six Skills by Subject Area

Work Habits and Attitude

To be achieved by graduation:

- Assume responsibility for self and work
- Maintain an organized assignment planner and complete homework assignments in timely fashion

- Work independently and quietly with focus on a task for up to 45 minutes
- Work collaboratively and do fair share of the task
- Work independently and collaboratively with minimum adult intervention
- Work neatly with desire to do best work
- Respect teachers, classmates, property, and materials
- Keep personal and school belongings well organized
- Have appropriate materials needed for class
- Be prepared and ready for class on time
- Maintain a positive attitude
- Work constructively with feedback from teachers and classmates
- Support classmates and the group
- Practice social inclusion and be included in social activities
- Use group process and discussion to work through social issues and class projects
- Participate in class discussion
- Participate in choral recitation and singing

Language Arts

In grade six, students should be able to:

- Show acquisition of verbally presented material through artistic rendering, daily recall, self-generated reports and essays written for main lesson books
- Build vocabulary
- Participate in class discussions
- Recite poetry, read prose both individually and in group
- Speak clearly with good diction, proper inflection, fluency
- Develop confidence to stand before classmates in oral presentation of reports
- Read for information
- Decipher new words using stable vocabulary base and contextual cues
- Achieve fluency in oral reading—read with inflection and attention to punctuation cues and sentence structure
- Read for sustained length of time
- Demonstrate good comprehension and recall of what has been read
- Use well-formed handwriting (could be cursive, calligraphy, or print), and organize layout of writing on the page
- Develop simple outlines that bring out the main idea and its supporting details
- Use appropriate sentence construction, sequential paragraphs, and good structure (initial sentence, supporting material, transitions, and closure) in independent writing assignments
- Consistently use rules for capitalization and punctuation
- Use parts of speech correctly
- Use complex sentence structure using adjective phrases and clauses, subordinate conjunctions, etc.
- Begin to diagram sentences
- Continue building spelling skills, practicing rules, taking dictations
- Edit for spelling and grammar mistakes, clarity, and regrouping of sentences for efficiency—working through several drafts to final copy

By the end of grade six, students should be able to:

- Correctly identify parts of the sentence: subject, predicate, direct object, prepositional phrases
- Use apostrophes for contractions and possessives
- Construct sentences that avoid run-ons and sentence fragments
- Identify main and subordinate clauses
- Identify and construct simple, compound, and complex sentences
- Correctly identify and use objective and subjective tones
- Correctly use paragraph structure: topic sentences, supporting sentences, concluding sentences
- Use graphic organizers to plan essays

- Outline and write five paragraph expository essays
- Use simple rhyme and rhythm in poetry
- Write and edit newspaper articles; organize and edit newspaper with a group
- Free-write in journal

Mathematics

By the end of grade six, students should demonstrate proficiency in the following areas:

- Speed tests
- Exponents and roots (introduction)
- Divisibility
- Factors of a number
- Prime factorization
- Division, long and short, rounding and estimating
- Fractions: use all four processes, expansion/reduction of fractions, conversion between mixed numbers and improper fractions
- Decimals: use all four processes
- Fraction/decimal/percent, equivalents, conversions
- Percents: determining a certain percent of a given number
- Percent increase and decrease
- Use of fraction and decimal method to determine a percentage
- Quick simple calculation of percents (10%, 20%, 50%, 75%, 100%, 200%)
- Word problems: analyze problem to determine the use of appropriate operation and convert to equations
- Geometry introduced:
 - o Precise construction with ruler and compass
 - o Bisection of a line segment, angle, arc
 - o Division of a circle
 - o Parts of a circle: radius, diameter, secant, tangent etc.
 - o Angles: obtuse, acute, straight, right
 - o Triangles: scalene, right, isosceles, equilateral
 - o Terminology for quadrilaterals and other polygons
 - o Area and perimeter of rectangle, square, and right triangle
- Introduce Statistics: calculating mean, average, median; mode for sets of data; analyzing line and bar graphs
- Introduce Business math: credit, interest, tax, profit

By the end of sixth grade, students should be proficient in following topics:

- Finding equivalent fractions, reduce fractions, work with the four operations, and solve word problems
- Estimating and checking their written work
- Familiarity with prime numbers, square numbers and square roots and developing number sense and different notations
- Problem solving through mathematical reasoning using mental math, speed sheets, short cuts, logical problems, and word problems
- Familiarity with percentage and ability to convert from decimals and fractions into percent as well as business math
- Developing a unified understanding of number and ability to recognize fractions, decimals, and percent as different representations of rational numbers
- Application of proportional relationships
- Familiarity with statistical terminology and processes
- Ability to manage their homework folder and coursework and accuracy in written work
- Test-taking skills, test preparation, and self-correction

Science

In grade six, students are expected to achieve a working knowledge of the following:

- Geology
- Continents and plate tectonics
- Volcanoes
- Rock cycle (igneous, sedimentary, metamorphic rocks)
- Composition of the earth
- Minerals, crystals, gems, metals
- Physics
- Acoustics: the relationship of pitch to size and volume, conduction of sound through various media, sound and form
- Optics: nature of light, color/prisms, afterimages
- Thermodynamics: expansion/contraction, conductivity, transference of heat (conduction, convection, radiation), Fahrenheit and centigrade, friction, changes in volume (solid, liquid, gas)
- Magnetism: lodestone, positive /negative poles, attraction/repulsion, magnetic fields (of earth), types of magnets, movement of magnetic force through various substances

History

In grade six, students are expected to achieve a working knowledge of the following:

- Roman history, the founding of Rome, the growth of the empire, the Pax Romana, everyday life in Roman Times
- Roman history through biographies, for example: Julius Caesar, Jesus, Mohammed
- Life in the Middle Ages: feudal system, monastic life, building of cathedrals, trades and guilds

Geography

In grade six, students will:

- Work with latitude and longitude (maybe in grade seven)
- Explore geography of Europe or South America: know physical and political boundaries, physical features, countries, and cultures
- Have some understanding for culture and livelihood of the peoples in relation to the physical attributes of the land

Foreign Languages

In sixth grade there is an extensive review of the language to provide a firm foundation for future progress in the acquisition and practical use of the language. Dialogues and conversation arising from reading materials are emphasized from this point forward.

By the end of the year, students should:

- Be able to speak more freely about themselves and their environment
- Become more fluent in reading text used in class
- Be able to take dictations
- Practice writing longer paragraphs (e.g., letters, summaries)
- Be able to speak more freely on what they have read in class
- Recognize and give examples (e.g., from a text) for the areas of grammar covered so far (regular and some irregular verbs)
- Understand the grammatical terminology being used
- Demonstrate geographical knowledge of countries where the language is spoken
- Memorize plays and longer poems

Instrumental Music

By the end of grade six, students should:

- Be able to play scales in keys with up to two flats and two sharps over two octaves
- Understand both major and minor scales and be able to identify whether a piece is written in a major or minor key
- Understand the concepts of dynamics, articulation in music, and musical phrasing

- Begin to place musical pieces in their historical contexts
- Be able to sight read simple music in an ensemble setting (mistakes are expected)
- Perform at whole school assemblies and concert evenings

Chorus

In grade six, students should be able to:

- Sing in two or three parts
- Continue to develop sight-singing abilities, including sight singing in major and minor keys
- Learn to recognize intervals in written music
- Learn multiple parts of a piece
- Explore pieces in historical, geographical context, i.e. Gregorian chants, Mummer's play, European or South American folk songs
- Participate in arts evenings and concerts in concert dress

Art

In grade six, students should be able to:

- Develop understanding of the color wheel in painting exercises
- Bring three-dimensionality onto the paper through light and dark
- Master shading techniques in geometric drawings
- Use all techniques mastered to enhance main lesson books, for example: drawing, shading, borders
- Model with clay three-dimensional objects related to the curriculum
- Participate in a dramatic production

Handwork

By the end of grade six, students should be able to:

- Master a variety of sewing stitches (back stitch, running stitch, mattress stitch, whip stitch)
- Experience the transformation of a flat pattern into a three-dimensional shape
- Review and strengthen crochet skills by crocheting a cap for doll hair
- Complete a Waldorf-style doll
- Execute knowledge of construction and sewing techniques by making doll clothes

Woodwork

By the end of grade six, students should be able to:

- Practice proper care and develop respect for tools
- Work within prescribed safety rules
- Demonstrate mastery of basic carving techniques
- Integrate use of new tools
- Transform a design concept to a three-dimensional form

Physical Education

In grade six, students should be able to:

- Play within field boundaries
- Develop conscious awareness of space around them
- Do gymnastic exercises with accuracy
- Practice rod fencing and archery
- Develop basic juggling skills
- Participate in all types of cooperative games
- Show good sportsmanship

Grade Seven Skills by Subject Area

Work Habits and Attitude

To be achieved by graduation:

- Assume responsibility for self and work
- Maintain an organized assignment planner and complete homework assignments in timely fashion
- Work independently and quietly with focus on a task for up to 45 minutes
- Work collaboratively and do fair share of the task
- Work independently and collaboratively with minimum adult intervention
- Work neatly with desire to do best work
- Respect teachers, classmates, property, and materials
- Keep personal and school belongings well organized
- Have appropriate materials needed for class
- Be prepared and ready for class on time
- Maintain a positive attitude
- Work constructively with feedback from teachers and classmates
- Support classmates and the group
- Practice social inclusion and be included in social activities
- Use group process and discussion to work through social issues and class projects
- Participate in class discussion
- Participate in choral recitation and singing

Language Arts

In grade seven, students should be able to:

- Show acquisition of verbally presented material through artistic rendering, daily recall, self-generated reports and essays written for main lesson books
- Recite poetry, read prose both individually and in group
- Speak clearly with good diction, proper inflection, fluency
- Develop confidence to stand before classmates in oral presentation of reports
- Read for information
- Read for sustained length of time, with good comprehension and recall
- Generate writing that reflects sequential organization, organized ideas, and complete thoughts with appropriate syntax
- Use capitalization, punctuation, and parts of speech correctly
- Use active/passive voice
- Use subordinate clauses
- Write compositions in expository, narrative, and descriptive styles
- Use dictionary and thesaurus on regular basis
- Take dictation with ease, use spelling rules, sight vocabulary and phonetics to spell unknown words
- Continue sentence diagramming
- Develop appreciation for poetry through reading and writing
- Express contrasting moods
- Use subjunctive mood (might be introduced in grade six)
- Generate research projects: use library, note-taking skills, outlines, writing and editing to arrive at final draft
- Practice note-taking
- Summarize main lesson content in writing for main lesson books
- Demonstrate reading-for-information skills in research projects, class discussion, and mastery of material
- Acquire appreciation for the English language through reading a variety of literature in different artistic styles
- Read aloud with expression, fluency

- Recall what was read in discussion, book reports, and summaries

By the end of grade seven, students should be able to:

- Use basic keyboarding and word processing skills to type papers
- Use library and internet resources for research: books, digital catalogue, and online databases
- Summarize larger works in students' own words
- Write a research paper with appropriate citations and bibliography
- Write stories that build to a climax and resolve the plot, using both first and third person narrative, with focus on detail and description
- Understand and use analogies
- Understand and use vocabulary and etymology with focus on Latin and Greek roots
- Write literary analysis essays on reading material (stories, books, and poetry) identifying and discussing mood, tone, and characterization, and types of conflict
- Identify metaphor and simile as well as use in their own poetry
- Use punctuation correctly, including serial commas, colons, and semi-colons
- Identify and correctly use:
 - o Adverb and adjective phrases
 - o Conditional/subjunctive tone; declarative, interrogative, imperative, and exclamatory sentences
 - o Main and subordinate clauses o Non-essential clauses
 - o Appositives

Mathematics

By the end of grade seven, students should demonstrate proficiency in the following areas:

- Number sense with more challenging numbers (puzzles, patterns, etc.)
- Measurement conversions: U.S. and metric systems
- Historical background of the metric system
- Percentage: basic problems, percent increase/decrease, simple and compound interest, word problems
- Business math skills
- Ratio and proportion: set up ratio problem, find the total, similar figures, rate problems
- Algebra:
 - o Positive and negative numbers
 - o Using four processes on positive and negative numbers
 - o Equations: the golden rule
 - o Translation of verbal expressions into algebraic expressions
- Geometry:
 - o Area of parallelograms, trapezoids, non-right triangles, circles
 - o Angle theorems: arising when two parallel lines are cut by a transversal, angles in a triangle
 - o Pythagorean Theorem: visual proofs, calculation of missing sides of triangles
- Word problems with applications

Students recognize more complex number patterns, discuss and understand alternate solutions to a problem, and work independently with a partner or in small groups.

By the end of seventh grade, students should be proficient in following topics:

- Familiarity with the use of and conversion between U.S. measurements and metric measurement
- Use of ratios and proportion, including geometry
- Understanding and use of percentage and compound and simple interest.
- Familiarity with rate problems
- Understanding of Euclidean geometry, including Pythagorean Theorem,

area and perimeter of quadrilaterals and triangles, and angle theorems including hands-on geometric constructions

- Familiarity with algebraic topics including calculations with integers, order of operation, evaluating and simplifying algebraic expressions by combining like terms, and the “golden rule of equations”
- Understanding of statistics and probability
- Test-taking skills, test preparation, and self-correction

Science

In grade seven, students should achieve a working knowledge of the following: • Physics

- o Basic Acoustics: ratio for tones of the scale
- o Optics: reflection/refraction
- o Simple machines: lever, pulley, wheel, inclined plane, wedge and screw
- Inorganic chemistry
- o Chemistry of a candle
- o Combustion: as observed in the burning of a variety of materials
- o Role of oxygen and carbon dioxide in human, plant, and animal bodies
- o Properties of acids and bases, salts
- o Indicators
- o Lime cycle
- Physiology
- o Respiration, digestion-nutrition, heart-circulation, reproduction
- o Habits that support good health
- Astronomy
- o Solar system and sun
- o Planets
- o Biography of a star
- o Lunar cycles
- o Cosmic phenomena
- o Recognition of constellations
- o Seasons of the year (earth in relation to sun)
- o Historical perspectives on the universe

History

In grade seven, students achieve working knowledge of the following:

- Age of Exploration: Marco Polo, Columbus, Magellan (or others at teacher’s discretion)
- The Renaissance period in northern and southern Europe, including notable personalities of the time in politics, art, and science
- The Reformation, including biographies of leading historical figures

In grade seven, students should:

- Understand geographical regions of the world/contrasts in landscape and climate
- Understand latitude and longitude, relationship of longitude to time
- Explore geography of South America (or Europe, at teacher’s discretion), physical and political boundaries, capitals, cultures, and livelihood of peoples

Foreign Languages

Conversation is generated between students and with the teacher. Correspondence with a pen pal is encouraged. Reading material serves as a basis for the creation of dialogues, debates, and conversations. By the end of the year, students should:

- Develop fluency of speech (correct pronunciation) and written expression
- Be able to express themselves clearly in simple sentences in a range of everyday situations
- Read literature and write more complex text with assistance (e.g., summaries, dialogues, opinions, feelings)
- Work with dictionaries

- Memorize songs, plays, and longer poems
- Demonstrate cultural knowledge through presentations and research projects
- Know tenses (present, past, future)
- Have acquired a firm grasp of sentence structure

Instrumental Music

In grade seven, students should:

- Be able to play major and minor scales in keys with up to three flats and sharps
- Understand how to interpret key signatures in both sharp and flat keys
- Understand the relationship between major keys and their relative minor keys
- Be able to sight read intermediate level orchestral music with few mistakes
- Understand the characteristics of the three types of minor scales
- Be able to execute dynamics and musical gestures within the ensemble setting
- Recognize several important composers and their contributions to music
- Perform at whole school assemblies and concert evenings

Chorus

In grade seven, students should be able to:

- Demonstrate facility singing in multiple parts
- Continue to develop sight singing in parts
- Participate in choral ensemble
- Explore songs in diverse historical and cultural contexts
- Participate in arts evenings and concerts in concert dress

Art

In grade seven, students should be able to:

- Experiment with light and shadow exercises
- Discover and construct accurate perspective drawings
- Practice veil painting, wet on dry, waiting for successive layers of light pigment to dry before applying the next veil
- Draw portraits and the human figure
- Participate in a dramatic production
- Model with clay

Handwork

By the end of grade seven, students should be able to:

- Strengthen and confidently master hand-sewing skills, such as backstitch, running stitch, quilt stitch, and the correct use of tools such as a thimble
- Study quilting, its history, and biographies of quilters
- Make a pattern for a patchwork piece for a pillow or wall hanging
- Pin, baste, piece, and quilt
- Sew in zippers
- Apply the necessary math skills for calculating the size of quilt pieces (fractions)

Woodwork

By the end of grade seven, students should be able to:

- Practice proper care and develop respect for tools
- Work within prescribed safety rules
- Demonstrate mastery of measuring, marking, and layout of materials
- Apply acquired skills to assemble and sculpt a ship's hull form
- Understand history and importance of shipbuilding
- Master basic nautical knot-tying

Physical Education

In grade seven, students should be able to:

- Play within field boundaries
- Develop conscious awareness of space around them
- Do gymnastic exercises with accuracy
- Demonstrate strength and endurance in both individual and team sports
- Practice rod fencing and archery
- Develop basic juggling skills
- Participate in all types of cooperative games
- Show good sportsmanship

Grade Eight Skills by Subject Area

Work Habits and Attitude

To be achieved by graduation:

- Assume responsibility for self and work
- Maintain an organized assignment planner and complete homework assignments in timely fashion
- Work independently and quietly with focus on a task for up to 45 minutes
- Work collaboratively and do fair share of the task
- Work neatly with desire to do best work
- Respect teachers, classmates, property, and materials
- Keep personal and school belongings well organized
- Be prepared and ready for class on time
- Maintain a positive attitude
- Work constructively with feedback from teachers and classmates
- Support classmates and the group
- Practice social inclusion and be included in social activities
- Use group process and discussion to work through social issues and class projects
- Participate in class discussion
- Participate in choral recitation and singing

Language Arts

In grade eight, students should be able to:

- Build knowledge base through attention to oral presentations, memory, and comprehension
- Show acquisition of verbally presented material through artistic rendering, daily recall, self-generated reports and essays written for main lesson books
- Build vocabulary
- Participate in class discussions
- Recite poetry, read prose both individually and in group
- Speak clearly with good diction, proper inflection, fluency
- Present oral reports
- Read for information
- Read silently for sustained length of time
- Read aloud, with inflection, both poetry and writing in different styles
- Comprehend and recall what has been read
- Generate writing which reflects sequential organization and complete thoughts with appropriate syntactical structure
- Use dictionary and thesaurus on a regular basis
- Work through written research projects demonstrating skill in note taking, outlining, writing, and editing for final draft
- Edit their work for capitalization, spelling, punctuation, grammatical errors
- Use subordinate clauses, relative clauses
- Explore writing in a variety of styles: expository, narrative, descriptive, short stories

- Continue work with different styles of poetry: epic, lyric, dramatic
- Explore and use figures of speech: simile, metaphor
- Distinguish differences in language: jargon, slang, idiom, formal language

By the end of grade eight, students should be able to:

- Continue use of word processing and internet research
- Write stories with focus on dialogue and narrative voice
- Differentiate between casual and formal tone in writing, particularly colloquialism and cliché
- Write literary analysis and compare/contrast essays on reading material (stories, books, and poetry)
- Understand and recognized the use of irony, satire, mood, tone, theme, symbolism, characterization, and conflict
- Research and write persuasive essays on current events with appropriate citations and bibliographies
- Identify and correctly use parts of the sentence, particularly predicate adjective and predicate nominative; diagram sentences; understand and correctly apply subject-verb agreement and antecedent-pronoun agreement
- Recognize and use iambic pentameter
- Be able to analyze as well as write villanelles and sonnets
- Recognize and use alliteration and assonance

Mathematics

In eighth grade, students work for the first time with a math textbook. By the end of the year, they should demonstrate proficiency in the following areas:

- Algebra:
 - o Operating with polynomials: combining and simplifying, subtracting and adding, using order of operations
 - o Using the distributive, commutative, and associative property to simplify algebraic expressions
 - o Factoring of polynomials and binomials
 - o Graphing of linear equations and inequalities
 - o Solving systems of equations with linear combination
 - o Method and substitution method, graphing systems of equations
 - o Solving inequalities and equations containing absolute values
 - o Simplifying rational algebraic expressions and radical algebraic expressions
- o Analyzing word problems and solving them algebraically
- Geometry
 - o Platonic solids
 - o Volume of rectangular solids
 - o Volume of cylinder, sphere, cone

Students will show understanding and working use of:

- Scientific notation and standard form
- Quadratic formula
- Meaning of functions

By the end of eighth grade, students should be proficient in following topics:

- Operations involving integers, variables, terms and expressions
- Solving linear equations, multiplying and factoring of polynomials
- Solving quadratic equations by factoring, and translating word problems into algebraic equations
- Properties of exponents and scientific notation
- Solving systems of linear equations by graphing, substitution, and linear combination method
- Working with expressions and equations containing two variables (the Cartesian coordinate system, slope-intercept form, point-slope form, rapid graphing, and finding equation from graphs)
- Solving equations including absolute value equations and inequalities, simplifying rational and radical expressions, and solving of quadratic equations with the quadratic formula

- Familiarity with functions

Science

In grade eight, students achieve working knowledge in several of the disciplines mentioned below (subject to teacher's choice).

