Principles of Waldorf Education

A. Faculty
A.1.1 The faculty of a mature school reflects the following attributes and competencies:
   a. a large majority of the teachers (80%) hold certification of a recognized Waldorf Teacher Training or equivalency. The teacher and the school maintain the transcripts and key records.
   b. Teachers who do not hold the above-referenced certification are working within the structure of a professional development plan.
   c. All teachers maintain a professional learning plan, which is overseen and supported by school administration.
   d. Faculty consent to an evaluation system, which is supported by the school.
   e. Faculty participates in school governance, especially as it pertains to pedagogical matters.
   f. The faculty can articulate the pedagogical program offered by the school within the context of a developmental and interdisciplinary approach to learning.

B. Curriculum
B1.1. Curriculum-related decisions
School maturity is visible when the faculty is charged with decision-making, or key advisory roles (as allowable by legal structure of the school) related to pedagogy and that the curriculum decisions are guided by:
   a. an understanding of research confirming Steiner’s fundamental concepts of human development
   b. a rigorous effort to co-align 21st century skills within the framework of the Waldorf Curriculum
   c. Academic Freedom guidelines wherein curriculum can be uniquely designed by an individual teacher whose scholarship in the ontological and epistemological aspects of Waldorf teaching practices and curriculum content informs his or her on-going effort to meet the evolving learning needs of students.

B1.2 Teaching evaluation processes and procedures include structured analysis of each teacher’s ability to:
   a. Create lessons informed by the ontology and epistemology of the Waldorf curricular guidelines
   b. Create clear and transparent on-going formative assessments of student progress within an articulated framework of Waldorf standards co-aligned to recognized standards at the state or federal level
   c. Maintain verifiable records of student progress
   d. Collaborate in the writing of a professional development plan and execute actions benchmarked within this plan

C. Faculty input and decision-making are given significant weight in the following:
C. 1.1 the school’s communications and events
C. 1.2 the school’s celebrations and festivals
C. 1.3 school publications
C. 1.4 afterschool programs
C. 1.5 adult education

D. Governance
  D. 1.1 Internal governance is founded on collaborative working of leaders of the board, administration, faculty and community.
  D. 1.2 The School’s Board of Directors (Trustees), supports and is accountable, but doesn’t micro-manage the educational programs of the school, as far as is legally permissible.
  D. 1.3 A person or group that is informed by and experienced in application of Waldorf Education has authority for and ultimate responsibility for establishing, implementing, evaluating and reviewing the educational programs of the school.