

Practices of Waldorf Teachers

- I. Planning, curriculum and Assessment
 - A. The annual block rotation is comprehensive and appropriate to accomplish established curriculum standards.
 - B. Curriculum planning evidences knowledge of both Waldorf methodology and child development.
 - C. Ongoing and periodic assessments are appropriate, recorded and in evidence. This includes empirical verification of student ability in all core strands of knowledge.
 - D. Lessons are planned with clear objectives, established rhythm and guiding images.
 - E. Lessons are planned to meet all learning modalities and temperaments.
 - F. Lessons are inclusive of practical life experiences and enhance the students' sense of wonder at world phenomena.

- II. Lesson delivery
 - A. Teacher uses inductive and deductive reasoning skills in teaching methodology. In the early years teaching from the vantage point of synthesis toward analysis, whole to part, (deductive skills) and through the middle school years from part to whole, analysis to synthesis, or (inductive reasoning skills).
 - B. The teacher recognizes cognitive differentiation and personal individuation when delivering instruction.
 - C. Lessons are balanced in the realm of academic skill, artistic expression and kinesthetic engagement.
 - D. Lessons include social/emotional aspects; relates to student interest and experience.
 - E. Lessons stimulate student engagement.
 - F. Differentiated instructional approaches are a part of every teacher's skill set. The content delivery reflects the following, among which are, two unique Waldorf elements, which form the basis of the differentiation.
 - 1) The teacher knows the core subjects skill strands and can assess the placement of a child along a continuum of growth in competency. (A benchmark document is in the development phase for release in fall 2010)
 - 2) The teacher is able to adjust student learning outcomes such that students are provided scaffolding for stepping into the next zone of proximal development.
 - G. The middle school teacher fosters alertness, objectivity, precision and thoroughness as key values for middle school student.

- III. Classroom management and Delivery
 - A. The teacher aspires to being worthy of imitation for the early years student and strives to be an authority of what is essentially human

when teaching children passing through the middle and later years of childhood.

- B. Establishes authority, maintains control and anticipates and responds to problem situations and specific needs as they arise.
- C. Teacher is fair, consistent, and keeps proper perspective.

IV. Classroom management and Delivery

- A. Teacher evidences strength, striving and intent in all artistic disciplines: Drawing, painting, form drawing, modeling, storytelling, speech, drama, vocal and instrumental music.

V. Collaboration

- A. Main lesson teachers and single subject (specialty) teachers share content and key generative images given within the main lesson block. This interdisciplinary approach has two purposes:
 - i. increasing student practice of and thus reinforcement of academic, artistic and practical skills
 - ii. Providing for different avenues of expressing the unique individual's intelligence, style and modality of learning.
 - iii. Story content reflects the teacher's ability to discern the singular specific content to convey the compelling imagery that stabilizes the connection with core content through a strong affective response.
 - iv. Core academic content is taught through the use of compelling and empowering imaginations wherein the child experiences implicit learning which moves to explicit in practice.
- B. Main lesson teachers collaborate between grades and with administrators, mentor and curriculum specialists.