- Physics
 - o Hydromechanics and aeromechanics
 - o Meteorology
 - o Electricity and magnetism
- Organic chemistry
 - o Sun energy relationship in plant production of sugar
 - o Other sugars in nature, testing for sugar
 - o Qualities of starches and testing for the presence of a starch
 - o Qualities of proteins and testing for the presence of a protein
 - o Qualities of fats and oils, relationship to water and fire, and testing for the presence of a fat
 - o Practical applications of the above for cooking, nutrition, and the manufacture of soaps and cosmetics
- Physiology
 - o Skeletal and muscular systems
 - o Brain and nervous system
 - o Senses, in particular eye and ear
- Computers
 - o History of computing
 - o Examples of programming
- o The Internet

History

In grade eight, students will cover the following topics:

- The Age of Enlightenment
- The Colonization of the Americas
- The American, French, and Russian Revolutions
- The Rise of Communism
- U.S. History to the present, with emphasis on:
 - o The slave trade, the American Civil War, the civil rights movement
 - o Westward expansion and the Native American experience
 - o The Industrial Revolution and the continued effects of technology on human life
 - o World Wars I and II
 - o Recent history and current events

Geography

In grade eight, students focus on Asia and/or Africa, physical features and political boundaries, historical and present culture

Foreign Languages

Eighth grade requires students to think and use Spanish or German in practical ways. By eighth grade students show proficiency in foreign language skills, including listening, writing, reading, and speaking. Students continue to explore and appreciate other cultures and gain a better understanding of their own mother tongue and the multicultural world around us. A comparison of grammar from English to the foreign language is encouraged.

By the end of the year students should:

- Be able to compose longer pieces of writing with reasonable accuracy, including essays, summaries, stories, and reports
- Have acquired a firm grasp of sentence structure
- Be aware of all tenses
- Expand their vocabulary and work independently with dictionaries
- Read with fluency, clear diction, and expression
- Give presentations in the language

- Demonstrate knowledge of geography, culture, and some history of a country where the language is spoken
- Memorize songs, plays, and poems
- Complete regular homework assignments
- Demonstrate comprehension and use of grammar covered in this class
- Be able to express themselves and answer questions clearly in a range of everyday situations
- Show proficiency on tests, dictations, and translations
- Follow directions in target language

Instrumental Music

In grade eight, students should:

- Be able to play major and minor scales in keys with up to three flats and sharps
- Understand how to interpret key signatures in both sharp and flat keys
- Understand the relationship between major keys and their relative minor keys
- Be able to sight read intermediate level orchestral music with few mistakes
- Understand the characteristics of the three types of minor scales
- Be able to execute dynamics and musical gestures within the ensemble setting
- Recognize several important composers and their contributions to music
- Perform at whole school assemblies and concert evenings

Chorus

In the grade eight, students should be able to:

- Demonstrate facility singing in multiple parts
- Continue to develop sight singing in parts
- Participate in choral ensemble
- Explore songs in diverse historical and cultural contexts
- Participate in musical production
- Take solo part in musical production (encouraged, not required)
- Participate in arts evenings and concerts in concert dress

Art

In grade eight, students will be able to:

- Continue painting from a variety of subjects
- Continue to relate color and technique in painting to a particular theme
- Study light and shadow
- Work with composition and proportion in drawing
- Model forms from the human being

Handwork

By the end of grade eight, students will:

- Use and master a variety of sewing techniques on the electric sewing machine
- Have an experience using a treadle machine
- Buy, read, and follow a commercial pattern for clothes
- Construct and sew a garment by machine (dress, shirt, skirt, PJs, vest, etc.)
- Contribute to a community project (ex. quilt for a teacher) if there is time
- Learn the history and social significance of machine sewing
- Be familiar with basic sewing terminology

Woodwork

By the end of grade eight, students should be able to:

- Practice proper care of and develop respect for tools
- Work within prescribed safety rules
- Design a functional stool

- Apply acquired skills to construct and finish the design
- Work in a relatively independent manner

Physical Education

In grade eight, students should be able to:

- Compete in all types of games
- Demonstrate strength and endurance in both individual and team sports
- Be conscious of space around them
- Work with Bothmer gymnastic exercises
- Show good sportsmanship

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Part II

Common Core Standards Placement Tables

*For Use in Determining the Grade Level Placements
Of the Common Core Standards
In a Waldorf-Inspired Public School*

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Introductory Notes

The Tables in Part II include: All of the Common Core Standards for each grade level, K-8, (as designated in the Common Core Standards), as well as areas for identifying decisions made about the appropriate placement of the Common Core Standards in a Waldorf-Inspired program.

The placements currently identified in the Tables (in columns two and three) reflect the outcomes of the Alliance review process. They should be understood to be recommendations, and advisory. Schools and teachers are encourage to consider them and to make their own decisions in light of their understanding of Waldorf education and the particular needs of their students and school community.

Note: A “Y” in column two indicates a “Yes”, signifying that the standard is typically achieved by Waldorf students at that grade level. The third column indicates a specific, alternative grade level placement for a Common Core Standard, chosen as more appropriate for a Waldorf-Inspired Public School program.

The Alliance Recommendations (in Part III) gather together and re-organize the standards to reflect the results of the Alliance review process. The Recommendations place all of the Common Core standards at the grade levels indicated in the placement tables in Part II (reflecting the decisions recorded in both columns two and three).

It is to be noted that all of the Common Core Standards, K-8, in ELA/Literacy and Mathematics, will be achieved by Waldorf students by the end of the eighth grade.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Kindergarten

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Kindergarten Program and Curriculum

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

The Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

Waldorf-inspired schools recognize that the young child learns primarily through imitation and example. Great care is taken to provide an environment that brings nurturing guidance and cooperation into the child's world of imagination and fantasy. The week is rhythmically structured to include storytelling and puppetry, creative work and play, singing and creative movement, games and finger plays, crafts, art activities, and fairy tales.

Since the young child's response to the environment is imitation with openness and trust, the teacher's goal is to become a worthy role model in gesture, mood and speech. The teacher strives to create an environment, both inside and out, that is beautiful, orderly and calm, yet also stimulating. Natural materials and open-ended toys are selected to nourish the senses and support the children in developing their imagination, creativity, focus, flexibility, and their motivation to engage with the world and others.

The curriculum is play-based and nature-oriented in keeping with the awakening capacities of the young child below the age of seven. The curriculum includes indoor and outdoor free-play periods in which the children imaginatively and creatively self-direct their play. The play times are interspersed with circle time (language arts, movement, and music), artistic activities (which vary daily and include painting, drawing, and beeswax modeling), snack time and story time.

The Blessing of Time in the Waldorf-Inspired Kindergarten

In the initial Kindergarten year, if a two-year program is available, children are introduced to the rhythms and routines of the Waldorf-Inspired Kindergarten. With time, they learn to move through the transitions of the day with ease. They are introduced to a thoughtfully planned, rich array of

activities. These, along with ample time for play, facilitate the development of age-appropriate physical, cognitive, emotional and social skills. During the second year, if available, the rhythms of Kindergarten already live deeply in the children. They are free to refine the qualities they began to develop in the first year. They are inspired by their new role as Kindergarten “veterans” to reach a higher level of mastery in all they do, demonstrate a greater degree of self-control, and provide assistance to others. By the end of this year, the children are well prepared to make the transition to first grade.

An Overview of the Waldorf Kindergarten

The Waldorf Kindergarten is typically a play-based, half day, one or two-year program. In the Kindergarten, the teachers gently lead the child across the bridge from home to school, laying a strong, healthy foundation for the academic program that begins in First Grade.

In a homelike environment, the Kindergarten program is rich in singing, seasonal activities, painting, puppetry and storytelling. Waldorf teachers believe it is profoundly important that the child have time to develop body, imagination and will in a secure setting. Free play with simple natural toys draws out the imagination.

Because the Kindergarten child lives so deeply in the environment around him and imitates all he sees, the teacher strives to create an environment that mirrors back to the child the Good and the Beautiful. The teacher cultivates a reverence for nature and for caring relationships and good habits, laying a solid foundation for lifelong learning, personal development, fruitful relationships with others and engagement with the world.

The Kindergarten program is based upon the simple, yet profound concepts of imitation, repetition, and creative play. Due to its unique two-year format, if available, the Waldorf-methods Kindergarten is appropriate for a mixed age group of children from early five year olds to the pre-First Grade six year olds. The Kindergarten child will gradually become accustomed to working within a group, listening to stories, interacting with the teacher, and following a daily routine, while at the same time being aided in his or her development as an individual through the encouragement of creative play, healthy movement indoors and out, practical life skills, and many artistic opportunities.

Here are some of the core activities of the Waldorf-methods Kindergarten and the significance of each in relations to the student’s ongoing development:

Circle Time

Early in the Kindergarten day, the class is brought together to recite verses, sing songs, and play developmental games with the teacher. These are often connected with the season, a particular fairy tale, or are just part of the general lore of childhood. The children develop gross and fine motor skills during circle time where the story, or seasonal theme, will be worked into an imaginative, movement-based story, poem or song. Here the children move together, listening, reciting, keeping sequences, learning body geography, integrating reflexes and developing spatial awareness.

Repeating and remembering verses and songs with movement establishes a strong multi-sensory foundation for the more intense memory work to come in the grades. In circle, teachers establish the foundations of an oral approach to teaching reading and literacy, and integrate those language-based activities with coordinated opportunities for healthy movement, spatial and body awareness, and social interaction.

Artistic Activities, Handwork, and Crafts

Wet-on-wet watercolor painting, beeswax modeling, crayon drawing, as well as forms of handwork such as finger knitting, braiding, sewing, and wood working, are done as a group activity, although each child is absorbed in his or her own work. *These activities encourage the child's natural sense of beauty, color, and form, as well as laying the groundwork for the artistic techniques that will be required for all the subjects to come in the Waldorf grades curriculum. They also aid significantly in the development of fine motor skills, sequencing, and spatial awareness.* Confidence is increased as they master these skills. As their confidence and self-control develop, the children also participate in simple woodworking, beading, candle dipping, weaving and other crafts.

Free Play

Free play is a self-directed activity. A child's self-directed play develops imagination, creativity, large and fine motor development, problem solving, social skills and verbal skills. Younger children participate in all of these activities as their stage of maturity allows. Some teacher guidance may be necessary in the early stages of "figuring out" how to play, share, take turns and other socializing skills. Cooperation becomes an honored skill. A wide variety of adaptable materials and spaces are available for the child's free play choices. Students can choose to play both individually and in freely-formed and fluid play groups. In addition, during both indoor and outdoor free play times, adult-led small group activities are available including jump rope, gardening and a wide variety of crafts. The opportunity for free play plays a key and essential role in the curriculum as the child's nature changes from dreamy to focused and engaged over the span of their time in the Kindergarten, bringing them a sense of security, confidence and enthusiasm.

The ability to play creatively and use one's imagination in these early years becomes, over the course of grades one through eight, the ability to think creatively, imaginatively, actively, and effectively with increasing skill and conceptual precision, i.e.: solving complex problems in mathematics or drawing inferences accurately from scientific observations, or working together to solve a practical problem. Also, the extended focus on the task or play opportunity at hand, and the ability to create and follow an activity through to completion, are extremely important in later schooling and throughout life.

Practical Work

The children are involved in many aspects of the practical work involved in the smooth running of the Kindergarten. They set the table for snack, arrange the chairs in a circle on the rug for story time and move them back safely to the table for snack. They participate in food preparation and all take turns with the work of table cleaning, sweeping and dish washing. Outside, they help tend the garden and clean up play spaces.

When it is time to set up or clean, a child's observational powers and visual memory are developed. Organizational skills, sorting, staying on task and socially accomplishing a goal with others are all achieved. The younger child imitates the teacher and older children, developing habits of responsibility and a genuine feeling of self worth. The older child is given more individualized and challenging tasks. They are able to follow multiple step directions and see a complex job through from start to finish without an adult overseeing their work. They model willingness and flexibility and helping others for younger children.

Gardening

This is a foundational piece to science and an ecological education. The children develop a connection to the earth and the seasons as they observe all of the changes in the garden and the weather. The children can observe the changing life of the garden, and best of all they get to eat what they have planted. They help to prepare the ground, plant the seeds and guide the younger children in caring for the plants. They learn to know which plants are ready to harvest, and how to help prepare the food. They develop reverence for the earth and the plants while tending them and noting the recurring life cycle of the garden as a whole and its inhabitants. This is an imaginative foundation for botany and ecology--providing images of natural processes, humanity's role in supporting them, and their blessings over time.

Music

Music is woven throughout the day and is often used for transitioning from one activity to the next. In addition to singing, the teacher and children often use simple instruments, such as chimes, harps, and wooden flutes. *Music lays the experiential foundation for the in-depth music curriculum that follows in the grades and for future studies in the arts, mathematics, and the sciences (number, rhythm, pitch, the study of sound and the qualities of materials).*

Mathematics

The daily Kindergarten routine introduces skills in mathematics in manifold ways, including counting and sorting, measuring, one to one correspondences in table setting etc., ordering from smallest to larger, finger plays, counting the children in the class, using number verses, sequential repetitive songs, jump rope verses, clapping games etc. The younger children are eager to participate in all of these activities as they imitate the involvement and skills of the older children.

Snack Time

Children help with all aspects of this shared mealtime, from preparing the food (*including natural whole grains, fresh vegetables and fruits, soups and homemade bread*), and ironing napkins, to cleaning the dishes and tables. Baking and cooking activities, like kneading dough, and stirring the cake batter, serve to integrate reflexes and hand-eye coordination in the younger child. The children are asked to sit and wait with quiet, good manners while everyone is served. This is essential for impulse control, social skills, self-care skills, and fine motor control. They learn community building skills and to care for others.

Outdoor Play

Similar to indoor creative play, the group is taken outdoors often to experience the natural world in

all of its variety and its different seasons. *A child who has the experience of the yearly seasons can enter very deeply and comfortably into the later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Also, the opportunity for healthy movement offered in the outdoor setting is crucial to the healthy development of the young child.*

Story Time

The children are gathered together daily to hear the teacher tell a special story. The imaginative, vocabulary-rich story may be a fairy or folk tale from around the world, a nature tale, or a puppet show. Stories are repeated and worked with over an extended period of time so that the children may learn them well, and later act them out. Older children often assist in story time by playing the characters in the story or puppet show. The story will be acted out with feeling and the words will become even more alive in an appropriately modulated, expressive shared context. These scenarios often become the basis for creative play at other times in the Kindergarten day.

The children learn to listen, remember and understand language in the rich context of story. These skills are fundamental to reading comprehension. Self-expression is enhanced through a rich contextualized understanding of new vocabulary.

Celebrations and Festivals

In addition to the daily activities described above, there is an ongoing celebration of the seasons. The mood of the season permeates all that we do in the Kindergarten. Annual celebrations and festivals become highlights of the year, for the Kindergarten and entire school community.

The Waldorf Kindergarten and Academic Learning

Directed academic instruction and activities are not emphasized in the Waldorf-methods Kindergarten; the emphasis lies on the foundation skills and experiences described above.

One key goal of the kindergarten program is to lay a strong foundation for the formal academic curriculum of the grades. Many preliminary academic skills are practiced daily. This material is not presented through formal academic lessons, but rather is embedded in the activities and rhythms of each day. The kindergarten program also allows children to fully develop their creativity, imagination, and self-confidence in preparation for the higher levels of cognitive thinking developed in the later grades.

For example, music, games and finger play develop rhythm and counting skills. The hands-on activities of gardening, cooking, nature walks, seasonal activities, etc., introduce science, math and geography skills, and concepts and vocabulary developed through classroom activities and stories. Multicultural stories give the child an introduction to social studies.

Social development and cooperative learning are also emphasized in kindergarten. In particular, acquiring the skills of concentration, courtesy, social habits, classroom habits and spatial awareness are important goals providing a strong foundation for future learning and for life.

Each day follows a regular and reassuring pattern and rhythm. Within the rhythm of each week, the children engage in these activities following a regular pattern: painting, baking, sewing, drawing, and beeswax modeling. Story, song, seasonal activities and celebrations carry us through the cycle of the natural year.

Foundational Learning through the Waldorf-Inspired Kindergarten Curriculum

The curriculum establishes solid foundations for work in the Grades in the following areas—as natural parts of the Kindergarten’s student activities:

- **Math:** The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking
- **Language Arts:** fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition; optionally, the upper case alphabet is introduced.
- **Science:** Cooking; baking; nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories; festivals; foods
- **Handwork:** Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, foundation for concentration, speech and thinking)
- **Foreign Language:** Introduction to a foreign language, often Spanish, through songs and rhymes
- **Visual & Performing Arts:** Drawing; painting; beeswax modeling; drama; singing; percussion instruments; puppetry
- **Movement/Physical Education/Games:** Circle games; finger games; Eurythmy; jumping rope; climbing; outdoor imaginative play

Common Core Standards: Kindergarten
English Language Arts: *Reading Literature*

Common Core Standards, ELA Kindergarten: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten Students:			
<i>Key Ideas and Details</i>			
RL 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 1	“text” orally delivered in K
RL 2. With prompting and support, retell familiar stories, including key details.		Gr.1	Re-tell And/or re-enact in K
RL 3. With prompting and support, identify characters, settings, and major events in a story.		Gr. 1	In K, Demonstrated through re-enactment, play
<i>Craft and Structure</i>			
RL 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) (CA)		Gr. 2	
RL 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text) (CA) .		Gr 3	
RL 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		Gr. 2	
<i>Integration of Knowledge and Ideas</i>			
RL 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.)		Gr. 2	
RL 8. (Not applicable to literature)			
RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.		Gr. 4	

Range of Reading and Level of Text Complexity			
RL 10. Actively engage in group reading activities with purpose and understanding.		Gr. 2	
RL 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 2	
RL 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 2	

Common Core Standards, Kindergarten
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Kindergarten: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			Informational texts appropriate initially at Grade 3
<i>Key Ideas and Details</i>			
RI 1. With prompting and support, ask and answer questions about key details in a text.		Gr. 3	
RI 2. With prompting and support, identify the main topic and retell key details of a text.		Gr.3	
RI 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
<i>Craft and Structure</i>			
RI 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations) (CA)		Gr. 3	
RI 5. Identify the front cover, back cover, and title page of a book.		Gr. 2	
RI 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		Gr.3	
<i>Integration of Knowledge and Ideas</i>			
RI 7. With prompting and support, describe the relationships between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)		Gr. 3	
RI 8. With prompting and support, identify the reasons an author gives to support points in a text.		Gr. 4	

RI 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		GR. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. Actively engage in group reading activities with purpose and understanding.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in texts. (CA)		Gr. 3	
RI 10b. Use illustrations and context to make predictions about text. (CA)		Gr. 3	

Common Core Standards, Kindergarten
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Kindergarten: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Kindergarten students:			
<i>Print Concepts</i>			
RFS 1. Demonstrate understanding of the organization and basic features of print.		Gr. 1	
RFS 1a. Follow words from left to right, top to bottom, and page by page.		Gr. 1	
RFS 1b. Recognize that spoken words are represented in written language by specific sequences of letters.		Gr. 1	
RFS 1c. Understand that words are separated by spaces in print.		Gr. 1	
RFS 1d. Recognize and name all upper- and lowercase letters of the alphabet.		Gr. 1	
<i>Phonological Awareness</i>			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		Gr. 1	
RFS 2a. Recognize and produce rhyming words.		Gr. 1	
RFS 2b. Count, pronounce, blend, and segment syllables in spoken words.		Gr. 1	

RFS 2c. Blend and segment onsets and rhymes of single-syllable spoken words.		Gr. 1	
RFS 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with //, /r/, or /x/.)		Gr. 1	
RFS 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		Gr.1	
RFS 2f. Blend two or three phonemes into recognizable words. (CA)		Gr. 1	Throughout Grades 1 and 2
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA)		Gr. 2	
RFS 3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.		Gr. 1	
RFS 3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA)		Gr. 2	
RFS 3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		Gr. 2	
RFS 3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.		Gr.2	
<i>Fluency</i>			
RFS 4. Read emergent-reader texts with purpose and understanding.		Gr 2	

Common Core Standards, Kindergarten English Language Arts: *Writing*

Common Core Standards, ELA Kindergarten: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Text Types and Purposes</i>			
W 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		Gr. 3	
W 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		Gr. 2	
W 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		Gr. 2	
<i>Production and Distribution of Writing</i>			
W 4. (Begins in grade 3)(<i>Begins in Grade 2—CA</i>)			
W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and		Gr. 3	

express opinions about them).			
W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		Sources provided orally or pictorially. Student response oral or pictorial or enacted (foundational to Writing)
W 9. (Begins in grade 4)			
Range of Writing			
W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>)			

Common Core Standards, Kindergarten
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Kindergarten: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Y		
SL 1b. Continue a conversation through multiple exchanges.	Y		
SL 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Y		
SL 2 a. Understand and follow one- and two- step oral directions. (CA)	Y		
SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Y		

SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Y		
SL 6. Speak audibly and express thoughts, feelings, and ideas clearly.	Y		

**Common Core Standards, Kindergarten
English Language Arts: *Language***

Common Core Standards, ELA Kindergarten: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Kindergarten students:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		K—Oral only
L 1a. Print many upper- and lowercase letters.		Gr. 1	
L 1b. Use frequently occurring nouns and verbs.	Y		K—when speaking
L 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Y		K—in speaking Gr. 2—in writing
L 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Y		K—in speaking Gr. 2—in writing
L 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Y		K—in speaking Gr. 1—in writing
L 1f. Produce and expand complete sentences in shared language activities.	Y		In conversation
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in Grades 1 and 2, achieved increasingly

L 2a. Capitalize the first word in a sentence and the pronoun I.		Gr. 1	
L 2b. Recognize and name end punctuation.		Gr. 1	
L 2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		Gr. 1	
L 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		Gr. 1	
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		Gr. 2	
L 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		Gr. 2	
L 4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.		Gr. 2	
L 5. With guidance and support from adults, explore word relationships and nuances in word meanings.		Gr. 1	Oral guidance and exploration
L 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Y		

L 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		Gr. 2	
L 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).		Gr. 1	
L 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		Gr. 1	
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Y		Student responses to written text—Grade 1

Summary Notes and Comments

1. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
2. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.
3. In Kindergarten, re-enactment and play serve as indicators of story comprehension.
4. Many students demonstrate mastery of skills orally before they do so in writing.
5. **K W6:** Use of digital tools. Computers, digital tools, and online search engines are typically first introduced at Grade 7 in the Waldorf Curriculum.
6. In Kindergarten, the language standards are only addressed orally—through speaking and listening.

Common Core Standards: Mathematics Kindergarten	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<i>Students in Kindergarten:</i>			
<i>Counting and Cardinality</i>			
<i>Know number names and the count sequence.</i>			
CC 1. Count to 100 by ones and by tens.		Gr. 1	Begins in K
CC 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		Gr. 2	Begins in K
CC 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		Gr. 1	
<i>Count to tell the number of objects.</i>			
CC 4. Understand the relationship between numbers and quantities; connect counting to cardinality.	Y		
CC 4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Y		
CC 4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Y		
CC 4c. Understand that each successive number name refers to a quantity that is one larger.	Y		

CC 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		Gr. 1	
Compare numbers.			
CC 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		Gr. 1	Begins in K
CC 7. Compare two numbers between 1 and 10 presented as written numerals.		Gr. 1	

Operations and Algebraic Thinking			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
OAT 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		Gr. 1	
OAT 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		Gr 1	From whole to parts
OAT 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).		Gr. 1	
OAT 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.		Gr. 1	
OAT 5. Fluently add and subtract within 5.		Gr. 1	

Number and Operations in Base Ten			
Work with numbers 11-19 to gain foundations for place value.			
NOBT 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Begins in Gr. 1
Measurement and Data			
Describe and compare measurable attributes.			
MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.		Gr. 1	Experiential in K, Conceptual in 1.
MD 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		Gr. 1	Experiential in K, Conceptual in 1.
Classify objects and count the number of objects in each category.			
MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.		Gr. 1	Begins in K
Geometry			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).			
G 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below,		Gr.1	Number of shapes known expands

beside, in front of, behind, and next to.		Gr. 1	across grades Shapes identified and used to exemplify qualities of numbers
G 2. Correctly name shapes regardless of their orientations or overall size.		Gr. 1	Begins in K
G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).		Gr. 2	Begins in K
Analyze, compare, create, and compose shapes.			
G 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).		Gr. 3	Begins in Gr.1
G 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.		Gr. 1	Begins in K with simple shapes
G 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”		Gr. 4	Begins in Gr. 1, Experiential through form drawing, Grade 2

Summary Notes and Comments:

1. Numbers, counting, and shapes are implicit in the activities of the Waldorf Kindergarten, as described in the curriculum summary for this grade level that precedes these ELA and Math tables. These activities provide a rich experiential foundation for the explicit learning to come in the grades that follow.
2. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
3. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade One

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade Eight,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 1 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

First Grade is a bridge between kindergarten and the grades. The child is now ready to begin to work imaginatively in new, more focused and explicit ways with the mind. The first grade curriculum is designed to meet the children at their particular developmental level. First graders learn and live through imagination, feeling, and movement. Therefore, first grade academics foster and utilize these elements to support strong academics, cultivate a love of learning, and foster curiosity for the world around us.

An important task for the teacher is to create a rhythm for the child's school life as a foundation for the learning process. Towards this end the teacher designs a rhythm not only through the seasons and holidays, but also within each day and within each lesson of the day.

The year begins with the discovery that within all forms lie two basic elements: the straight and curved lines. The child finds these shapes in her/his own body, in the classroom and in the world beyond. The straight and curved lines are practiced through walking, drawing in the air and on a neighbor's back and, finally, on paper. These form drawings train motor skills, awaken the child's powers of observation, and provide a foundation for the introduction of the alphabet.

Fairy tales and stories from around the world form the basis of the First Grade **language arts** curriculum. The students begin their exploration of the alphabet through vivid stories and images. Through practice visualizing and reviewing stories, students build strong comprehension skills even before formal reading has emerged.

Through the stories the child is introduced to each letter of the alphabet. In this way the child experiences the development of language in a very concrete yet imaginative way. Images arise from these stories, such as a mountain that takes the form of the letter M. The class composes short descriptive sentences to accompany each picture. The wording is then copied from the teacher's model. Through these activities the child learns word and sentence structure without conscious effort, and has the joy of creating her/his own illustrated books for reading material. By associating abstract symbols with concrete images, students can better master the sound-to-symbol relationship. Through collaborative story writing, pictorial representations combining letters and story, exploration of word families and word patterns, and other literary explorations, students develop the skills and motivation to begin their journey as readers and writers.

In a similar imaginative way, within the **mathematics** curriculum the child first experiences the qualities of numbers before learning the four processes. What is the experience of "oneness"? "Wholeness"? What is there only one of in the world? (Me! You!). Stones, acorns and other

natural and familiar objects are used to introduce counting. They develop number sense experientially through movement and hand-on activities in many forms, including stepping and clapping and the rhythmic, choral speaking of numbers. Only after considerable practical experience in adding, subtracting, multiplying, and dividing are the written symbols for all four basic mathematical processes introduced. This approach leads to a deeper understanding of math concepts by engaging students creatively and imaginatively in their learning.

In **social studies**, the children learn to understand the rule-making processes in their classroom, school, and community. They learn how to be supportive, positive members of their community.

Science through gardening and nature study. Through weekly garden time and inquiry-based explorations of nature, students develop fundamental scientific skills of observation, curiosity, and reverence for the natural world.

Learning a **foreign language** is ideally suited to the imitative disposition of the young child, as s/he learns through hearing and speaking the language. These classes use language immersion, song, and movement to explore language in an exciting, expressive, and natural way.

The arts. Through frequent music, art, and handwork lessons and extensive integration of music and the visual arts throughout the curriculum, artistic development is emphasized as a key element of the student's imaginative interaction with the world and their personal growth.

The first grade enters the world of **music** through the pentatonic scale. In this scale all notes have a harmonious sound in any order they are played. The playing of the pentatonic flute develops finger coordination, concentration, and breath control. Songs are based on seasonal themes.

Painting in the first grade is intended to give the child an experience of working with color rather than attempting to create formed "pictures." The child's feelings for form are encouraged through beeswax modeling and crayon illustrations. In drawing, the child imitates the teacher's work, drawing whole shapes rather than filling in outlines.

Knitting is a fundamental first grade activity, as there exists a close relationship between finger movement, speech, and thinking. Some classes may choose to make scarves or knitted squares to be joined into a blanket.

Games and movement through circle and singing activities, jump rope, ball games, beanbags, rods, and the balance beam are an integral part of the curriculum as the child develops his/her motor integration and their confidence and joy in movement. There is a close connection between bodily movement, spatial integration, and brain development. Therefore, through daily Circle Time and regular Movement classes, students use music and movement to develop their bodies and minds.

Grade 1 Curriculum Components

- **Math:** Qualities of numbers; introduction of the four operations in arithmetic
- **Language Arts:** Form drawing; pictorial and phonetic introduction to letters; writing; fairy tales from around the world; singing; poetry recitation
- **Science:** Nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories and class and school community building
- **Handwork:** Knitting (fine motor skills, concentration, sense of form)
- **Foreign Language:** Introduction to a foreign language through songs, stories and rhymes, imitation and gesture
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; crayon illustrations, drama; singing; pentatonic flute
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; movement combined with music and singing; throwing and catching; rhythmic stepping, balancing

Common Core Standards, Grade 1
English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 1: <i>Reading Literature</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			
<i>Key Ideas and Details</i>			
RL 1. Ask and answer questions about key details in a text.		Gr. 2	Begins at Gr. 1 with stories
RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Y		
RL 3. Describe characters, settings, and major events in a story, using key details.	Y		
<i>Craft and Structure</i>			
RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 2 Language standards 4-6 for additional expectations.) (CA)		Gr. 3	Begins in Gr. 2
RL 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		Gr. 3	
RL 6. Identify who is telling a story at various points in a text.		Gr. 3	
<i>Integration of Knowledge and Ideas</i>			
RL 7. Use illustrations and details in a story to describe its characters, setting, or events.		Gr, 2	Begins at Gr. 1
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the adventures and experiences of characters in stories.		Gr. 4	

Range of Reading and Level of Text Complexity			
RL 10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	Y		Begins with class writing
<i>RL 10a. Activate prior knowledge related to the information and events in a text. (CA)</i>		Gr. 2	Begins at Gr. 1
<i>RL 10b. Confirm predictions about what will happen next in a text. (CA)</i>		Gr. 2	Begins at Gr. 1

Common Core Standards, Grade 1
English Language Arts: *Reading Informational Text*

Common Core Standards Grade 1: ELA <i>Reading Informational Texts</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 1:			See Note #2, Below.
<i>Key Ideas and Details</i>			
RI 1. Ask and answer questions about key details in a text.		Gr. 3	
RI 2. Identify the main topic and retell key details of a text.		Gr. 3	
RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Gr. 3	
<i>Craft and Structure</i>			
RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (See grade 1 Language standards 4-6 for additional expectations) (CA)		Gr. 3	
RI 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CA)		Gr, 4	
RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		Gr. 3	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Use the illustrations and details in a text to describe its key ideas.		Gr. 3	
RI 8. Identify the reasons an author gives to support points in a text.		Gr. 4	
RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		Gr. 3	

Range of Reading and Level of Text Complexity			
RI 10. With prompting and support, read informational texts appropriately complex for grade 1.		Gr. 3	
RI 10a. Activate prior knowledge related to the information and events in a text. CA		Gr. 3	
RI 10 b. Confirm predictions about what will happen next in a text. CA		Gr. 3	

Common Core Standards, Grade 1
English Language Arts: *Reading Foundational Skills*

Common Core Standards Grade 1 ELA: Reading Foundational Skills	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 1:			
<i>Print Concepts</i>			
RFS 1. Demonstrate understanding of the organization and basic features of print.	Y		
RFS 1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Y		
<i>Phonological Awareness</i>			
RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Y		
RFS 2a. Distinguish long from short vowel sounds in spoken single-syllable words.		Gr. 2	Begins in Gr. 1
RFS 2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Y		
RFS 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Y		

RFS 2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)		Gr. 2	Begins in Gr. 1
Phonics and Word Recognition			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA)		Gr. 2	Begins in Gr. 1
RFS 3a. Know the spelling-sound correspondences for common consonant digraphs.	Y		
RFS 3b. Decode regularly spelled one-syllable words.	Y		
RFS 3c. Know final -e and common vowel team conventions for representing long vowel sounds.		Gr. 2	Begins in Gr. 1
RFS 3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		Gr.2	Begins in Gr. 1
RFS 3e. Decode two-syllable words following basic patterns by breaking the words into syllables.		Gr. 2	Begins in Gr. 1
RFS 3f. Read words with inflectional endings.		Gr. 2	Begins in Gr. 1
RFS 3g. Recognize and read grade-appropriate irregularly spelled words.		Gr. 2	Begins in Gr. 1
Fluency			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		Class-generated writing
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	Begins in Gr. 1
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	Begins in Gr. 1

RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 2	Begins in Gr. 1
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Common Core Standards, Grade 1

English Language Arts: *Writing*

Common Core Standards, ELA Grade 1: <i>Writing</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		Gr. 3	
W 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		Gr. 3	
W 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		Gr. 3	Begins in Gr. 2
<i>Production and Distribution of Writing</i>			
W 4. (Begins in grade 3)(<i>Begins in Grade 2—CA</i>)			
W 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		Gr. 3	
W 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		Gr. 4	

W 8, With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		
W 9. (Begins in grade 4)			
Range of Writing			
W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>)			

Common Core Standards, Grade 1
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 1: <i>Speaking and Listening</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Y		
SL 1c. Ask questions to clear up any confusion about the topics and texts under discussion.	Y		
SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give, restate, and follow simple two-step directions. CA	Y		
SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Y		

SL 4a. Memorize and recite poems, rhymes, and songs with expression. CA	Y		
SL 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Y		
SL 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 1 English Language Arts: *Language*

Common Core Standards, ELA Grade 1: <i>Language</i>	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 1:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		In speaking at Gr. 1
L 1a. Print all upper- and lowercase letters.	Y		Lower case may be completed in Gr. 2
L 1b. Use common, proper, and possessive nouns.	Y		Refined through Gr. 3
L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Y		Orally, refined through Gr. 3
L 1d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). CA	Y		Refined through Gr. 3
L 1e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Y		Refined through Gr. 4
L 1f. Use frequently occurring adjectives.	Y		Refined in Gr. 2
L 1g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	Y		Refined in Gr. 2
L 1h. Use determiners (e.g., articles, demonstratives).	Y		Refined in Gr. 2
L 1i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	Y		Refined in Gr. 2

L 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Y		Oral prompts, skills refined across grades
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 2	Introduced in grades 1 and 2, achieved increasingly
L 2a. Capitalize dates and names of people.	Y		Consistently in grade 2
L 2b. Use end punctuation for sentences.	Y		
L 2c. Use commas in dates and to separate single words in a series.		Gr. 3	Introduced in Gr. 2
L 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Y		Expanding through the early grades
L 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Y		Expanding through the early grades
Knowledge of Language			
L 3. (Begins in Grade 2)			
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		Gr. 2	Begins in Gr. 1
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Use frequently occurring affixes as a clue to the meaning of a word.		Gr. 2	

L 4c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).		Gr. 2	
L 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Y		
L 5b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Y		
L 5c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	Y		
L 5d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	Y		

**Grade 1 ELA
Summary Notes and Comments**

- In reading the tables—a key distinction:
 - In the Notes and comments column, **“begins at”**—indicates when the standard is introduced, and study and instructional activities begin, and student progress is being made.
 - In the first two columns of the tables, the **grade level listed identifies when the student is expected to achieve the standard.**
 - A **“Y” indicates “yes”**—placement of the specific Common Core Standard at the same Grade Level as indicated the Common Core standards..
- Informational Texts (RI) are typically first introduced as a component of the Waldorf Grade 3 curriculum.

Common Core Standards: Mathematics Grade 1	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
<i>Students in Grade 1:</i>			
Operations and Algebraic Thinking			
<i>Represent and solve problems involving addition and subtraction.</i>			
OAT 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Gr. 2	Introduced at Gr. 1
OAT 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		Gr. 2	Introduced at Gr. 1
<i>Understand and apply properties of operations and the relationship between addition and subtraction</i>			
OAT 3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>		Gr. 2	
OAT 4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i>		Gr. 2	
<i>Add and subtract within 20.</i>			
OAT 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Y		

OAT 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as			
<ul style="list-style-type: none"> counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). 	Y		
Work with addition and subtraction equations.			
OAT 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i>	Y		
<i>OAT 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.</i>		Gr. 2	
OAT 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \quad - 3$, $6 + 6 = \quad$.</i>		Gr. 2	Introduced at Gr. 1

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students in Grade 1:			
Extend the counting sequence.			
NOBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Y		Incorporates K. CC.1

<i>Understand place value.</i>			
NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:		Gr. 2	Introduced at Gr. 1
NOBT 2a. 10 can be thought of as a bundle of ten ones — called a “ten.”		Gr. 2	Introduced at Gr. 1
NOBT 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.		Gr. 2	Introduced at Gr. 1
NOBT 2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).		Gr. 2	Introduced at Gr. 1
NOBT 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.		Gr. 3	Introduced at Gr. 2
<i>Use place value understanding and properties of operations to add and subtract.</i>			
NOBT 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		Gr. 2 Gr. 3 Gr. 2	Introduced at Gr. 2 Understanding place value, introduced at Gr. 2
NOBT 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		Gr. 2	
NOBT 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.		Gr. 3	Introduced at Gr. 2

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
<i>Students in Grade 1:</i>			
<i>Measure lengths indirectly and by iterating length units.</i>			
MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Y		
<p>MD 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;</p> <p>Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p> <p><i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>		Gr. 3	
<i>Tell and write time.</i>			
MD 3. Tell and write time in hours and half-hours using analog and digital clocks.		Gr. 3	
<i>Represent and interpret data.</i>			
4. Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		Gr. 3	Introduced in Grade 1, with manipulatives

Student Achievement in the Waldorf Curriculum:	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Addressed in WC
Geometry			
<p>G 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size);</p> <p>Build and draw shapes to possess defining attributes.</p>		Gr. 5	See Note #2, below.
<p>G 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><i>(Students do not need to learn formal names such as “right rectangular prism.”)</i></p>		Gr. 5	See Note #2, below.
<p>G 3. Partition circles and rectangles into two and four equal shares,</p> <p>Describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares.</p> <p>Understand for these examples that decomposing into more equal shares creates smaller shares.</p>		Gr. 4	Introduced at Grade 3

Mathematics

Grade 1

Summary Notes and Comments

1. Many of the Common Core Standards at this grade level, or specific components of them, begin to be addressed in the curriculum and instructional program at this grade level, but students fully demonstrate mastery of this content at the grade level identified in the table.

2. Note to Geometry: CC Standards introduced in Grade 1 through movement, manipulatives, art, form drawing, modeling, and concrete reasoning.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Two

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 2 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

In second grade children, an awareness of opposites begins to unfold. If a circle of children with everyone facing the center is the metaphorical picture of togetherness in a healthy first grade, the image of the second grade is the circle with children becoming increasingly aware of what goes on around them.

In **language arts**, the fairy tales of first grade gradually give way to stories of heroes and saints from many cultures--people who strive to overcome inner and outer obstacles, who aspire to and accomplish the loftiest deeds. In contrast, the polarities within us are well depicted for second graders through animal fables. The second graders explore the landscape of personality traits: the good and the bad, the beautiful and the ugly. Traditional fables hold a rich source of wisdom about human nature and the world. There, human traits are exaggerated in the brave lion, the timorous mouse, the pokey turtle, the clever fox, and so on. The children can see themselves and their classmates through the antics of the animal kingdom and learn valuable lessons about life.

Nature stories from home surroundings, multi-cultural folk tales, and riddles are also included in the language arts. As in first grade, poetry continues to play an important role in the class, both orally recited and in writing. All-class recitation, tongue twisters and other speech exercises, and work on plays written in verse, lead to choral recitation by smaller groups. Students participate in individual retelling of stories told in class as well as the recounting of personal experiences. Students strive for clear speech at appropriate volume levels.

During the second grade much attention is given to the development of writing skills. The children's first reading experience comes through reading what they themselves have written in their main lesson books. This may be a short verse that helps them review a letter sound, or perhaps a simple retelling of one of the fables they have heard. In this way the children experience the way written language actually developed over the course of human history.

Lower case printing and cursive handwriting are presented in second grade if they have not already been introduced in first grade. The teacher leads the class in guided writing whenever possible, according to the children's growing ability to sound out and recognize words. Children also copy passages from the board and express their own thoughts and recollections in writing, all the while paying attention to well-formed and spaced script.

From the stories, songs, and verses studied during the year, introductory spelling and grammar lessons and games are imaginatively presented. In addition, the children participate in daily phonics work and expand their sight recognition of high-frequency words.

Mathematics. The imaginative, personifying quality that still lives strongly in the 7/8 year old is used to fully develop inspiring pictures of the operations involved in the four processes in arithmetic, using strong visual and narrative elements,. The students are taught to differentiate between the processes and know when to use each one as well as to be able to work simple problems of each type in their heads and on paper.

The concepts and mechanics of written addition and subtraction are introduced through the use of manipulatives, imaginative pictures, and carrying and regrouping activities. In their written work in mathematics, orderliness is developed. The neat columnar writing of problems is stressed. Previous work is reviewed and practiced. The ability to write dictated and read written numbers 1-100 is firmly established before the students move on to place value. Counting by various multiples is mastered before moving on to written multiplication and division. In second grade, rhythmic counting is transformed into the times tables (2s, 3s, 4s, 5s, 10s). Word problems will continue as students write simple algorithms. Students solve written, oral story, and mental math problems using math concepts.

Rhythmic and patterning work increase in sophistication, emphasizing the aesthetic and dynamic quality of the number line through arranging number families in various ways. Students are encouraged to consciously see order and beauty in number patterns. Visualizations of the counting patterns are introduced—employing string boards, grouping geometric forms in space, etc. Movement exercises can be built around number work, from group exercises to simple computation games, and can include moving in geometric forms.

All basic academic skills continue to develop at a rapid pace. Laying the ground for future science blocks, the students continue their experiential exploration of the world of nature through observation and stories.

As with the first grade, the entire curriculum is integrated to present the world as a whole, not as disjointed and disconnected pieces. In **the arts**, all students continue watercolor painting and their exploration of the moods of the colors, beeswax modeling and crayon drawing, as well as form drawing with vertical and horizontal midline mirror forms given for each child. **The handwork curriculum** works on knitting and embroidery, leading to the creation later of their own hats, among various other projects. String games, hand-clapping games, and counting knitted rows also support this work. **Foreign language** lessons continue to take inspiration from main lesson blocks of study. Students begin to speak individually and conversationally through games and activities that are filled with new descriptive language. Puppet shows from rich folk tales also continue.

Musical instruction continues as in first grade and includes singing as well as pentatonic recorder. **Eurythmy** movement describes stories and forms, with a strong emphasis on inner listening and inner visualization of images and forms. The movement now includes, but is not limited to, geometrical forms, Curves of Cassini, expansion/contraction with music, little dances with piano/forte dynamics and stories of animals. Activities with copper rods help the children gently center themselves. **Games and movement classes** focus on imaginative games

encouraging teamwork, cooperation, problem solving, and individual successes, with opportunities to improve coordination and balance through obstacle courses and gymnastic activities. A **class play** tied to the curriculum is shared with class families, and local **field trips** deepen students' learning experiences.

Grade 2 Curriculum Components

- **Math:** Continue with four operations of arithmetic; story problems; counting by 2, 3, 4, and 5; beginning multiplication tables
- **Language Arts:** Elements of grammar (naming, describing words); beginning cursive; animal fables and legends from around the world; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Gardening and nature studies; weather; day and night
- **History & Social Studies:** Multicultural stories; lives of inspiring people who affected history
- **Handwork:** Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)
- **Foreign Language:** Continuing the foreign language with songs, plays, poetry, games, and simple conversations
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; pentatonic flute, drama
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; fine and gross motor activities; activities with props (balls, hoops, etc.) and exploration of the dynamics of objects

Common Core Standards Table, Grade 2

English Language Arts: *Reading Literature*

Common Core Standards, ELA ELA Grade 2: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 2:			
<i>Key Ideas and Details</i>			
RL 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Y		
RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Y		
RL 3. Describe how characters in a story respond to major events and challenges.	Y		
<i>Craft and Structure</i>			
RL 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA		Gr. 3	
RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Y		
RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Y		
<i>Integration of Knowledge and Ideas</i>			
RL 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		Gr. 3	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.		Gr. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr.3	

Common Core Standards Table, Grade 2
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 2: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grade 2:			
<i>Key Ideas and Details</i>			
RI 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.		Gr. 4	
RI 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text		Gr. 4	
RI 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Gr. 4	
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .(See grade 2 Language standards 4-6 for additional expectations.CA)		Gr. 3	
RI 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		Gr. 4	
RI 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		Gr. 4	

RI 8. Describe how reasons support specific points the author makes in a text.		Gr. 6	
RI 9. Compare and contrast the most important points presented by two texts on the same topic.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Gr. 4	

Common Core Standards, Grade 2
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 2: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 2:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 2			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 2			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	Y		
RFS 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Y		
RFS 3b. Know spelling-sound correspondences for additional common vowel teams.	Y		
RFS 3c. Decode regularly spelled two-syllable words with long vowels.	Y		
RFS 3d. Decode words with common prefixes and suffixes.		Gr. 3	
RFS 3e. Identify words with inconsistent but common spelling-sound correspondences.		Gr. 3	
RFS 3f. Recognize and read grade-appropriate irregularly spelled words.		Gr. 3	
<i>Fluency</i>			

RFS 4. Read with sufficient accuracy and fluency to support comprehension.		Gr. 3	
RFS 4a. Read on-level text with purpose and understanding.		Gr. 3	
RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Gr. 3	
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Gr. 3	

Common Core Standards, Grade 2 English Language Arts: *Writing*

Common Core Standards, ELA Grade 2: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.		Gr. 4	
W 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		Gr. 3	
W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Y		
<i>Production and Distribution of Writing</i>			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA		Gr. 4	
W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Y		
W 6. With guidance and support from adults, use a			

variety of digital tools to produce and publish writing, including in collaboration with peers.		Gr. 7	
Research to Build and Present Knowledge			
W 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		Gr. 4	Experience-based in Gr. 3 Text-based in Gr. 4
W 8. Recall information from experiences or gather information from provided sources to answer a question.		Gr. 3	
W 9. (Begins in grade 4)			
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA (For CC, Begins in Grade 3) (Begins in Grade 2—CA)		Gr. 4	

Common Core Standards, Grade 2
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 2: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Comprehension and Collaboration</i>			
SL 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Y		
SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others.	Y		
SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Y		
SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Y		
SL 2a. Give and follow three- and four-step oral directions. CA	Y		
SL 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Y		

Presentation of Knowledge and Ideas			
SL 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Y		
SL 4a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA		Gr. 3	
SL 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Y	Gr. 7	Audio recordings at Grade 7.
SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 2 English Language Arts: *Language*

Common Core Standards, ELA Grade 2: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 2:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 3	Use in Gr. 2 Identify in Gr. 3
L 1a. Use collective nouns (e.g., <i>group</i>).	Y		
L 1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Y		
L 1c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Y		
L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	Y		
L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Y	Gr. 4	Use in Gr. 3 Choose in Gr. 4
L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		Gr. 4	
L 1g. Create readable documents with legible print. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Gr. 3	
L 2a. Capitalize holidays, product names, and geographic names.	Y		
L 2b. Use commas in greetings and closings of letters.		Gr. 4	Introduced in Gr. 2
L 2c. Use an apostrophe to form contractions and frequently occurring possessives.		Gr. 4	Introduced in Gr. 2
L 2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		Gr. 3	
L 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Gr. 3	
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Compare formal and informal uses of English.		Gr. 3	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	Y		

L 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	Y		
L 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA		Gr. 3	Gr. 7 digital
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).	Y		
L 5b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	Y		
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	Y		

Common Core Standards: Mathematics, Grade 2	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students:			
Represent and solve problems involving addition and subtraction.			
OAT 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		Gr. 3	Begins at Gr. 2
Add and subtract within 20.			
OAT 2. Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers.	Y		
Work with equal groups of objects to gain foundations for multiplication.			
OAT 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Y		
OAT 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Y		

Common Core Standards: Grade 2 Mathematics	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students:			
Understand place value.			
NOBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <ol style="list-style-type: none"> 100 can be thought of as a bundle of ten tens — called a “hundred.” The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 	Y		
NOBT 2. Count within 1000; skip-count by 2s , 5s, 10s, and 100s. CA	Y		
NOBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Y		
NOBT 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		
Use place value understanding and properties of operations to add and subtract.			
NOBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		Gr. 3	Begins at Gr. 2
NOBT 6. Add up to four two-digit numbers using			

strategies based on place value and properties of operations.		Gr. 3	Begins at Gr. 2
NOBT 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Y		
NOBT 7.1 Use estimation strategies to make reasonable estimates in problem solving. CA		Gr. 3	Begins at Gr. 2
NOBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Y		
NOBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	Y		

CC Standards: Mathematics, Grade 2	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Student Achievement in the Waldorf Curriculum			
Measurement and Data			
Students:			
Measure and estimate lengths in standard units.			
MD 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		Gr. 3	
MD 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.		Gr. 3	

MD 3. Estimate lengths using units of inches, feet, centimeters, and meters.		Gr. 3	
MD 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit		Gr. 3	
Relate addition and subtraction to length.			
MD 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.		Gr. 4	Begins at Gr. 3
MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Y		
Work with time and money.			
MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA		Gr. 3	
MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i>		Gr. 3	
Represent and interpret data.			
MD 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.		Gr. 6	Introduced at Grade 3
MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems ⁴ using information presented in a bar graph.		Gr. 6	Introduced at Grade 3

CC Standards: Mathematics, Grade 2 Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Not Currently Addressed in WC
Geometry			
<i>Reason with shapes and their attributes.</i>			
G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		Gr. 5	
G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.		Gr. 3	
G 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of, etc.</i> , and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.		Gr. 4	

Summary Notes and Comments—Grade 2 Mathematics

1. OAT 1: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.
2. NOBT 4: Typically, the Waldorf mathematics curriculum does not introduce the symbols for “is more than” or “is less than” until a later grade level.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Three

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 3 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

As the children in the third grade enter their ninth year, they start to see the world differently. No longer are they content to be a part of life without doubts and questions. A nine-year old can feel him/herself growing up and separating from his/her parents, and becoming part of the outer world. The child becomes more independent, and begins to question all that was previously taken for granted. This can be a time of loneliness and insecurity for a child as well as a time of new self-confidence. The third grade curriculum is designed to meet the child's new interests and concerns at this age.

The curriculum provides the student with the opportunity to learn about three essential, practical requirements for all of humankind—how we work with nature to provide ourselves with food, clothing, and shelter.

Farming and gardening lessons instruct the child in the importance of the natural systems that support our lives, in the use of farming tools and farming and gardening processes, and how food has been grown over the centuries. These lessons give the child an opportunity for direct involvement in growing his/her own food and begin to establish a foundation for their appreciation of our partnership with nature and an interest in fostering, protecting and preserving the world around them.

The provision of **clothing** is addressed in the textiles unit, usually beginning with the shearing of a sheep and culminating in a woven or knitted garment from that sheep's wool. The child is involved in every practical aspect of the making of the garment.

Many types of **shelter** are presented, modeled and discussed with the students, and some shelters are constructed by the children with the teacher's guidance. A lesson block on building a modern house teaches the critical importance of cooperation amongst architects, contractors, and construction workers as they meet the wide variety of human needs for shelter.

Mathematics. In third grade, the child begins to develop a basic awareness for practical applications of mathematics. Measurement of all types is covered: length, weight, and volume; money, and time. All of these measurement systems are put to use in practical activities by the children themselves. In the study of time, money, and measurement, the historical background of the methods, tools, and practices is taught imaginatively before modern methods are explained.

Mathematics and movement go hand in hand. Rhythm is an integral part of the approach to arithmetic and is a significant aid to memorization. For example, the times tables are practiced while jumping rope, tossing bean bags, or bouncing a ball. This increases the child's ability to memorize and retain the information.

Language Arts. The importance of words and the beauty of speech underlie the entire language arts curriculum. Through the daily telling of stories, the teacher creates in the child the capacity for inward picturing, setting the stage for conceptual thought. Reading, writing, the fundamentals of grammar, spelling, listening and speaking and penmanship are developed in an artistic manner which speaks to, empowers and inspires the whole child.

Stories from the Hebrew Bible serve as a metaphor for the children's inner experience at this age. From the wonder stimulated by the creation story to the challenges faced as Adam and Eve had to leave the Garden of Eden, the third grade children see that they, too, must one day leave the parental nest and make their own way in the world. This need for the child of this age to experience providing for the basic necessities of life is met in the curriculum through the hands-on study of farming, gardening, food preparation, house-building, and making clothes.

An emphasis on the dramatic presentation of stories culminates in the production of the class play, which echoes a familiar theme from the year's curriculum.

Music is an important focus in the curriculum. The third-grade child is ready to experience the complexity and structure of the full diatonic scale. After two years playing the pentatonic flute, the third grade child learns how to play a soprano recorder. This instrument will be used throughout the grades. The children are ready to assert their new independence by learning to sing separate parts in rounds, introducing them to harmony among individual parts and an awareness of rhythmic unity in variety.

In handwork, the third grade child graduates from knitting to crochet, completing three or four useful articles for her/himself. Painting and modeling beeswax are weekly activities that sharpen the child's powers of observation and expression.

In the third grade the changing nine year-old is given an opportunity to make new relationships: with nature through farming and gardening; with others through a class building project; and with themselves through drama, music, and art.

Grade 3 Curriculum Components

- **Math:** Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems
- **Language Arts:** Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Continuation of garden and nature studies
- **History & Social Studies:** Study of practical life (farming, housing, clothing); stories from ancient history

- **Handwork:** Crocheting (mathematical patterns, working in the round)
- **Foreign Language:** Continuing foreign language study with oral dialogue, dramatization, songs, games and simple written work
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; drama; introduction to the recorder
- **Movement/Physical Education/Games:** Balance, running and chasing games, song and movement

Common Core Standards Table, Grade 3 English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 3: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Key Ideas and Details</i>			
RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Y		
RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Y		
RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA		Gr. 5	
RL 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		Gr. 5	
RL 6. Distinguish their own point of view from that of the narrator or those of the characters.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RL 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Y		

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		Gr. 4	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 3
English Language Arts: *Reading Informational Text*

Common Core Standards Grade 3: ELA <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 3:			
<i>Key Ideas and Details</i>			
RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		Gr. 4	Introduced in Gr. 3
RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		Gr. 4	Introduced in Gr. 3
RI 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		Gr. 6	Introduced in Gr. 3
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (See grade 3 Language standards 4-6 for additional expectations.) CA		Gr. 4	Introduced in Gr. 3
RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Gr. 7	Text features Introduced in Gr. 4
RI 6. Distinguish their own point of view from that of the author of a text.		Gr. 4	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Y		

RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		Gr. 6	
RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		Gr. 4	Introduced in Gr. 3

Common Core Standards, Grade 3
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 3: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 3:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 3			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 3			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA	Y		
RFS 3a. Identify and know the meaning of the most common prefixes and derivational suffixes.		Gr. 4	
RFS 3b. Decode words with common Latin suffixes.		Gr. 4	
RFS 3c. Decode multi-syllable words.	Y		
RFS 3d. Read grade-appropriate irregularly spelled words.	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		

RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 3 English Language Arts: *Writing*

Common Core Standards, ELA Grade 3: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that support the opinion.		Gr. 6	Introduced in Gr. 5
W 1c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.		Gr. 6	Introduced in Gr. 5
W 1d. Provide a concluding statement or section.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		With guidance
W 2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Y		With guidance
W 2b. Develop the topic with facts, definitions, and details.	Y		With guidance
W 2c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	Y		With guidance

W 2d. Provide a concluding statement or section.	Y		With guidance
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		Gr. 4	
W 3c. Use temporal words and phrases to signal event order.	Y		
W 3d. Provide a sense of closure.	Y		
<i>Production and Distribution of Writing</i>			
W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)		Gr. 4	Introduced in Gr. 3
W 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		Gr. 7	
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects that build knowledge about a topic.	Y		

W 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		Gr. 4	Digital at Gr. 7
W 9. (Begins in grade 4)			
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		Gr. 4 Gr. 3	Extended time Shorter time

Common Core Standards, Grade 3
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 3: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Y		
SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Y		
SL 1d. Explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		

SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Y		
SL 4a. Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA		Gr. 4	
SL 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		Gr. 7	
SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 3 English Language Arts: *Language*

Common Core Standards, ELA Grade 3: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 3:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1b. Form and use regular and irregular plural nouns.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1c. Use abstract nouns (e.g., <i>childhood</i>).		Gr. 4	Introduced and developed in Grades 2 and 3
L 1d. Form and use regular and irregular verbs.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1f. Ensure subject-verb and pronoun-antecedent agreement.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		Gr. 4	Introduced and developed in Grades 2 and 3

L 1h. Use coordinating and subordinating conjunctions.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1i. Produce simple, compound, and complex sentences.		Gr. 4	Introduced and developed in Grades 2 and 3
L 1j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA	Y		
L 1k. Use reciprocal pronouns correctly. CA	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Capitalize appropriate words in titles.	Y		
L 2b. Use commas in addresses.		Gr. 4	
L 2c. Use commas and quotation marks in dialogue.		Gr. 4	
L 2d. Form and use possessives.		Gr. 4	
L 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	Y		
L 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Y		
L 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Y		
Knowledge of Language			
L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening,	Y		
L 3a. Choose words and phrases for effect.	Y		

L 3b. Recognize and observe differences between the conventions of spoken and written standard English.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use sentence-level context as a clue to the meaning of a word or phrase.	Y		
L 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	Y		
L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		Gr. 4	Introduced at Gr. 3
L 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA	Y		Digital at Gr. 7
L 5. Demonstrate understanding of word relationships and nuances in word meanings.	Y		
L 5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).	Y		
L 5b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	Y		
L 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).		Gr. 4	
L 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	Y		

Common Core Standards: Grade 3 Mathematics	Student Achievement in the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 3:			
<i>Represent and solve problems involving multiplication and division.</i>			
OAT 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	Y		
OAT 2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	Y		
OAT 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹	Y		
OAT 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.	Y		
<i>Understand properties of multiplication and the relationship between multiplication and division.</i>			

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<p>OAT 5. Apply properties of operations as strategies to multiply and divide.²</p> <p><i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p>	Y		
<p>OAT 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>	Y		
Multiply and divide within 100.			
<p>OAT 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	Y		
Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
<p>OAT 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	Y		
<p>OAT 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>	Y		

² Students need not use formal terms for these properties.(CC)

Common Core Standards: Mathematics Grade 3	Student Achievement in the Waldorf Curriculum		
Student Achievement in the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
<i>Students at Grade 3:</i>			
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>			
NOBT 1. Use place value understanding to round whole numbers to the nearest 10 or 100.	Y		
NOBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Y		
NOBT 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Y		
Number and Operations—Fractions			
<i>Develop understanding of fractions as numbers.</i>			
NOF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.		Gr. 4	
NOF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.		Gr. 4	
NOF 2a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the		Gr. 4	

number $1/b$ on the number line.			
NOF 2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		Gr. 4	
NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		Gr. 4	
NOF 3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		Gr. 4	
NOF 3b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.		Gr. 4	
NOF 3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.		Gr. 4	
NOF 3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.		Gr. 4	

Student Achievement in the In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 3:			
<i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i>			
MD 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Y		
MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. ⁷		Gr. 5	In grade 3, using standard American measures; the metric system studied in grade 5
<i>Represent and interpret data.</i>			
MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	Y		
MD 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot,	Y		

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where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.			
<i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i>			
MD 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.		Gr. 4	Introduced in Gr. 3
MD 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		Gr. 4	
MD 7. Relate area to the operations of multiplication and addition.		Gr. 4	
MD 7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.		Gr. 4	
MD 7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.		Gr. 4	
MD 7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.		Gr. 6	
MD 7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying		Gr. 4	

<p>this technique to solve real world problems.</p>			
<p><i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i></p>			
<p>MD 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>		Gr. 5	
<p>Geometry</p>			
<p><i>Reason with shapes and their attributes.</i></p>			
<p>G 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>		Gr. 5	
<p>G. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p>		Gr. 4	

Summary Notes and Comments

1. OAT3: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Four

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 4 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Fourth graders are passing through the midst of the nine-year change. They still wish to revere, but, for them, that reverence must be justified. The children begin to form their own personality in response to their experience of the world, consciously choosing those qualities that will go into their characters.

The fourth grade curriculum addresses a child in possession of greater certainty and confidence. At this grade level, the child is more assured of his/her own place in the world and is able to assert more individual needs and wants. The curriculum correspondingly evolves away from the unified approach of early childhood into the teaching of more specific subjects. The Main Lesson blocks are more varied in the fourth grade than they have been in the earlier grades, reflecting both the children's individuation as well as the intellectual breadth of which they are beginning to be capable.

The focus of the fourth grade **language arts** curriculum is the myths and legends of the Norse people. These stories speak strongly to the children at this time. The gods of Asgard are portrayed as individuals with distinct, powerful personalities who encounter significant consequences for both their good and bad behavior. The vivid images evoked in these stories provide ample inspiration for the expanded creative and expository writing skills required of the child at this grade. The strong alliterations of their verses strengthen the fourth grade child's clarity and dexterity of speech, and reinforce his/her developing confidence.

In the realm of **mathematics**, the fourth grade child begins the year with a firm foundation in working with whole numbers using the four processes. This year marks the appropriate time to introduce fractions, as the practice of breaking apart the whole into its constituent parts mirrors the child's own internal experience of the fracturing of his/her world. Concepts are first introduced through the manipulation of everyday objects, providing the child with an initial concrete experience of fractions before proceeding to their more abstract representations. The children learn to add, subtract, multiply, reduce and expand fractions, and to change improper fractions into mixed numbers.

History and geography become formal main lesson subjects in the fourth grade. The child's growing ability to regard with objectivity her/his environment is developed through the study of local geography. The child learns how to find the four points of the compass by observing sun and stars. They study and make maps of the classroom, the school, the neighborhood, the city, and state (with the curriculum adapted to the local geography and history of the area around their school). The goal of the **geography** curriculum is to engender an understanding of the interrelatedness of human activity and the local physical conditions of the earth.

The fourth grade **history** curriculum examines the historical development and diversity of human society locally and throughout the state. The biographies of men and women who played a part in creating our local culture reiterate one of the predominant themes of fourth grade, which is the importance of human deeds. (Taking California as an example, the child develops a sense for the world of the indigenous Californians, the Spanish explorers, the first missions, and the period of the Gold Rush.)

The transformation from imagination to objectivity and detailed observation is manifest again in the study of nature that forms the **Human and Animal** main lesson block (**Zoology**). Animal study is introduced, growing out of a descriptive study of the human being and our place in nature. The child develops an understanding and appreciation of the animal kingdom as it reflects the environment to which each species has adapted. Through detailed study of the forms and habitats of animals, the children begin to get a feeling for the fascinating assortment of skills and qualities that the animals possess. At the same time, the children begin to see the unique and responsible position they hold as human beings upon the earth. This detailed study offers opportunities for the child to develop his/her comparative, conceptual, and observational skills, and it provides additional material for artistic, dramatic, and language arts activities.

In **music**, the fourth grade signals the introduction of another instrument, often the violin, in addition to continuing the recorder. In both **music** and **drama**, students are now ready to take individual parts in ongoing group performances. **Foreign language** instruction continues, as the child begins to write down poems, stories, and dialogues acquired orally in the earlier grades. **Handwork** focuses on cross-stitch, embroidery, and braiding.

Grade 4 Curriculum Components

- Math: Review four processes; advanced multiplication; long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; word problems; mental math; introduction to fractions
- Language Arts: Elements of grammar; parts of speech; continuing cursive; punctuation; writing well structured paragraphs; book reports; expository writing, creative writing, narratives; class play; building fluency through regular reading practice; sight word recognition, high frequency words; prefixes & suffixes; spelling and vocabulary development; Norse mythology
- Science: Zoology; continuation of garden and nature studies
- History & Social Studies: State and local history
- Geography: State and local geography and map making
- Handwork: Cross-stitch, mirror image/symmetry
- Foreign Language: Continuing foreign language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters
- Visual & Performing Arts: Form drawing; painting; singing; drama; recorder; violin; introduction to reading and writing music
- Movement/Physical Education/Games: Field games, balance, games involving trickery and strategy; games exploring movement of animals

Common Core Standards Table, Grade 4
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 4: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
Key Ideas and Details			
RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Y		
RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Y		
Craft and Structure			
RL 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.) CA		Gr. 5	
RL 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		Gr. 6	
RL 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		Gr. 6	

<i>Integration of Knowledge and Ideas</i>			
RL 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		Gr. 6	
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 4: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students in Grade 4:			
<i>Key Ideas and Details</i>			
RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Y		
RI 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . (See grade 4 Language standards 4-6 for additional expectations.) CA	Y		
RI 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		Gr. 6	
RI 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		Gr.6	
<i>Integration of Knowledge and Ideas</i>			
RI 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an		Gr. 6	Not in electronic or digital formats

understanding of the text in which it appears.			
RI 8. Explain how an author uses reasons and evidence to support particular points in a text.		Gr. 6	
RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 4
English Language Arts: *Reading Foundational Skills*

Common Core Standards, ELA Grade 4: <i>Reading Foundational Skills</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 4:			
<i>Print Concepts</i>			
RFS1. Not in CC at Grade 4			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 4			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 4 English Language Arts: *Writing*

Common Core Standards, ELA Grade 4: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	Introduced in Gr. 5
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.		Gr. 6	Introduced in Gr. 5
W 1b. Provide reasons that are supported by facts and details.		Gr. 6	Introduced in Gr. 5
W 1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).		Gr. 6	Introduced in Gr. 5
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	Introduced in Gr. 5
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words and phrases to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events	Y		
<i>Production and Distribution of Writing</i>			
W4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	Y		

W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		Gr. 8	Introduced in Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Y		
W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase , and categorize information, and provide a list of sources. CA	Y		Digital sources in Grade 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).		Gr. 5	Developed throughout the earlier grades
W 9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		Gr. 6	
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 4
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 4: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Y		
SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Y		
SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		Non-electronic media
SL 3. Identify the reasons and evidence a speaker or media source provides to support particular points. CA		Gr. 6	Electronic media sources in Gr. 7

Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Y		
SL 4a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA	Y		
SL 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	Visual displays in Gr. 4. Use of electronic media in Gr. 7.
SL 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 4 English Language Arts: *Language*

Common Core Standards, ELA Grade 4: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 4:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Use interrogative , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) CA		Gr. 6	Introduced in Gr. 4
L 1b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Y		
L 1c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.		Gr. 6	Introduced in Gr. 4
L 1d. Order adjective within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Y		
L 1e. Form and use prepositional phrases.	Y		
L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		Gr. 6	Introduced in Gr. 4
L 1g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	Y		
L 1h. Write fluidly and legibly in cursive or joined italics. CA	Y		

L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use correct capitalization.	Y		
L 2b. Use commas and quotation marks to mark direct speech and quotations from a text.	Y		
L 2c. Use a comma before a coordinating conjunction in a compound sentence.	Y		
L 2d. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a Choose words and phrases to convey ideas precisely.	Y		
L 3b. Choose punctuation for effect.	Y		
L 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L4 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Y		

L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).		Gr. 6	Greek at Gr. 5 Latin at Gr. 6
L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	Y		
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	Y		

Common Core Standards: Grade 4 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 4:			
<i>Use the four operations with whole numbers to solve problems.</i>			
OAT 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Y		
OAT 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. ¹	Y		
OAT 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Y		
<i>Gain familiarity with factors and multiples.</i>			
OAT 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a	Y		

given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.			
Generate and analyze patterns.			
OAT 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	Y		

Common Core Standards: Grade 4 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 4:			
Generalize place value understanding for multi-digit whole numbers.			
NOBT 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	Y		
NOBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		

NOBT 3. Use place value understanding to round multi-digit whole numbers to any place.	Y		
<i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>			
NOBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Y		
NOBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
NOBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
Number and Operations—Fractions <i>(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</i>			
<i>Extend understanding of fraction equivalence and ordering.</i>			
NOF 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Y		
NOF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual	Y		

fraction model.			
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.			
NOF 3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.			
NOF 3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Y		
NOF 3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i>	Y		
NOF 3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.		Gr. 5	
NOF 3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Y		
NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	Y		
NOF 4a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i>	Y		
NOF 4b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i>		Gr. 5	

<p>NOF 4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	<p>Y</p>		
<p><i>Understand decimal notation for fractions, and compare decimal fractions.</i></p>			
<p>NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p>		<p>Gr. 5</p>	
<p>NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p>		<p>Gr. 5</p>	
<p>NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA</p>		<p>Gr. 5</p>	

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 4:			
<i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i>			
<p>MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p><i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p>		Gr. 5	Standards American measures, Gr. 3, Metric measures, Gr. 5
<p>MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	Y		Decimal solutions at Gr. 5
<p>MD 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>	Y		
Represent and interpret data.			
MD 4. Make a line plot to display a data set of			

measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection</i>	Y		
Geometric measurement: understand concepts of angle and measure angles.			
MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees		Gr. 5	
MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.		Gr. 6	Forms drawn freehand at Gr. 4, at Gr. 6 with protractor
MD 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.		Gr. 6	
Geometry			
Students at Grade 4:			
<i>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</i>			
G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.		Gr. 6	

<p>G. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) CA</p>		<p>Gr. 6</p>	
<p>G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>		<p>Gr. 6</p>	

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Five

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public school

Grade 5 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The fifth grader has grown more accustomed to being an individual; yet, like the third grader, s/he is about to leave another phase of childhood behind and cross the threshold into adolescence. The fifth graders often achieve a temporary balance in their development, exhibiting their potential for all that they are to become in their later lives. The curriculum not only continues to build on and integrate established foundations, but introduces new elements to prepare the child for the next step forward.

In the **language arts** curriculum, the fifth grade child journeys back to the dawn of western civilization in ancient India, Persia, Egypt and Greece. The teacher gives the children a sense of each cultural epoch so that they may begin to understand how human consciousness has evolved through time. Through the study of mythology, music, art and primary textual sources, the student experiences how these cultures viewed the world. In his/her written work, the student retells the epics of the Ramayana the Mahabharata, Gilgamesh, the Iliad and the Odyssey. S/he recites quotations from ancient texts, and in his/her dramatic work takes on the characters from the epics they have studied.

Ancient history in the fifth grade starts with the "childhood" of civilized humanity in ancient India, Persia, the great cultures of Mesopotamia (the Chaldeans, the Assyrians, and the Babylonians) and Egypt. The class then moves on to ancient Greece and the birth of modern civilization: the foundations of philosophy, science, history, drama and art were laid while Athens and Sparta fought for independence against the mighty Persian empire. The fifth grade year ends with the story of Alexander the Great, who conquered the ancient peoples previously studied, unifying, for a short time, this variety of cultures—a forecast of the study of the Roman Empire in Grade 6.

The study of **geography** serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of the earth. The historical study of the ancient cultures includes an overview of the lands where these civilizations emerged. The teacher strives to give the children a sense for the great contrasts between different geographical regions, and geography awakens in the child a feeling of relatedness with fellow human beings living in all other parts of the world.

In addition, the geography of the North American continent is studied. The student develops an understanding for the major mountain ranges and river systems, and how these landforms influence the rest of the continent. The teacher strives to give the child a sense for the contrasts between the different regions of North America in terms of topography, vegetation, animal life

and human use of the land from ancient times to the present.

In **mathematics**, fractions and decimals continue to be the chief concern in the fifth grade. The student learns to move freely between these two numbering systems, and the use of percentage is introduced. The deep mathematical wisdom of ancient Egypt, as embodied in the Great Pyramid of Giza, offers a concrete introduction to geometry. The relationship between radius, diameter, circumference and area of a circle is explored, and pi is introduced.

The **science** curriculum for the fifth grade focuses on the plant kingdom. Beside the discovery of the physical characteristics of the earth, studied in geography at this grade, the fifth grader studies the plant life that grows upon its surface. They learn that the world of plants is made up of many different families, from the simple mushroom to the rose to the mighty oak tree; the scope of the lessons then expands to an investigation of how climate and geography affect plant growth. The children learn that there is order and structure in all that surround them in the natural world.

Grade 5 Curriculum Components

- **Math:** Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry
- **Language Arts:** Elements of grammar; spelling; punctuation; compositions; Greek myths
- **Science:** Botany; introduction to inductive method; continuation of gardening and nature studies
- **History & Social Studies:** Ancient civilizations through Greek times
- **Geography:** American geography as related to vegetation, agriculture, culture and economics
- **Handwork:** Knitting socks using four needles
- **Woodworking:** Convex Surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs
- **Foreign Language:** Continuing instruction in a foreign language with further bookwork and grammar, cultural appreciation, poetry, beginning reading
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; woodworking; drama, singing; recorder; choir; instrumental ensemble
- **Movement/Physical Education/Games:** Games exploring strength and strategy; games with multiple props; games with team goals

Common Core Standards Table, Grade 5
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 5: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Key Ideas and Details</i>			
RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RL 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Y		
RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA	Y		
RL 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		Gr. 6	
RL 6. Describe how a narrator’s or speaker’s point of view influences how events are described.		Gr. 6	
<i>Integration of Knowledge and Ideas</i>			
RL 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		Gr. 7	

RL 8. (Not applicable to literature)			
RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		Gr. 6	
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 5: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Key Ideas and Details</i>			
RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Y		
RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Y		
RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		Gr. 6	
<i>Craft and Structure</i>			
RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . (See grade 5 Language standards 4-6 for additional expectations .) CA	Y		
RI 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		Gr. 6	
RI 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		Gr. 8	Introduced at Gr. 7
<i>Integration of Knowledge and Ideas</i>			
RI 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Y		Digital sources in Gr. 7

RI 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Y		
RI 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 5
English Language Arts: *Reading Foundational Skills*

Common Core Standards Grade 5: Reading Foundational Skills	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC at Different Grade Level (Specify)	Notes and Comments
Students at Grade 5:			
<i>Print Concepts</i>			
RFA1. Not in CC at Grade 5			
<i>Phonological Awareness</i>			
RFS 2. Not in CC at Grade 5			
<i>Phonics and Word Recognition</i>			
RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words.	Y		
RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	Y		
<i>Fluency</i>			
RFS 4. Read with sufficient accuracy and fluency to support comprehension.	Y		
RFS 4a. Read on-level text with purpose and understanding.	Y		
RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Y		
RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Y		

Common Core Standards, Grade 5 English Language Arts: *Writing*

Common Core Standards, ELA Grade 5: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Text Types and Purposes</i>			
W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Gr. 6	
W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		Gr. 6	
W 1b. Provide logically ordered reasons that are supported by facts and details.		Gr. 6	
W 1c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).		Gr. 6	
W 1 d. Provide a concluding statement or section related to the opinion presented.		Gr. 6	
W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Y		
W 2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Y		
W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Y		

W 2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Provide a concluding statement or section related to the information or explanation presented.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Y		
W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Y		
W 3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Y		
W 3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Y		
W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA	Y		
W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	Y		

approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)			
W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		Gr. 8	Introduced at Gr. 7
Research to Build and Present Knowledge			
W 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Y		
W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Y		Digital sources Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		Gr. 6	
W 9a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Y		
W 9b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).		Gr. 6	
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 5
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 5: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Y		
SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Y		
SL 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Y		
SL 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Y		
SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Y		
SL 3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA		Gr. 7	

Presentation of Knowledge and Ideas			
SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Y		Topic or text at Gr. 5, opinion at Gr. 6
SL 4a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA		Gr. 6	
SL 4b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA	Y		
SL 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		Gr. 7	
SL 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 5 English Language Arts: *Language*

Common Core Standards, ELA Grade 5: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Students at Grade 5:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		Gr. 6	
L 1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		Gr. 6	
L 1c. Use verb tense to convey various times, sequences, states, and conditions.	Y		
L 1d. Recognize and correct inappropriate shifts in verb tense.	Y		
L 1e. Use correlative conjunctions (e.g., either/or, neither/nor).		Gr. 6	
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation to separate items in a series.	Y		

L 2b. Use a comma to separate an introductory element from the rest of the sentence.	Y		
L 2c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	Y		
L 2d. Use underlining, quotation marks, or italics to indicate titles of works.	Y		
L 2e. Spell grade-appropriate words correctly, consulting references as needed.	Y		
Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Y		
L 3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		Gr. 6	
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).		Gr. 6	Greek in Gr. 5; Latin in Gr. 6

L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA	Y		Digital in Gr. 7
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		Gr. 8	Developed throughout the grades
L 5a. Interpret figurative language, including similes and metaphors, in context.		Gr. 6	Developed throughout the grades
L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Y		
L 5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	Y		

Common Core Standards: Grade 5 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Operations and Algebraic Thinking			
Students at Grade 5:			
<i>Write and interpret numerical expressions.</i>			
OAT 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		Gr. 7	
OAT 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i>		Gr.7	
OAT 2.1. Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$. CA	Y		
<i>Analyze patterns and relationships.</i>			
OAT 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the</i>	Y		

<i>resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>			
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Common Core Standards: Grade 5 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Number and Operations in Base Ten			
Students at Grade 5:			
<i>Understand the place value system.</i>			
NOBT 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Y		
NOBT 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Y		
NOBT 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Y		
NOBT 4. Use place value understanding to round multi-digit whole numbers to any place.	Y		

<i>Perform operations with multi-digit whole numbers and with decimals to hundredths.</i>			
NOBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm.	Y		
NOBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Y		
NOBT 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Y		
Number and Operations—Fractions			
<i>Use equivalent fractions as a strategy to add and subtract fractions.</i>			
NOF 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i>	Y		
NOF 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i>	Y		

<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>			
<p>NOF 3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p>	Y		
<p>NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p>	Y		
<p>NOF 4a. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p><i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p>	Y		
<p>NOF 4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p>	Y		
<p>NOF 5. Interpret multiplication as scaling (resizing), by:</p> <p>NOF 5a. Comparing the size of a product to the size of one factor on the basis of the size of the</p>	Y		

<p>other factor, without performing the indicated multiplication.</p> <p>NOF 5b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n b)$ to the effect of multiplying a/b by 1.</p>	Y		
<p>NOF 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p>	Y		
<p>NOF 7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p>	Y		
<p>NOF 7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p>	Y		
<p>NOF 7b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p>	Y		
<p>NOF 7c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p>	Y		

For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?			
NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. ⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.	Y		
NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Y		
NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA	Y		

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Common Core Standards Grade 5 Mathematics Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Measurement and Data			
Students at Grade 5:			
<i>Convert like measurement units within a given measurement system.</i>			
MD 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
<i>Represent and interpret data.</i>			
MD 2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally</i>	Y		
<i>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</i>			
MD 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a		Gr. 8	Introduced at Gr. 6

volume of n cubic units.			
MD 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		Gr. 8	Introduced at 6
MD 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.		Gr. 8	Introduced at 6
MD 5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.		Gr. 8	Introduced at 6
MD 5b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.		Gr. 8	Introduced at 6
MD 5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.		Gr.8	Introduced at 6
Geometry			
Students at Grade 5:			
<i>Graph points on the coordinate plane to solve real-world and mathematical problems.</i>			
G 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in		Gr. 7	

the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate).			
G 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		Gr. 7	
<i>Classify two-dimensional figures into categories based on their properties.</i>			
G 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i>	Y		
G 4. Classify two-dimensional figures in a hierarchy based on properties.	Y		

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade 6

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 6 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The children entering the twelfth year in the sixth grade begins to experience an important change in their physical bodies. In earlier years, their movements were naturally graceful (generally speaking), but now a certain clumsiness often appears, as if the children don't know quite what to do with their bodies. On the inner level the child is entering strongly into a conscious awareness of the skeletal system. The child is more aware of gravity and weight; growth in the skeletal and muscular systems challenge the student's capacities for balance and coordination. They are seeking a conscious recovery of order and control over themselves.

Science. With this increased awareness of the physical body, this is the appropriate time to introduce the study of the physical body of the earth and its mechanical laws. **Mineralogy** and **Geology** form a major unit of study in the sixth grade, focusing on comparative studies of major geographic and geologic formations, and on the identification and classification of mineral components of rocks.

Physics is also introduced this year. During the course of study, the child learns to understand and appreciate the phenomena of sound, light, heat, electricity, and magnetism, while developing his/her observational and explanatory skills. It is at this stage that concepts based on the laws of mechanics are introduced. The introduction of the physical sciences at this age is also a response to the intellectual development of the sixth grade child, which is characterized by greater powers of discernment and judgment and a new capacity to grasp cause and effect.

The study of **Astronomy** is introduced this year, concentrating on those bodies of the solar system that are directly observable by the naked eye. The effects of the Sun and the Moon on the cyclical phenomena we experience on Earth are explored through observation and simple experimentation. The five "visible" planets are studied, and the major constellations of the Northern Hemisphere are identified. The telling of the myths behind the names of the constellations provides rich material for the creative writing exercises in sixth grade.

Mathematics. These abilities are further developed in the **mathematics** curriculum, which focuses on the introduction of practical business operations that govern the flow of money and commodities. This, of course, requires the ability to manipulate all arithmetic operations with facility. Elementary algebraic manipulations will also be gradually introduced over the course of the year, so that the child will better assimilate the systematic introduction of Algebra when it is presented intensively in the seventh grade.

Geometry instruction in sixth grade introduces the use of the modern compass and straight edge to construct the circle and polygons resulting from its division. Basic proofs will be derived

inductively through the construction of geometric forms; the child will learn to copy and bisect angles as well as construct parallel and perpendicular lines; and the concept of pi will be developed pictorially and arithmetically. Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with great accuracy using ruler and compass.

The **History** curriculum that governs much of the sixth grade **language arts** work takes as its theme Rome and medieval Christian Europe, and Moslem North Africa. The study of the Roman epoch begins with the mythical account of the travels of Aeneas and his founding of the city; it examines the evolution of Roman government, laws and rights through its successive rulers, the wars it waged, and its great achievements in technology and the arts; and it charts the events leading to its decline and the concomitant rise of Christianity and Islam.

The Roman epoch epitomizes in an historical sense what the children are experiencing in their bodies. Of all the ancient peoples the Romans most strongly dominated the physical world. Their cities, roads, aqueducts, the Roman army, and their conquest of the Western world - all these accomplishments match a feeling of ego-confidence and a consciousness of personal power that the sixth grader has: I can do anything! Yet equally important for the children is the example of how the excesses of the Roman period led to the eradication of other cultures, the fall of the Roman empire, and the Dark Ages.

The world enlarges for the sixth grade child in the study of **Geography**. Following the consideration of basic physical configurations as part of the Geology unit, the study of specific geographic regions extends to Europe and Africa. The emphasis is on the interrelationship between the environment and traditional human cultures and ways of living.

English Language Arts. The law-abiding, rule-bound culture of Rome offers an instructive backdrop for the sixth grade child in developing his/her English language skills. The Latin roots of common words and expressions are explored. Conventions of composition and research are elaborated upon this year, and the fundamentals of scientific writing are introduced to coincide with the science main lesson units. Formal grammar rules are also dealt with in greater detail. The beauty and order of calligraphy makes it another appropriate skill to be introduced in the sixth grade.

Grade 6 Curriculum Components

- **Math:** Introduction to Algebra; ratios; proportions; geometric formula and drawing with instruments; continuation of fractions, percentages, decimals
- **Language Arts:** Dictation; composition; spelling; Latin and Greek roots, etymology; biographies; mythological literature; drama
- **Science:** Mineralogy; introduction to physics: acoustics, electricity, magnetism, optics, heat; geocentric astronomy
- **History & Social Studies:** Roman and Medieval history; projects and reports
- **Geography:** European and African geography

- **Handwork:** Hand sewing three-dimensional animals with gussets, pattern making
- **Woodworking:** Concavity and Construction: spoon, letter opener, jointed toy
- **Foreign Language:** Continuing foreign language study with grammar work, historical and cultural studies, poetry, music, plays
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; mosaics; drama; choir; recorder; instrumental ensemble
- **Movement/Physical Education/Games:** Introduction to competitive games; more formal movement skills; complex strategy; calisthenics

Common Core Standards, Grade 6

English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 6: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Key Ideas and Details</i>			
RL 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Introduced in Gr. 6
RL 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RL 3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Y		
RL 6. Explain how an author develops the point of view of the narrator or speaker in a text.	Y		
<i>Integration of Knowledge and Ideas</i>			

RL 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		Gr. 7	Introduced in Gr. 6 through comparison with a “live version” of the text.
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 6
English Language Arts: *Reading Informational Text*

Common Core Standards, ELA Grade 6: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Key Ideas and Details</i>			
RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Gr. 7	Formal “analysis” Introduced in Gr. 6
RI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Y		
RI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Y		
<i>Craft and Structure</i>			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA	Y		
RI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA		Gr. 7	Analysis of electronic media text features at grade 8
RI 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	Y		
<i>Integration of Knowledge and Ideas</i>			

RI 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Y		Digital and electronic media introduced in Gr. 6
RI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
RI 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 6 English Language Arts: *Writing*

Common Core Standards, ELA Grade 6: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Text Types and Purposes</i>			
W 1. Write arguments to support claims with clear reasons and relevant evidence.		Gr. 7	Introduced in Gr. 6
W 1a. Introduce claim(s) and organize the reasons and evidence clearly.		Gr. 7	Introduced in Gr. 6
W 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		Gr. 7	Introduced in Gr. 6
W 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		Gr. 7	Introduced in Gr. 6
W 1 d. Establish and maintain a formal style.		Gr. 7	Introduced in Gr. 6
W 1e. Provide a concluding statement or section that follows from the argument presented.		Gr. 7	Introduced in Gr. 6
W 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA	Y		Topics, strategies, structural and formatting at Grade 6 Electronic graphics and formatting

W 2a. (note continued)			introduced at Grade 7.
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from the information or explanation presented W 2.	Y		
W 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the			

development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Y		Developing capacities to use technology in grades 7 and 8.
Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Y		
W 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Y	Gr. 7	
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	Y		
W 9b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Y		

Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 6
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 6: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Y		
SL 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Y		
SL 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Y		Digital Introduced in Gr. 7 Remove

SL 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		Gr. 7	
Presentation of Knowledge and Ideas			
SL 4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA	Y		
SL 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Y		Digital Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 6 English Language Arts: *Language*

Common Core Standards, ELA Grade 6: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 6:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L1 a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Y		
L 1b. Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>) correctly . CA	Y		
L 1c. Recognize and correct inappropriate shifts in pronoun number and person.	Y		
L 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Y		
L 1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Y		
L 2b. Spell correctly.	Y		

Knowledge of Language			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		
L 3a. Vary sentence patterns for meaning, reader/ listener interest, and style.	Y		
L 3b. Maintain consistency in style and tone.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	Y		
L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Y		Digital Introduced in Gr. 7 Remove
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L5 a. Interpret figures of speech (e.g., personification) in context.	Y		
L 5b. Use the relationship between particular words (e.g., cause/effect, part/whole,	Y		

item/category) to better understand each of the words.			
L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).	Y		
L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		

Common Core Standards: Grade 6 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 6:			
<i>Understand ratio concepts and use ratio reasoning to solve problems.</i>			
<p>RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p><i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p>	Y		
<p>RPR 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p><i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹</i></p>		Gr. 8	Begins at Gr. 6
<p>RPR 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	Y		Developed further in grades 7 and 8
<p>RPR 3a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use</p>		Gr. 8	Begins at Gr.6

¹ Expectations for unit rates in this grade are limited to non-complex fractions.

tables to compare ratios.			
RPR 3b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i>	Y		
RPR 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Y		
RPR 3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Y		

Common Core Standards: Grade 6 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 6:			
<i>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</i>			
NS 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general,</i>	Y		

<i>(a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?</i>			
Compute fluently with multi-digit numbers and find common factors and multiples.			
NS 2. Fluently divide multi-digit numbers using the standard algorithm.	Y		
NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Y		
NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>	Y		
Apply and extend previous understandings of numbers to the system of rational numbers.			
NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.		Gr. 7	Introduced at Gr. 6
NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.		Gr. 7	
NS 6a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself,		Gr. 7	

<p>e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>NS 6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>NS 6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>		Gr. 7	
<p>NS 7. Understand ordering and absolute value of rational numbers.</p> <p>NS 7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i></p> <p>NS 7b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i></p> <p>NS 7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>NS 7d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p>	Y	Gr. 7 Gr. 7 Gr. 7	Introduced at Gr. 6 Introduced at Gr. 6 Introduced at Gr. 6
<p>NS 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second</p>		Gr. 7	Introduced in Gr. 6

coordinate.			
Expressions and Equations			
<i>Apply and extend previous understandings of arithmetic to algebraic expressions.</i>			
EE 1. Write and evaluate numerical expressions involving whole-number exponents.		Gr. 7	
<p>EE 2. Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>EE 2a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i></p> <p>EE 2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i></p> <p>EE 2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i></p>		Gr. 7 Gr. 7 Gr. 7	
<p>EE 3. Apply the properties of operations to generate equivalent expressions.</p> <p><i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of</i></p>		Gr. 7	

<i>operations to $y + y + y$ to produce the equivalent expression $3y$.</i>			
EE 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i>		Gr. 7	
<i>Reason about and solve one-variable equations and inequalities.</i>			
EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		Gr. 7	
EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.		Gr. 7	
EE 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.		Gr. 7	
EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		Gr. 7	
<i>Represent and analyze quantitative relationships between dependent and independent variables.</i>			
EE 9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the		Gr. 8	Introduced at Gr. 7

<p>independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p><i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p>			
Geometry			
<i>Solve real-world and mathematical problems involving area, surface area, and volume.</i>			
G 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		Gr. 7	Introduced in Gr. 6
G 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.		Gr. 8	
G 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems..		Gr. 8	
G 4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		Gr. 8	

Common Core Standards Grade 6 Mathematics	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Student Achievement In the Waldorf Curriculum			
Statistics and Probability			
Students at Grade 6:			
<i>Develop understanding of statistical variability.</i>			
SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Y		
SP 2. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.		Gr. 8	
SP 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.		Gr. 8	
<i>Summarize and describe distributions</i>			
SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.		Gr. 8	
SP 5. Summarize numerical data sets in relation to their context, such as by: SP 5a. Reporting the number of observations. SP 5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.		Gr. 8	

<p>SP 5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>SP 5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p>		<p>Gr. 8</p>	
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Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Seven

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 7 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the san Francisco Waldorf School.)

The seventh grade can be a tremendously challenging and rewarding year for the children. The seventh grader stands on the brink of puberty. Not only are great physical changes taking place, but a major shift in cognitive development is also under way. The children are enthusiastic to express themselves and to assert their independence more strongly. Self-awareness and social relationships become a primary focus.

Historically, a similar period of change took place in Western civilization around the end of the fifteenth century. The study of the Renaissance, Reformation, and the Age of Exploration reflects what the children are experiencing within themselves. The children learn biographies of great figures who went against the traditional, prevailing views of their day in their own search for truth, freedom, and self-expression. Through studying the lives of Galileo, Martin Luther, Christopher Columbus, Elizabeth I, and others, the children find reassurance that in their struggle to become themselves they also can contribute to the world.

The Renaissance, which in Europe spans the years from 1400 to 1700, was the beginning of a whole new way of looking at the world. The transition from medieval to early modern thinking that this period exemplifies represents a change in consciousness from viewing the world as a symbolic representation of the spiritual world--to the empirical testing of the world through sense experiences. Exact measurement and factual accuracy and new conceptualizations of how the world works became central to thought and culture. Individualism found its expression in artistic and intellectual achievements. The European continent was overtaken by great intellectual and political upheavals, as the old world gave way to a striving to discover a new world both around and within themselves

In the **language arts**, the child will continue to develop and strengthen listening, speaking, reading, and writing skills while studying biographical stories and written documents from the Age of Exploration, the Italian Renaissance, the Reformation, and the Scientific Revolution. Expository and creative writing skills will be further expanded.

The basic concepts of **algebra and plane geometry** are the predominant subjects of the **mathematics** curriculum in the seventh grade. The general application and transformation of formulae and equations in practical life situations form a central part of mathematical study. Conscious work with geometric proofs continues, building up through triangles and parallelograms to deductive proofs of the Pythagorean theorem using shear, reflection, and rotation.

In the **sciences**, work continues with **physics**. In **mechanics**, simple machines are introduced: the lever, inclined plane, wedge, wheel and axle, pulley and screw. The concepts of effort and resistance are presented, and in their calculation the child is reinforced in his/her understanding of ratio. Work in **optics, heat, electricity, and magnetism** is extended, with an emphasis on the practical application of these phenomena.

The detailed observation of nature now leads the students back to a study of the human being. The seventh grade curriculum includes **physiology** units on the circulatory, respiratory, and nervous systems. At this age the children are particularly able to look at issues of health and nutrition in an objective way. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition.

Work with **chemistry** also begins in the seventh grade, with students examining the phenomena of combustion, the water cycle, and the nature of acids and bases. They discover through observation the properties of various substances and the ways in which they interrelate. Accurately executed descriptions and drawings are an integral part of this unit. In **physics** the children study the laws of refraction, reflection, heat, and electricity.

In the **arts**, perspective drawing on the study of both history and mathematics. The child learns how the Renaissance artists used the principles of geometry to develop the laws of perspective, and practices the application of these laws in original drawings. **Music** instruction is continued at a more advanced level with recorder, choral singing, and instrumental ensemble.

Grade 7 Curriculum Components

- **Math:** Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)
- **Language Arts:** Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts
- **Science:** Physics: mechanics; physiology: circulatory, respiratory and nervous systems; helio-centric astronomy; introduction to chemistry
- **History & Social Studies:** End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports
- **Geography:** Geography of North and South America
- **Handwork:** Hand sewing, embroidery
- **Woodworking:** Initiation and Precision: May include bowl, metal-working, tool-making
- **Foreign Language:** Continuing foreign language with reading and writing, grammatical study and language structure, and historical and cultural study

- **Visual & Performing Arts:** Continuing music and drama; visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards Table, Grade 7 English Language Arts: *Reading Literature*

Common Core Standards ELA Grade 7: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Key Ideas and Details</i>			
RL 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Y		
RL 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Y		
RL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Y		
<i>Integration of Knowledge and Ideas</i>			
RL 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to		Gr. 8	

each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
RL 8. (Not applicable to literature)			
RL 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 7
English Language Arts: *Reading Informational Text*

Common Core Standards ELA Grade 7: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
Key Ideas and Details			
RI 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Y		
RI 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Y		
Craft and Structure			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CA--See grade 7 Language standards 4–6 for additional expectations.)	Y		
RI 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		Gr. 8	Introduced at Gr. 7
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA		Gr. 8	Introduced in Gr. 7
RI 6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		Gr. 8	Introduced in Gr. 7

<i>Integration of Knowledge and Ideas</i>			
RI 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Y		
RI 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		Gr. 8	Introduced in Gr. 7
RI 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		Gr. 8	Introduced in Gr. 7
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Y		

Common Core Standards, Grade 7 English Language Arts: *Writing*

Common Core Standards Grade 7: ELA <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Text Types and Purposes</i>			
W 1. Write <i>arguments</i> to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA	Y		
W 1b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write <i>informative/explanatory texts</i> to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Y		
W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect;		Gr. 8	Introduced in Gr. 7

include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA			
W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Y		
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		

<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		Gr. 8	Initial use in Gr. 7, Expanding in Gr. 8
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		Gr. 8	Introduced in Gr. 7
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	Y		
W 9b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	Y		

the evidence is relevant and sufficient to support the claims”).			
Range of Writing			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 7
English Language Arts: *Speaking and Listening*

Common Core Standards Grade 7: ELA <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Y		
SL 1d. Acknowledge new information expressed by others and, when warranted, modify their own views.	Y		
SL 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how		Gr. 8	Begins in Gr. 7, Expands in Gr. 8

the ideas clarify a topic, text, or issue under study.			
SL 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA		Gr. 8	Introduced in Gr. 7; Additional development in gr. 8 and beyond
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA		Gr. 8	Introduced in Gr. 7
SL 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		Gr. 8	Introduced in Gr. 7
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 7 English Language Arts: *Language*

Common Core Standards Grade 7 ELA: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 7:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of phrases and clauses in general and their function in specific sentences.	Y		
L 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Y		
L 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	Y		
L 2b. Spell correctly.	Y		
<i>Knowledge of Language</i>			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Y		
L 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Y		

<p>L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>Y</p>		
<p>L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Y</p>		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Ratios and Proportional Relationships			
Students at Grade 7:			
Analyze proportional relationships and use them to solve real-world and mathematical problems.			
<p>RPR 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></p>	Y		
<p>RPR 2. Recognize and represent proportional relationships between quantities.</p> <p>RPR 2a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>RPR 2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>RPR 2c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p>		<p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p>	<p>RPR 2, a, b, and c, Introduced at Grade 7</p>

RPR 2d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.		Gr. 8	
RPR 3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>		Gr. 8	Introduced in Grade 6
The Number System			
Students at Grade 7:			
<i>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</i>			
NS 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Y		
NS 1a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	Y		
NS 1b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Y		
NS 1c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Y		

NS 1d. Apply properties of operations as strategies to add and subtract rational numbers.	Y		
<p>NS 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>NS 2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>NS 2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.</p> <p>NS 2c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>NS 2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p>		<p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p>	<p>Introduced in Gr. 7</p>
NS 3. Solve real-world and mathematical problems involving the four operations with rational numbers.	Y		

Common Core Standards: Grade 7 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Expressions and Equations			
Students at Grade 7:			
<i>Use properties of operations to generate equivalent expressions.</i>			
EE 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		Gr. 8	
EE 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i>		Gr. 8	
<i>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</i>			
EE 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about</i>		Gr. 8	Introduced in Grade 7

<i>9 inches from each edge; this estimate can be used as a check on the exact computation.</i>			
EE 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.		Gr. 8	
EE 4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i>	Y		Continues in Gr. 8
EE 4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i>		Gr. 8	Introduced in Gr. 7
Geometry			
<i>Draw, construct, and describe geometrical figures and describe the relationships between them.</i>			
G 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Y		Continues in Gr. 8
G 2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when	Y		Not typically done with technology at grade 7 (See summary note at

the conditions determine a unique triangle, more than one triangle, or no triangle.			the end of this Gr. 7 document.)
G 3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.		Gr. 8	Introduced in Gr. 7
<i>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i>			
G 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Y		
G 5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Y		
G 6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.		Gr. 8	Introduced in Gr. 7
Statistics and Probability			
<i>Use random sampling to draw inferences about a population.</i>			
SP 1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.		Gr. 8	Introduced in Gr. 7
SP 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.		Gr. 8	Introduced in Gr. 7

<p><i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p>			
<p>Draw informal comparative inferences about two populations.</p>			
<p>SP 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p> <p><i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p>		Gr. 8	
<p>SP 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p><i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p>		Gr. 8	
<p>Investigate chance processes and develop, use, and evaluate probability models..</p>			
<p>SP 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p>		Gr. 8	
<p>SP 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative</p>		Gr. 8	

<p>frequency given the probability.</p> <p><i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p>			
<p>SP 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p>		Gr. 8	
<p>SP 7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p> <p><i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p>		Gr. 8	
<p>SP 7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p> <p><i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p>		Gr. 8	
<p>SP 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>SP 8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p>		Gr. 8	
<p>SP 8b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p>		Gr. 8	

<p>SP 8c. Design and use a simulation to generate frequencies for compound events.</p> <p><i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p>		Gr. 8	
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Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade Eight

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 8 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Like Janus, the Roman god of doorways, the eighth grader is looking in two directions simultaneously. On the one hand, the eighth grade is the culmination of the student's experience. It is a time of reflection, of summing up, and all the bittersweet feelings associated with an ending. At the same time, the eighth grader's gaze is turned towards the future and a new beginning. He or she fears, yet yearns for, the immense changes anticipated there. The eighth grade curriculum must address both of these impulses. The focus of the former is concentrated in the daily practice classes, where review and consolidation of practical skills and capacities are emphasized. In addition, the children's capacity for logical thinking and independent judgment fully awakens at this time. The authority of the class teacher gives way to the individual student's search for truth.

In the language arts there is an increasing emphasis on nuances of style and grammar in the student's expository and creative writing. Students read and study modern literature and works from across the curriculum, and produce a class play.

The mathematics curriculum concentrates on the application of arithmetic operations in practical and scientific situations, Algebra studies continue, and the students are introduced to the binary system, which made possible the development of computers. They learn the principles of solid geometry, and actually construct the five platonic solids.

The forward-looking impulse is best addressed in the main lesson, and in particular, the history curriculum. Whereas the seventh grade took as its theme the intellectual and aesthetic flowering of the Renaissance, the eighth grade is fully present in modern times. Its aim is to bring the accumulated image of world civilization up to the present day. Nothing characterizes the modern period better than the great revolutions—the industrial, political, and scientific revolutions that pulled down the old monarchial orders, and, in turn, gave rise to the struggles for individual freedoms and human rights. All these have had far-reaching cultural consequences, and it is important that the students consciously realize and appreciate this as they themselves are carried into the turmoil of adolescence.

The science curriculum in the eighth grade encompasses physics, chemistry and anatomy. The teacher demonstrates how the discovery and application of scientific principles contributed directly to the development of our modern technological society. In physics, the study of acoustics, optics, heat and electro-magnetism is extended through hydraulics and aeromechanics. The organic chemistry block covers sugars, starches, proteins, and fats-- focusing on those processes by which organic substances are formed (e.g., photosynthesis) and transformed (as in digestion). Health, hygiene and nutrition are also addressed.

Choral singing expands in the eighth grade to three and four-part harmonies to take advantage of the range of voices found in the adolescent class. The recorder program expands to include alto and tenor recorders, and instrumental ensembles take on more challenging work.

At the end of eighth grade, the students have successfully achieved the balance and intellectual curiosity necessary to step out into the greater world offered by high school--where the creative and developmentally-appropriate grade school curriculum is met and transformed into an intellectually-stimulating, college preparatory education.

Grade 8 Curriculum Components

- **Mathematics:** Continue Algebra; geometry; practical, technological, and scientific applications of mathematics
- **Language Arts:** Composition: essays, research reports, short stories, poetry
- **Literature:** short stories, poetry, Shakespearean drama
- **Science:** Physics; organic chemistry; human anatomy (muscles, bones, ears, eyes)
- **History & Social Studies:** The Age of Revolutions; American History; The Twentieth Century; Liberation Movements throughout the World; research reports
- **Geography:** Asian Geography
- **Handwork:** Machine sewing
- **Woodworking:** Developing authority and mastery of skills: may include creating a bench, chair or stool, relief carving, a box, dug-out canoe, and/or a gift to the school;
- **Foreign Language:** Continuing foreign language instruction with review and consolidation, re-telling stories, acting out dramas and plays, music and poetry, modern culture
- **Visual & Performing Arts:** Drawing; clay modeling; painting; portraiture; choir; recorder; instrumental ensemble, Shakespearean drama
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards: Grade 8
English Language Arts: *Reading Literature*

Common Core Standards, ELA Grade 8: <i>Reading Literature</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Key Ideas and Details</i>			
RL 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Y		
RL 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Y		
<i>Craft and Structure</i>			
RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA	Y		
RL 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Y		
RL 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Y		
<i>Integration of Knowledge and Ideas</i>			

RL 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Y		Developed further throughout the high school years—and beyond
RL 8. (Not applicable to literature)			
RL 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Y		Development continues throughout the high school years—and beyond
<i>Range of Reading and Level of Text Complexity</i>			
RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 8

English Language Arts: *Reading Informational Text*

Common Core Standards ELA Grade 8: <i>Reading Informational Texts</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
Key Ideas and Details			
RI 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Y		
RI 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Y		
RI 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Y		
Craft and Structure			
RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA	Y		
RI 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Y		
RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA	Y		
RI 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and	Y		

responds to conflicting evidence or viewpoints.			
<i>Integration of Knowledge and Ideas</i>			
RI 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Y		
RI 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Y		
RI 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RI 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grade 8 English Language Arts: *Writing*

Common Core Standards, ELA Grade 8: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Text Types and Purposes</i>			
W 1. Write arguments to support claims with clear reasons and relevant evidence.	Y		
W 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Y		
W 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Y		
W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Y		
W 1 d. Establish and maintain a formal style.	Y		
W 1e. Provide a concluding statement or section that follows from and supports the argument presented.	Y		
W 2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA	Y		

W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA	Y		
W 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Y		
W 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Y		
W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Y		
W 2e. Establish and maintain a formal style.	Y		
W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	Y		
W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Y		
W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Y		
W 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.	Y		
W 3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	Y		
W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and	Y		

events.			
W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Y		
<i>Research to Build and Present Knowledge</i>			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Y		
W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Y		
W 9a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or	Y		

character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).			
W 9b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	Y		
<i>Range of Writing</i>			
W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Common Core Standards, Grade 8
English Language Arts: *Speaking and Listening*

Common Core Standards, ELA Grade 8: <i>Speaking and Listening</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Comprehension and Collaboration</i>			
SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	Y		
SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Y		
SL 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Y		
SL 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Y		
SL 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Y		
SL 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Y		

SL 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Y		
<i>Presentation of Knowledge and Ideas</i>			
SL 4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA	Y		
SL 4a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA	Y		
SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Y		
SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	Y		

Common Core Standards, Grade 8 English Language Arts: *Language*

Common Core Standards, ELA Grade 8: <i>Language</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students at Grade 8:			
<i>Conventions of Standard English</i>			
L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Y		
L 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Y		
L 1b. Form and use verbs in the active and passive voice.	Y		
L 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Y		
L 1d. Recognize and correct inappropriate shifts in verb voice and mood.	Y		
L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Y		
L 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Y		
L 2b. Use an ellipsis to indicate an omission.	Y		
L 2c. Spell correctly.	Y		
<i>Knowledge of Language</i>			
L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Y		

L 3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Y		
Vocabulary Acquisition and Use			
L 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	Y		
L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	Y		
L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>).	Y		
L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA	Y		
L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Y		
L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Y		
L 5a. Interpret figures of speech (e.g. verbal irony, puns) in context.	Y		
L 5b. Use the relationship between particular words to better understand each of the words.	Y		

<p>L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p>Y</p>		
<p>L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Y</p>		

Common Core Standards: Grade 8 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
The Number System			
Students at Grade 8:			
<i>Know that there are numbers that are not rational, and approximate them by rational numbers.</i>			
NS 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	Y		
NS 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>	Y		
Expressions and Equations			
Students at Grade 8:			
<i>Work with radicals and integer exponents.</i>			
EE 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i>	Y		

EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	Y		
EE 3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i>	Y		
EE 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Y		
<i>Understand the connections between proportional relationships, lines, and linear equations.</i>			
EE 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i>	Y		
EE 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .	Y		
Analyze and solve linear equations and pairs of simultaneous linear equations.			
EE 7. Solve linear equations in one variable.	Y		

EE 7a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).	Y		
EE 7b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	Y		
EE 8. Analyze and solve pairs of simultaneous linear equations.	Y		
EE 8a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Y		
EE 8b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i>	Y		
EE 8c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i>	Y		

Common Core Standards: Grade 8 Mathematics	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments
Functions			
Students at Grade 8:			
<i>Define, evaluate, and compare functions.</i>			
F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Y		
F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>	Y		
F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i>	Y		
<i>Use functions to model relationships between quantities.</i>			
F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate	Y		

of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.			
F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Y		
Geometry			
Students at Grade 8:			
<i>Understand congruence and similarity using physical models, transparencies, or geometry software.</i>			
G 1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines.	Y		
G 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Y		
G 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Y		
G 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Y		

<p>G 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p> <p><i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p>	Y		
Understand and apply the Pythagorean Theorem.			
G 6. Explain a proof of the Pythagorean Theorem and its converse.	Y		
G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Y		
G 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Y		
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.			
G 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Y		
Statistics and Probability			
Students at grade 8:			
Investigate patterns of association in bivariate data.			
<p>SP 1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p>	Y		

<p>SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p>	<p>Y</p>		
<p>SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p><i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p>	<p>Y</p>		
<p>SP 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p> <p><i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p>	<p>Y</p>		

Summary Notes and Comments

1, **All** of the Common Core Standards in Mathematics, Grades K-8, are included in the placements in the Tables for Student Achievement in Mathematics in the Waldorf Curriculum. None are missing, and it is anticipated that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will be fully prepared for success in any high school mathematics curriculum aligned to the Common Core for Grades 9-12, including more advanced coursework.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Common Core Standards:
Literacy in History/Social Studies, Science, and Technical Subjects:

Reading in History/Social Studies
Reading in Science and Technical Subjects
Writing in History/Social Studies, Science, and Technical Subjects

Grades Six through Eight

Common Core Standards Placement Tables

The Literacies are to be addressed regularly across the curriculum as appropriate throughout Grades Six, Seven, and Eight. Note that the Alliance recommends, based on its review, that all of these Common Core Standards are appropriate for and will be attained by students in the Waldorf-Inspired Public Schools by the completion of Grade Eight.

The Literacy Standards are specified in the pages that follow.

Designed to be a Working Document for School and Teacher Use

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:

Reading in History/Social Studies

Reading in Science and Technical Subjects

Writing in History/Social Studies, Science, and Technical Subjects

The Common Core Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

--From the Introduction to the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, California edition, March 2013, (p. iii).

Note: For this Alliance document, only the Literacy Standards for grades 6-8 are included in the Tables below. The Literacy Standards for Grade 9-12 are included in the full ELA Standards document (See the Resources page for the link to the full document.)

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in History/Social Studies

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6-8: Reading in History/Social Studies</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
Key Ideas and Details			
RHSS 1. Cite specific textual evidence to support analysis of primary and secondary sources.	Y		
RHSS 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Y		
RHSS 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Y		
Craft and Structure			
RHSS 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Y		
RHSS 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	Y		
RHSS 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	Y		
Integration of Knowledge and Ideas			

RHSS 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Y		Electronic media introduced In grades 7-8
RHSS 8. Distinguish among fact, opinion, and reasoned judgment in a text.	Y		
RHSS 9. Analyze the relationship between a primary and secondary source on the same topic.	Y		
<i>Range of Reading and Level of Text Complexity</i>			
RHSS 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Y		

Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in Science and Technical Subjects

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6- 8: Reading in Science and Technical Subjects</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6- 8:			
<i>Key Ideas and Details</i>			
RST 1. Cite specific textual evidence to support analysis of science and technical texts.	Y		
RST 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Y		
RST 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Y		
<i>Craft and Structure</i>			
RST 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Y		
RST 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Y		
RST 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Y		

<i>Integration of Knowledge and Ideas</i>			
RST 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Y		
RST 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Y		
RST 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Y		Use of electronic media begins in Grades 7 and 8.
<i>Range of Reading and Level of Text Complexity</i>			
RST 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Y		

**Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Writing**

Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects Grades 6- 8: <i>Writing</i>	Student Achievement In the Waldorf Curriculum		
Student Achievement In the Waldorf Curriculum	At Same Grade Level As CC	In WC At Different Grade Level	Notes and Comments.
Students in Grades 6-8:			
<i>Text Types and Purposes</i>			
<p>W 1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	Y		The “Y” (Yes) applies to all component parts of the standard (a.–e.).

<p>W 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	Y		The “Y” (Yes) applies to all component parts of the standard (a.-f.).
W 3. See Note, below. (Not applicable as a separate requirement.)	Y		
<i>Production and Distribution of Writing</i>			
W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Y		
W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Y		
W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Y		Use of electronic media begins in Grades 7 and 8.

Research to Build and Present Knowledge			
W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		
W 8. Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CA	Y		Use of electronic media begins in Grades 7 and 8.
W 9. Draw evidence from informational texts to support analysis reflection, and research.	Y		
Range of Writing			
W 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Y		

Note (W3): Students’ narrative skills continue to grow in these grades. The Literacy Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *(Note from the Common Core Literacy Standards)*

Common Core State Standards

College and Career Readiness (CCR) Anchor Standards

For English Language Arts

The grade-specific standards (in the Tables above) define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*From the **Common Core State Standards**, as adopted by the California State Board of Education, August 2010 (pre-publication version, March 2013).*

College and Career Readiness Anchor Standards for Reading

The grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Northeast Woodland Discipline Procedures - DRAFT

Grounds for Suspension and Expulsion of Students:

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance at the School or at a School sponsored event at any time including but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products- including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and substances/equipment for vaporizing.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Committed or attempted to commit a sexual assault
- Committed sexual battery.
- Engaged in, or attempted to engage in hazing.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat,

even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure:

Suspensions shall be initiated according to the following procedures:

- Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- Notice to Parents/Guardians:

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice

shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion:

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel:

A student may be expelled either by the Northeast Woodland Charter School Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel will consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures:

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board Chairman or the Chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of the School's disciplinary rules which relate to the alleged violation

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

Record of Hearing:

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence:

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the school board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel:

The Principal or designee following a decision of the Board of Trustees to expel shall send written notice of the decision to expel, including the Board, findings of fact, to the student or parent/guardian. This notice shall include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the State Department of Education. This notice shall include the following:

The student's name

The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the department of education's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the SAU or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the School Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the School Board following a meeting with the Principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

Northeast Woodland Chartered Public School

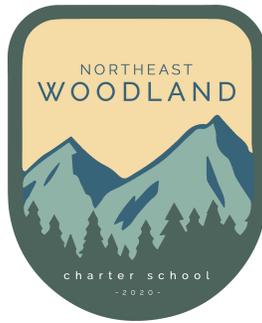
Projected 5 Year Budget

			Year 1	Year 2	Year 3	Year 4	Year 5	
	Pre-operations	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025		
Grade Level		K-7	K-8	K-8	K-8	K-8	K-8	
Projected Initial # Students		130	180	220	225	225	225	
# Classrooms to Start		8	9	9	9	9	9	
Teachers		10	12	12	12	12	12	
Aids		1	1	1	1	1	1	
Income								
Program Revenues								
Charges for Services	***Aftercare Service, Summer Camp, Supply Fee	\$ 193,500	\$ 246,000	\$ 289,000	\$ 293,750	\$ 293,750		
Operating Grants		\$ -	\$ -	\$ -	\$ -	\$ -		
General Revenues								
State of NH Funds		\$ -	\$ 915,896	\$ 1,275,296	\$ 1,562,816	\$ 1,598,756	\$ 1,598,756	
Contributions		\$ 75,000	\$ -	\$ -	\$ -	\$ -	\$ -	
Unrestricted Grants		\$ 1,255,080	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Projected Revenues		\$ 1,330,080	\$ 1,109,396	\$ 1,521,296	\$ 1,851,816	\$ 1,892,506	\$ 1,892,506	
Expenses								
Instructional Services								
1000	110	Salaries - Teachers	\$ 24,316	\$ 326,000	\$ 390,500	\$ 409,395	\$ 428,102	\$ 446,130
	110	Salaries - Specialties Teachers	\$ 7,599	\$ 116,500	\$ 132,500	\$ 138,495	\$ 148,095	\$ 157,803
	111	Salaries - Teacher Aids	\$ -	\$ 29,000	\$ 33,000	\$ 34,400	\$ 35,827	\$ 37,282
	110	Professional Services (Substitutes)	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
	200	Benefits - Instructional	\$ 6,218	\$ 97,965	\$ 108,414	\$ 108,862	\$ 109,372	\$ 109,871
2410	200	FICA- Instructional Payroll Taxes	\$ 2,441	\$ 36,835	\$ 43,299	\$ 45,310	\$ 47,585	\$ 49,818
	260	Workers Compensation	\$ 957	\$ 14,145	\$ 16,680	\$ 17,469	\$ 18,361	\$ 19,236
	320	Consultants for Curriculum	\$ 11,200	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
	320	Curriculum Development	\$ 14,625	\$ -	\$ -	\$ -	\$ -	\$ -
	322	Professional Development	\$ 52,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000
	580	Travel	\$ 1,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
	610	Supplies, & Instructional Materials	\$ 22,500	\$ 38,400	\$ 48,400	\$ 48,400	\$ 48,400	\$ 48,400
	641	Reference Materials	\$ 4,750	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
	734	Computer, Software & Licences	\$ 30,000	\$ -	\$ -	\$ 3,000	\$ 3,000	\$ 5,000
	733	Furniture and Equipment	\$ 49,500	\$ -	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
		Subtotal	\$ 227,106	\$ 710,845	\$ 830,293	\$ 862,831	\$ 896,241	\$ 931,040
Student Support Services								
2100	110	Salary - Guidance Counselor	\$ -	\$ -	\$ -	\$ 44,775	\$ 46,588	\$ 51,941
	200	Benefits - Student Support	\$ -	\$ -	\$ -	\$ 10,343	\$ 10,398	\$ 10,558
2410	200	FICA - Student Supportl Payroll Taxes	\$ -	\$ -	\$ -	\$ 3,425	\$ 3,564	\$ 3,973
	260	Workers Compensation	\$ -	\$ -	\$ -	\$ 1,343	\$ 1,398	\$ 1,558
		Subtotal	\$ -	\$ -	\$ -	\$ 59,887	\$ 61,948	\$ 68,031
Health Services								
2130	610	Medical Supplies	\$ 1,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
		Subtotal	\$ 1,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Library & Media Services								
2222	641	Books	\$ 20,000	\$ 8,000	\$ 8,000	\$ 10,000	\$ 10,000	\$ 10,000
		Subtotal	\$ 20,000	\$ 8,000	\$ 8,000	\$ 10,000	\$ 10,000	\$ 10,000
Professional Contract Services								
2225	110	Professional Services	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
		Subtotal	\$ -	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000

Northeast Woodland Chartered Public School

Projected 5 Year Budget

		Pre-operations	Year 1 2020-2021	Year 2 2021-2022	Year 3 2022-2023	Year 4 2023-2024	Year 5 2024-2025	
Administration								
2400	110	Salaries - Administrative	\$ 37,658	\$ 208,000	\$ 227,500	\$ 258,735	\$ 272,547	\$ 278,578
	200	Benefits- Administrative	\$ 5,803	\$ 42,240	\$ 42,825	\$ 43,762	\$ 44,176	\$ 44,357
2410	200	FICA - Administration Payroll Taxes	\$ 2,881	\$ 15,912	\$ 17,404	\$ 19,793	\$ 20,850	\$ 21,311
	260	Workers Compensation	\$ 1,130	\$ 6,240	\$ 6,825	\$ 7,762	\$ 8,176	\$ 8,357
	330	Other Official/Administrative Services	\$ 5,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500	\$ 6,500
	330	Background Checks	\$ 875	\$ 235	\$ 188	\$ 188	\$ 188	\$ 188
	534	Postage	\$ 1,540	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500
	540	Advertising	\$ 34,880	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500	\$ 27,500
	550	Printing	\$ 2,500	\$ 4,000	\$ 4,000	\$ 5,500	\$ 5,500	\$ 5,500
	550	Copier Services	\$ 1,000	\$ 3,000	\$ 4,000	\$ 5,500	\$ 5,500	\$ 5,500
	730	Office Equipment, Furniture and Fixtures	\$ 12,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
	734	Computer, Software & Liscences	\$ 30,000	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
	810	Dues & Fees	\$ 625	\$ 2,000	\$ 2,400	\$ 2,600	\$ 3,750	\$ 3,750
Subtotal			\$ 136,891	\$ 321,127	\$ 346,642	\$ 385,340	\$ 402,188	\$ 409,042
Operational & Maintenance								
2600	110	Salaries - Janitorial	\$ -	\$ -	\$ 24,000	\$ 44,000	\$ 45,805	\$ 47,649
	200	Benefits-Janitorial	\$ -	\$ -	\$ 720	\$ 10,320	\$ 10,374	\$ 10,429.47
2410	200	FICA - Janitorial Payroll Taxes	\$ -	\$ -	\$ 1,836	\$ 3,366	\$ 3,504	\$ 3,645
	260	Workers Compensation	\$ -	\$ -	\$ 720	\$ 1,320	\$ 1,374	\$ 1,429
	423	Custodial Services & Plowing	\$ 4,500	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
	440	Facility Rental	\$ 47,400	\$ 94,800	\$ 94,800	\$ 94,800	\$ 94,800	\$ 94,800
		Property Taxes - ask for code can not find in any listing	\$ 7,930	\$ 15,860	\$ 15,860	\$ 15,860	\$ 15,860	\$ 15,860
	450	Building Repairs and Renovations	\$ 375,000	\$ 6,000	\$ 12,000	\$ 12,000	\$ 15,000	\$ 15,000
	340	Network Cabling & Set-up, Security	\$ 47,500	\$ -	\$ -	\$ -	\$ -	\$ -
		Legal Fees - Specific to start up	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -
	520	Property/Liability Insurance	\$ 5,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
	530	Phone & Internet	\$ 1,500	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
	610	Supplies, Building & Grounds	\$ 175,650	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500	\$ 22,500
	620	Heat & Air Conditioning	\$ 4,500	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
	622	Electricity	\$ 11,500	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
	700	Permits - Building Repairs and Renovations	\$ 1,530	\$ -	\$ -	\$ -	\$ -	\$ -
	700	Contingencies	\$ 7,500	\$ 10,000	\$ 10,000	\$ 15,000	\$ 15,000	\$ 15,000
	739	Other Equipment	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Subtotal			\$ 701,010	\$ 199,660	\$ 232,936	\$ 269,666	\$ 274,717	\$ 276,813
Transportation								
	511	Contract Transportation	\$ -	\$ 90,000	\$ 99,000	\$ 120,000	\$ 120,000	\$ 120,000
Subtotal			\$ -	\$ 90,000	\$ 99,000	\$ 120,000	\$ 120,000	\$ 120,000
			Pre-operations	Year 1 (2021)	Year 2 (2022)	Year 3 (2023)	Year 4 (2024)	Year 5 (2025)
Total Projected Revenue			\$ 1,330,080	\$ 1,109,396	\$ 1,521,296	\$ 1,851,816	\$ 1,892,506	\$ 1,892,506
Total Projected Expenses			\$ 1,086,507	\$ 1,342,131	\$ 1,529,370	\$ 1,720,224	\$ 1,777,593	\$ 1,827,426
Variance			\$ 243,573	\$ (232,735)	\$ (8,074)	\$ 131,592	\$ 114,913	\$ 65,080
Variance with balance applied from year prior				\$ 10,837	\$ 2,763	\$ 134,355	\$ 249,268	\$ 314,349
variance percentage				1%	0%	8%	14%	17%



Northeast Woodland Charter School
Letters of Reference

Joe Lentini
Chairman, Conway School Board

Hon. Charles Greenhalgh
Circuit Judge, New Hampshire Judicial Branch

Hon. Harrison Kanzler MSc.
New Hampshire State Representative
Carrol County District 2

Nick Robbins
Director, Camp Mowglis

July 10, 2019

Dear NH Department of Education,

My name is Joe Lentini, I live in Conway New Hampshire, and I have a long history with Waldorf education. My oldest son, Dominic, attended an early childhood program at the White Mountain Waldorf school. Dominic was in the school's initial first grade and attended through eighth grade. My youngest son, Matteo, also went to early childhood through eighth grade at the White Mountain Waldorf school. I cannot overstate the benefits our children received because of a Waldorf education. The integration of traditional subjects such as math and science along with drawing, painting, movement, playing musical instruments and singing creates a thoroughly well-rounded education. This also engages both the right and left parts of the human brain which many studies indicate are important in a child's brain development. My wife, Ruth Hamilton, and I are totally thrilled with the education our children received. In addition, social responsibility, being part of a community and treating all people with respect was an integral part of their education. As the Waldorf only went through eighth grade both our sons went on to Kennett High School in Conway New Hampshire. Though nervous at first both of them found our local high school to be a positive experience and easily integrated into it. Dominic, again, my oldest son, went on to Connecticut College, which he graduated from last year with honors in international affairs and French. Matteo, my youngest has just completed his freshman year in college. My praise for the Waldorf school comes from a number of different points of view. One, as a parent who cares deeply about all children's education. Also, from my experiences as a current member of the Conway School Board, (in my seventh year on the board and the board chair starting my third year), I see public education through that lens. Again, my wife and I were pleased with the education our children received in our public schools yet I believe parents need to be aware, and have available to their families, different forms of education that meets their children's needs both academically and socially. For our family, Waldorf education fulfilled our needs, beyond our expectations.

Sincerely

Joe Lentini

NH Department of Education:

To whom it may concern:

I am writing to offer my recommendation and support for the establishment of the Northeast Woodlands Charter School ("NWCS") in Mount Washington Valley. I make this recommendation for three reasons:

First, NWCS will provide a Waldorf inspired curriculum. For over 30 years, Waldorf education has been available in the Mount Washington Valley. Throughout the educational community of the Valley, Waldorf is recognized for its ability to produce students with an inspired love of learning, trained in critical thinking and immersed in a broad curriculum. A charter school will make this educational option available to a wider community of families.

Second, the Waldorf approach to education instills subject and values based learning. As a Waldorf parent, I've observed how a Waldorf based curriculum instills purpose in the student and a sense of community and comradery in the class and school as wholes. Students learn not only on their own, but as a group, relying on both their teachers and each other for academic success. The holistic approach of a Waldorf inspired curriculum allows each child to approach learning from where they are, and elevate their skills using their own unique talents, as well as their connection to their classmates. Waldorf builds not only good students, but good citizens.

Finally, in my view, Waldorf leads to academic success. My daughter attended Waldorf school from preschool through eighth grade. She is presently a senior at Bard College studying environmental science. Among her classmates are college students, talented artists, young entrepreneurs and business owners. After matriculating to Kennett High School, she and many of her classmates became student leaders, academic standouts and top athletes. Ask any teacher at Kennett and they would tell you that they find the Waldorf students to be a delight to have in class. Look at any group at Kennett, band, sports, Keyclub, student government, and you'll find one if not several Waldorf students involved and probably leading.

Unfortunately, in the past, the opportunity for Waldorf education in Mt. Washington Valley was tuition based private education, and therefore, available only to those who could afford it. NWCS would make this path to educational success available to any family who wishes to have it.

Ultimately, establishing NWCS will benefit not only the children and families of Mt. Washington Valley, but the community as a whole.

Thank you for your consideration. I remain available to answer any questions you may have regarding my recommendation.

Hon. Charles L. Greenhalgh

To Whom it May Concern,

I write to you today in support of a public Waldorf Charter School in Conway, New Hampshire. For years we have had a private Waldorf school operating in our town, however the tuition model has become unsustainable given the economic climate of our small town. This school will not be able to stay open much longer and so a Waldorf Charter would allow the Waldorf model to continue in our community.

We have a small community with limited educational options outside of our local public schools. While our public schools are wonderful institutions, the reality of education is that it is not 'one size fits all' and as a result some students are not able to succeed under the model of education used in our public schools. In our community if this is the case they primarily must resort to a homeschool model. While this can be effective for some, it is not a reality for many families. As such their children must go underserved, either by remaining in the public model which does not suit their educational needs, or turning to a homeschooling model where they do not have the stability and structure of a brick and mortar school.

Having a public Waldorf charter school would allow students in our community to have access to a different educational and pedagogical model than that provided by our public schools. This would go a long way to ensuring that our students are receiving the best education they can. Further, having the school as a public charter would allow families of varying socio-economic backgrounds to have access to this opportunity as opposed to having to remain in the public schools or in homeschooling due to financial barriers. Our community cherishes its children, and this is one more service we can offer them help secure the futures they deserve.

Thank you for your time and consideration.

Regards,

A handwritten signature in blue ink, appearing to read 'H. Kanzler', with a long horizontal flourish extending to the right.

Hon. Harrison Kanzler MSc.
NH State Representative
Carroll County District 2



CAMP MOWGLIS

FOR BOYS
HEBRON, NEW HAMPSHIRE

9/12/2019

Dear NH Department of Education,

As a long-time educator and youth development professional, I specialize in the social and emotional development of children between the ages of 7 and 15. I cannot emphasize the importance of the hands-on arts, unplugged, nature-based learning being proposed by the Waldorf inspired Northeast Woodland Charter School.

My two older children both attended the White Mountain Waldorf School from the age of two and experienced a wonderful early childhood and elementary education there. As a parent, it warmed my heart to see their genuine love of learning develop during their time there; they literally ran to school every morning. Learning for them at the Waldorf school was a fun and completely unplugged from technology educational adventure.

In addition to being a long-time White Mountain Waldorf parent, I also served as the vice president of their board for the 2018/19 academic year, a post I stepped down from in August of 2019. For the current academic year, we have decided to move our children to our local public school. While they are very happy there, the amount of screen time and computer-based learning they are engaged in concerns me. I miss the emphasis on the arts, nature, free-play, and foreign language skills that made their Waldorf experience so inspirational and educational. I know that technology is important but I believe that their development away from tech is equally important - and currently at risk.

Therefore, I am deeply excited about the possibility of a Waldorf inspired charter school in the Mount Washington Valley. I know dozens of families who agree with me that offering this educational option will be a wonderful way to utilize our unique natural setting to truly inspire our children's learning and development.

Thank you for your time and consideration. Please feel free to reach me with any questions.

Best wishes,
Nick Robbins
Director
Camp Mowglis
(603) 744-8095
nickrobbins@mowglis.org

Feb. 11 is now a teacher workshop day and March 20 is a student day

School Administrative Unit No. 9 2019-20 School Calendar

August - 5T/2S days

M	T	W	Th	F
12	13	14	15	16
19	20	21	22	23
TW	TW	TW	29	30

September - 20T/20S days

M	T	W	Th	F
X	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October - 22.5T/21S days

M	T	W	Th	F
	1	2	ER* TW	
7	8	9	10	11
X	15	16	17	18
21	22	23	24	25
28	29	30	31	

November - 17T/17S days

M	T	W	Th	F
				1
4	5	6	7	8
X	12	13	14	15
18	19	20	21	22
25	26	X	X	X

December - 15T/15S days

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
X	X	X	X	X
X	X			

January - 21T/21S days

M	T	W	Th	F
		X	2	3
6	7	8	9	10
13	14	15	16	ER
X	21	22	23	24
27	28	29	30	31

February - 15T/14S days

M	T	W	Th	F
3	4	5	6	7
10	TW	12	13	14
X	X	X	X	X
24	25	26	27	28

March - 22.5T/22S days

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	ER*	20
23	24	25	26	27
30	31			

April - 18T/18S days

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
X	X	X	X	

May - 19T/19S days

M	T	W	Th	F
				X
4	5	6	7	8
11	12	13	14	ER
18	19	20	21	22
X	26	27	28	29

June - 12T/11S days

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
ER TW	M	M	M	
M	M	24	25	26
29	30			

- | | | | |
|----------------|-----------------------------------|----------------|---|
| Aug. 26-28 | Teacher Workshop (TW) | February 11 | Teacher Workshop (TW) |
| August 29 | 1st Day of School for Students | February 17-21 | February Vacation (X) |
| September 2 | Labor Day (X) | March 19 | Early Release for Students (ER) |
| October 3 | Early Release for Students (ER) | March 19 | * 3 Hour Evening Teacher Workshop |
| October 3 | * 3 Hour Evening Teacher Workshop | April 27-May 1 | Spring Vacation (X) |
| October 4 | Teacher Workshop (TW) | May 15 | Early Release for Students (ER) |
| October 14 | Columbus Day (X) | May 25 | Memorial Day (X) |
| November 11 | Veterans' Day (Observed) (X) | June 15 | Last Day of School for Students and Early Release |
| November 27-29 | Thanksgiving Recess (X) | June 16 | Teacher Workshop Day (TW) |
| Dec. 23-Jan 1 | Holiday Recess (X) | | Make-up Days (MU) |
| January 17 | Early Release for Students (ER) | | |
| January 20 | Martin Luther King Jr. Day (X) | | |

APPENDIX P MEETING NH TECHNOLOGY EDUCATION REQUIREMENTS

The Northeast Woodland Charter School will comply with the NH State Standards for implementing technology throughout the Waldorf inspired interdisciplinary curriculum it has set forth. The Technology Resource teacher will work together with the Lead teachers in grades 1-8 to integrate the NH State Standards set forth in Ed 306.26 appropriate to the students' development in each grade level. In the Upper Grades (6-8) Computer Science will be a subject (class) of its own to give the students exclusive time to work on the art and engineering of computer programming and its uses in the modern world. This subject will be taught by the Technology Resource teacher. In addition to the Standards set forth by the State of NH, a Cyber Civics curriculum will be integrated into this Middle School Computer Science Curriculum.

The following NH Standards will be integrated into the curriculum with respect to the appropriate developmental stages of the students in grades 1-8:

Technology Standards for Students

1) Basic operations and concepts

- a) Students demonstrate a sound understanding of the nature and operation of technology systems.
- b) Students are proficient in the use of technology.

2) Social, ethical, and human issues

- a) Students understand the ethical, cultural, and societal issues related to technology.
- b) Students practice responsible use of technology systems, information, and software.
- c) Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3) Technology productivity tools

- a) Students use technology tools to enhance learning, increase productivity, and promote creativity.
- b) Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

4) Technology communications tools

- a) Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- b) Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5) Technology research tools

- a) Students use technology to locate, evaluate, and collect information from a variety of sources.
- b) Students use technology tools to process data and report results.
- c) Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6) **Technology problem-solving and decision-making tools**

- a) Students use technology resources for solving problems and making informed decisions.
- b) Students employ technology in the development of strategies for solving problems in the real world.
- c) Pursuant to Ed 306.26, the local school board shall require that a computer science education program for grades 1st – 8th provides:
- d) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:
 - i) Foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products;
 - ii) Use collaborative tools and processes to effectively work together to create complex artifacts;
 - iii) Recognize and define computational problems;
 - iv) Develop and use abstractions to manage complexity;
 - v) Create, test and refine computational artifacts;
 - vi) Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices;
- e) Opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment.