

Waldorf Education & Public School Reform

*Public School Reform's New 3R's –
Rigor, Relevance, Relationship:*

What's The Contribution From Waldorf?

Dr. Ida Oberman
Rudolf Steiner College
January 20, 2007

Agenda

Introduction

- I. The Challenge, the Goal, the Opportunity
- II. What Matters A Lot: The Snap Shot
“No Child Left Behind” Phase I
 - o 2006
Performance Data From Five Public Waldorf Schools
- III. What Matters Most: The Long View
“No Child Left Behind” Phase II
 - o 1943-2005
Survey Data From 500-Waldorf Graduates
- IV. Implications & Next Steps
- V. Question & Answer

First...

- Think Of One “Waldorf Strategy” Learned & Tested
- Think About Justifying It To Your Superior – superintendent, principal, mentor teacher—
- Challenge...? Opportunity...?

Outcomes Sought Today:

- ✓ Further Bridge Divide
 - ✓ Waldorf 'Speak', Public School Reform 'Speak'
- ✓ Add To Our
 - ✓ Quiver Of Arrows To Argue For Public Waldorf Schools In Public Education
- ✓ Consider
 - ✓ Where Can We Learn From Other Public School Reformers

I. The Challenge, Goal, Opportunity

- ❑ Mounting accountability pressure



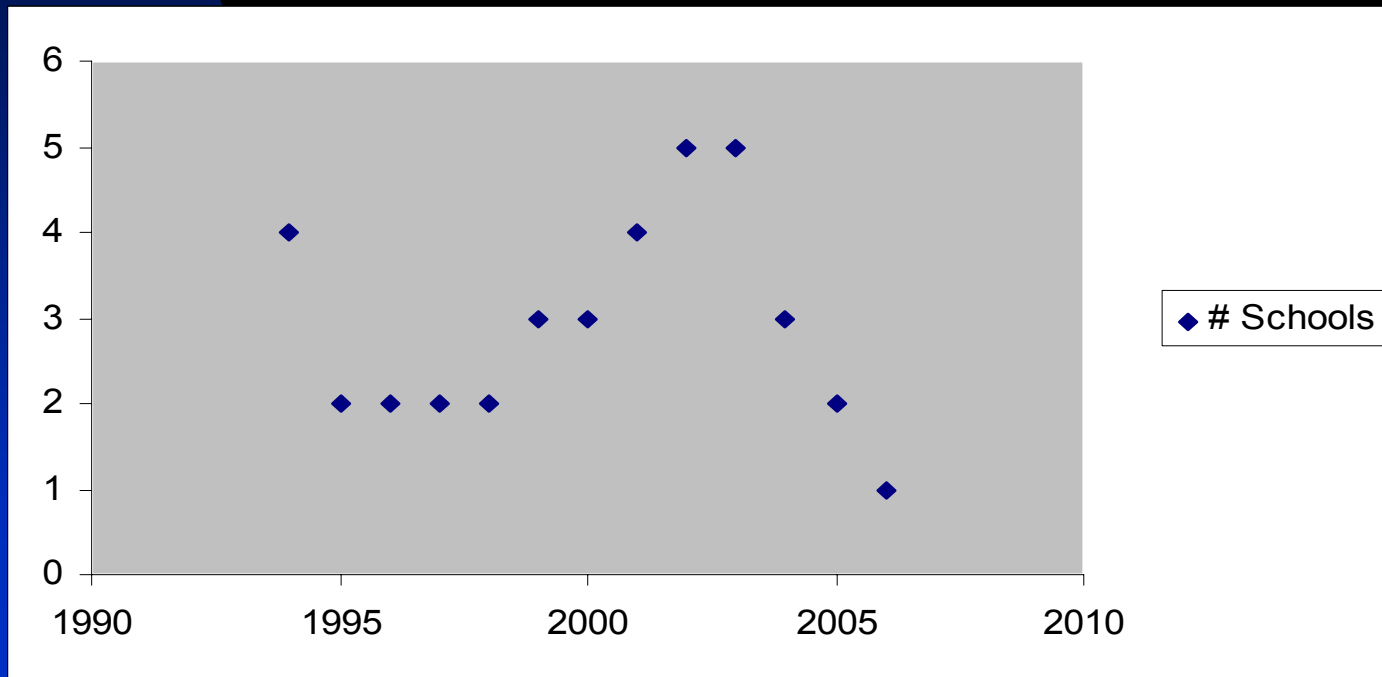
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II. The Moment Is Now For Public School Reform

- ❑ What Matters A Lot: The Snap Shot:
 - ❑ Challenge: The Snap Shot Data To Inform Instruction
 - ❑ Goal: All Students Supported To Reach College & Career
 - ❑ Opportunity:
 - ✓ No Child Left Behind, Phase 1
 - ✓ Signed Into Law 2001
 - ✓ Up For “Re-Authorization” 2007:
- ❑ How Have We Done?

The Moment Is Now For Public Waldorf Schools:

The Emergence of Public Waldorf Education Urban Waldorf, 1991-You Today



How Have We Done ...With Waldorf's Distinctive Methods--

Five Key Waldorf Methods:

1. Block scheduling NOT isolated classes
2. Narrative (story telling) NOT just earnest
3. Developmentally appropriate experiential education
NOT just pure theory
4. Teachers looping NOT every year new kids
5. Time for play, festival, theater NOT just work

Know Our Data...

2006 California Standards Test Performance Data *From Five Public Waldorf Schools...*

- ◆ Large City
- ◆ Small Town Elementary
- ◆ Urban Fringe, Large City
- ◆ Urban Fringe Mid Size City
- ◆ Urban Fringe Large City

**John Morse, Sacramento Unified
Yuba River Charter, Twin Ridges**

**Novato Charter, Novato Unified
Woodland Star Charter, Sonoma
Valley Unified**

Stone Bridge, Napa Valley Unified

Know Our Data...

Thinking Exercise:

--Pick One School On This List

--What Do You Think:

Looking At 2006 California Standards Test Performance Data

By The Final Grade, Does Each School Perform (a) Below Top 10 Peer-Alike, (b) Equal To (c) Above Average Of Top 10

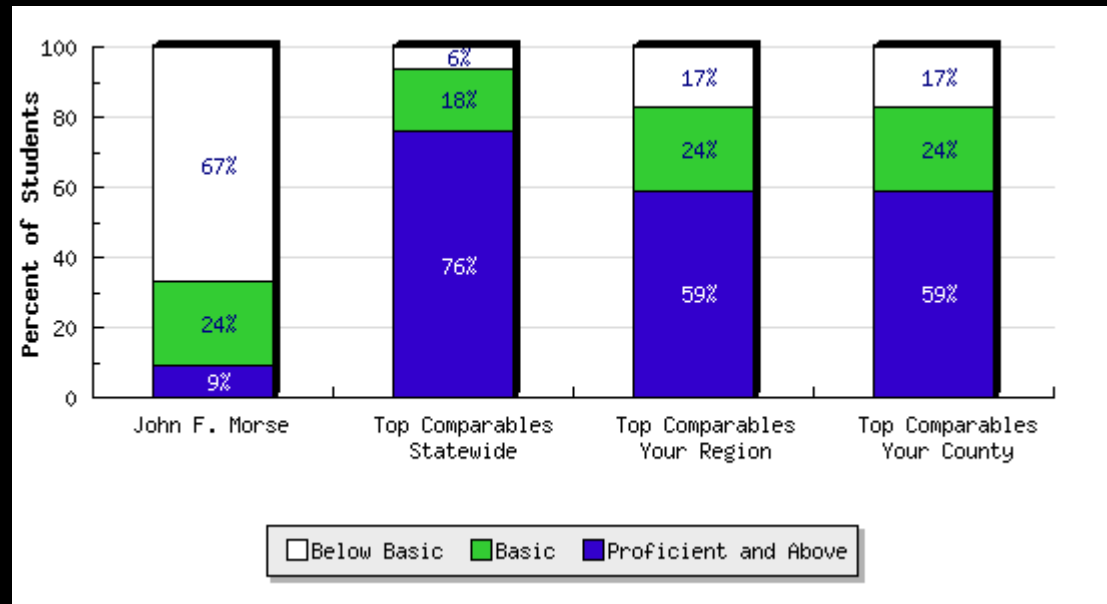
--Why?

Public Waldorf Schools, 2006 Performance on CST:

1. John Morse, Sacramento Unified
2. Yuba River Charter, Twin Ridges Elementary
3. Novato Charter, Novato Unified
4. Woodland Star Charter, Sonoma Valley Unified
5. Stone Bridge, Napa Valley Unified

I. Large City: John F. Morse, Sacramento Unified

a. Grade 2 Language Arts 2006 Results

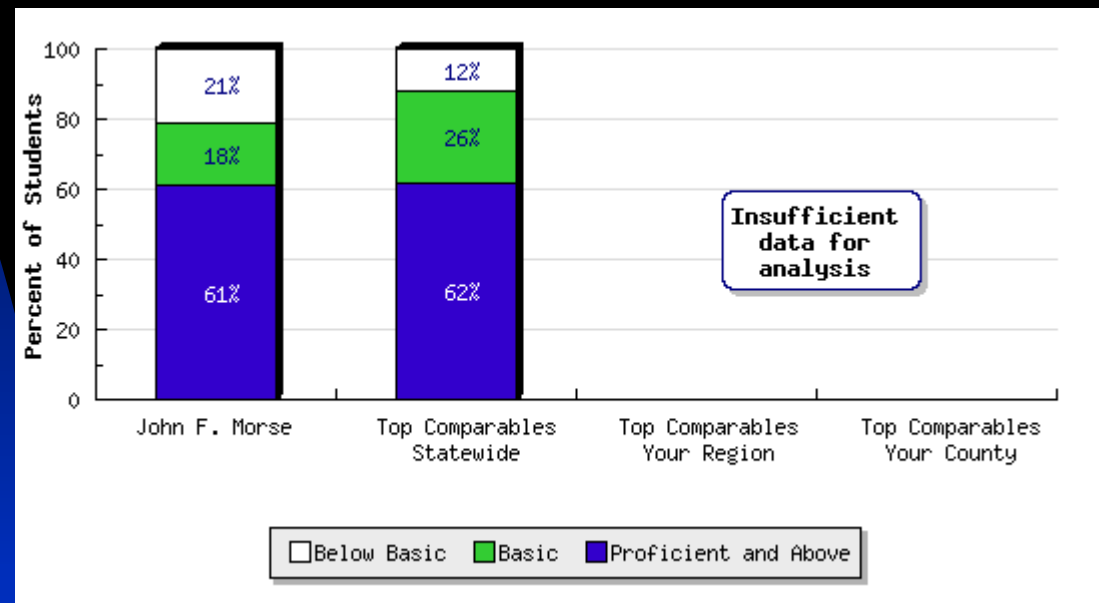


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I. Large City's Public Waldorf School

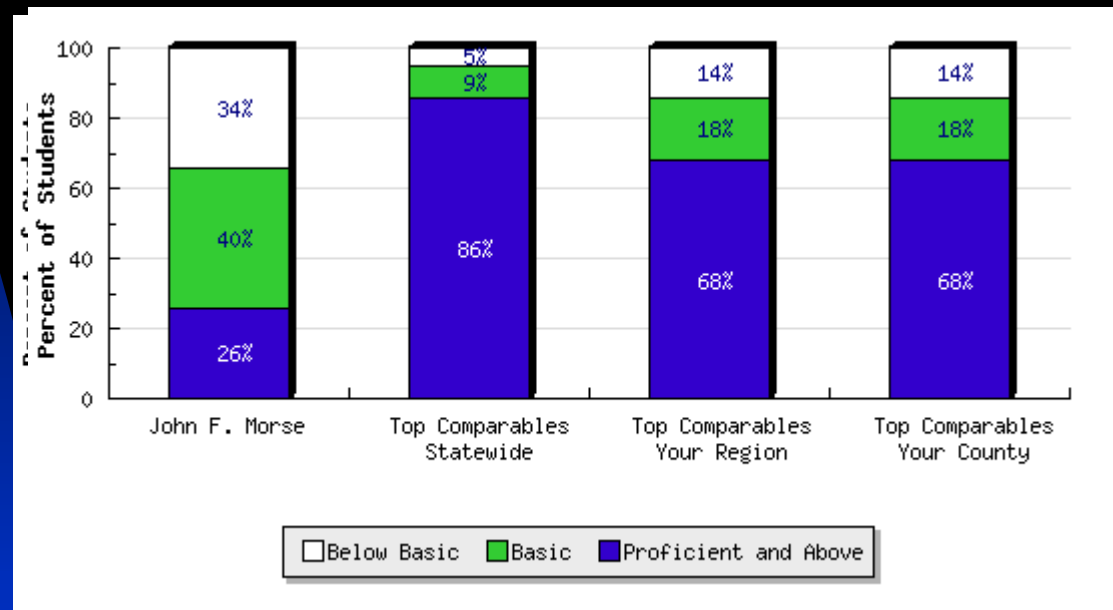
- 1. John F. Morse, Sacramento City Unified
 - b. Grade 8 Language Arts 2006 Results



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I. Large City's Public Waldorf School

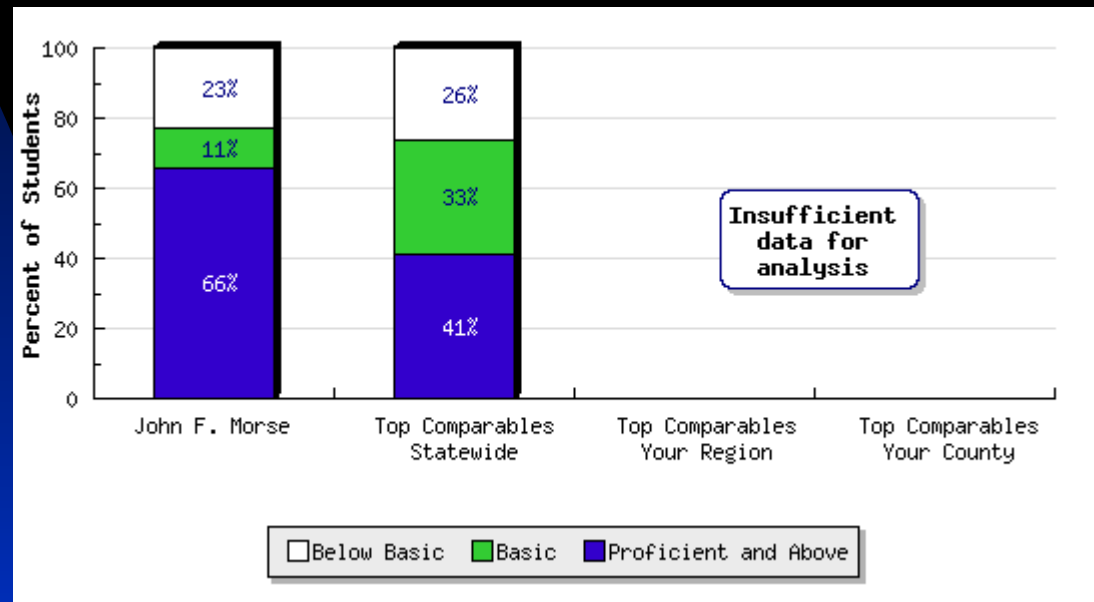
1. John F. Morse, Sacramento City Unified c. Grade 2 Mathematics 2006 Results



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I. Large City's Public Waldorf School

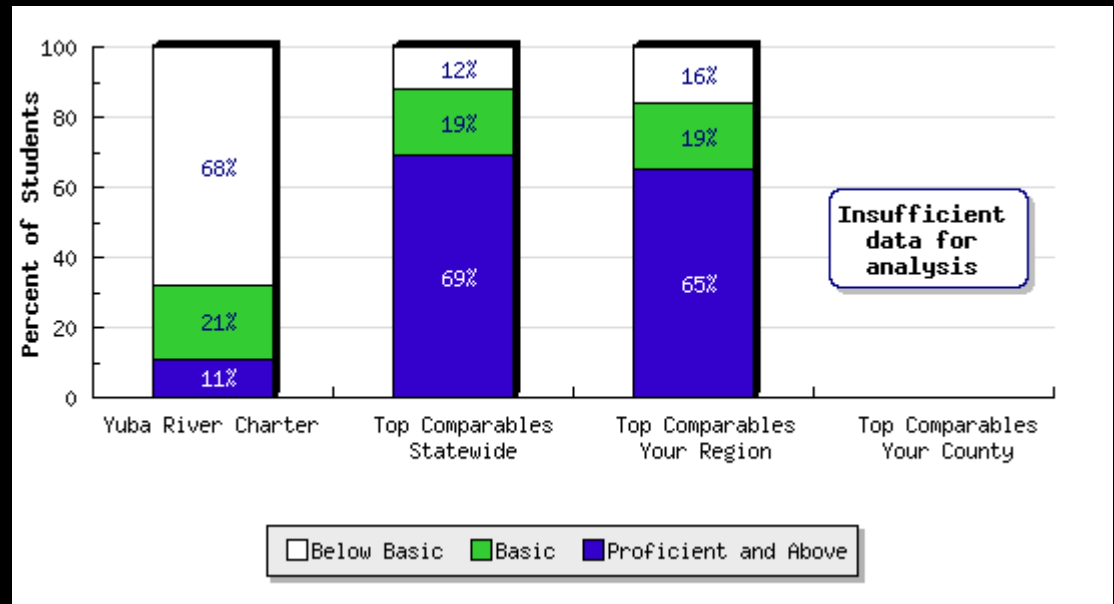
1. John F. Morse, Sacramento City Unified d. Grade 8 Mathematics 2006 Results



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II. Small Town: Yuba River Charter, Twin Ridges Elementary School District

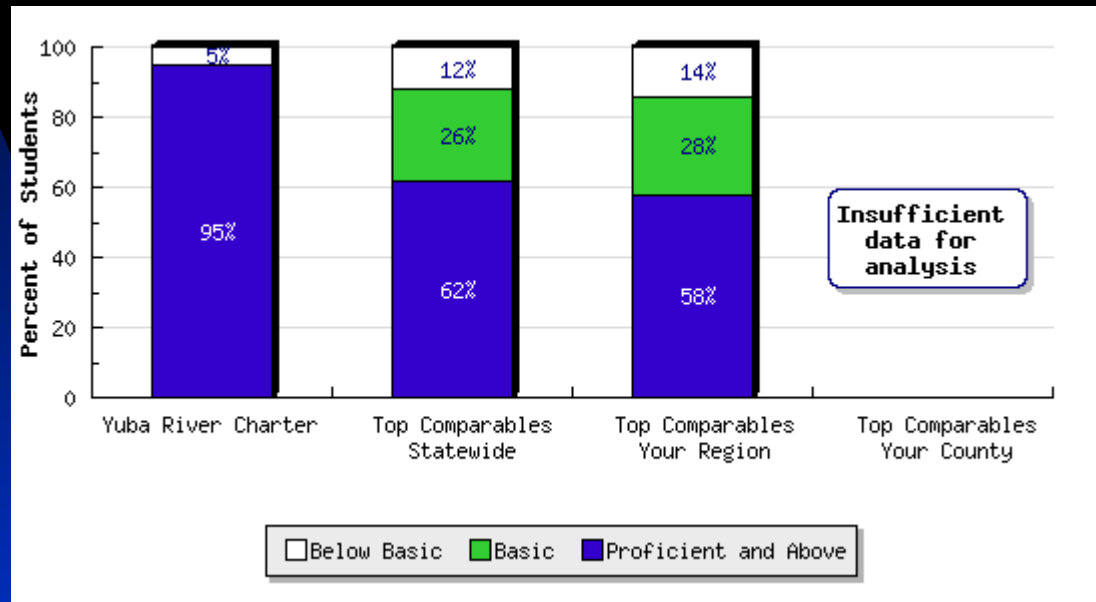
a. Grade 2 Language Arts 2006 Results



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II. Small Town

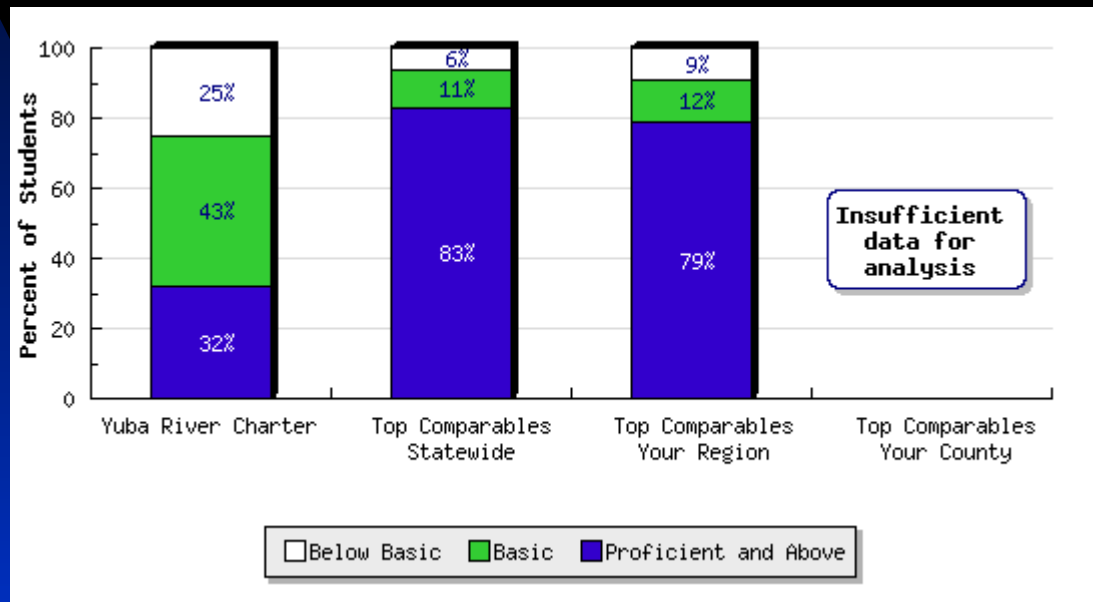
Yuba River Charter, Twin Ridges Elementary b. Grade 7 Language Arts 2006 Results



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II. Small Town

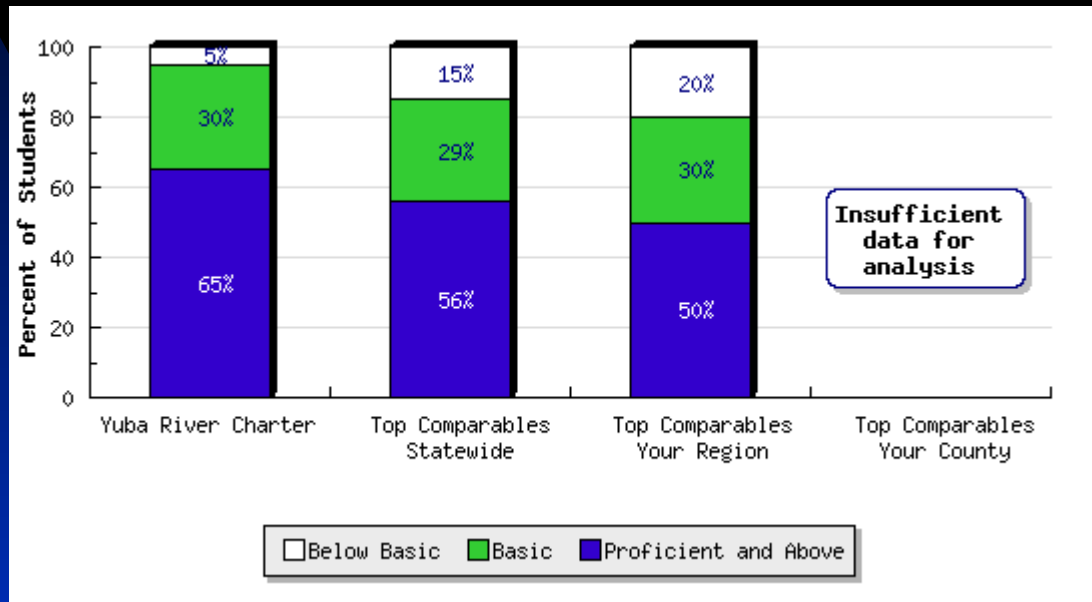
Yuba River Charter, Twin Ridges Elementary c. Grade 2 Mathematics 2006 Results



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II. Small Town

Yuba River Charter, Twin Ridges Elementary d. Grade 7 Mathematics 2006 Results

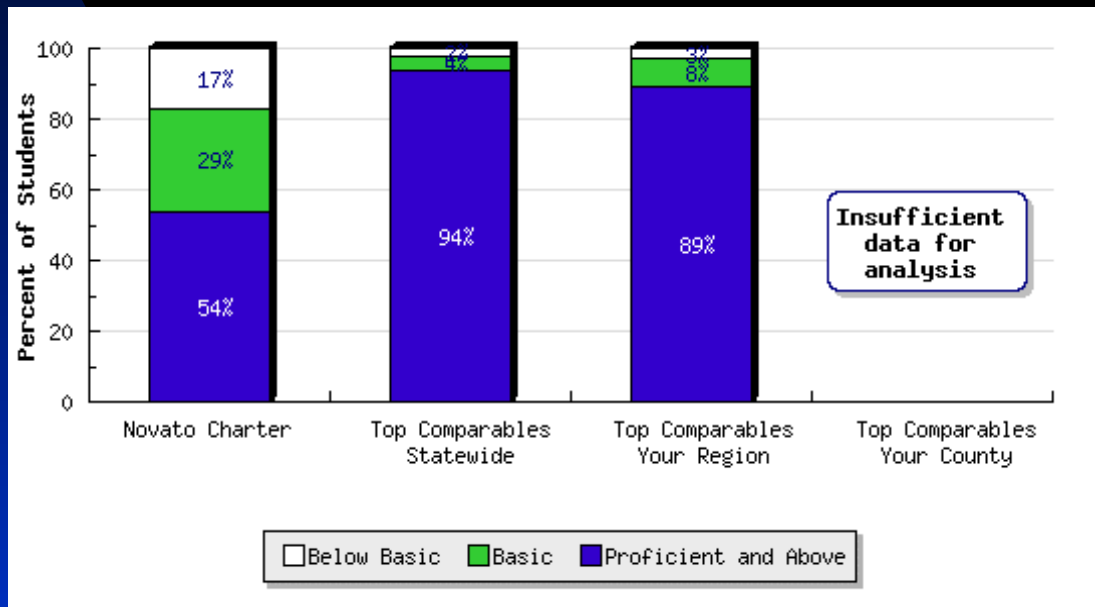


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III. Urban Fringe Large City: Novato Charter, Novato Unified School District

Novato Charter, Novato Unified a. Grade 2 Language Arts 2006 Result

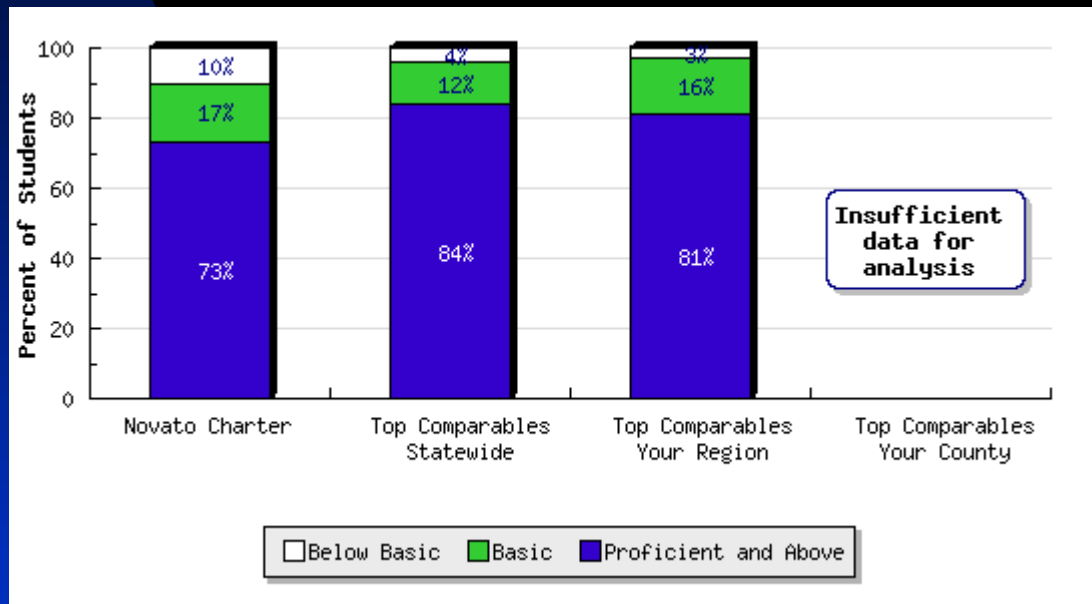
Hispanic: 5%



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III Urban Fringe, Large City

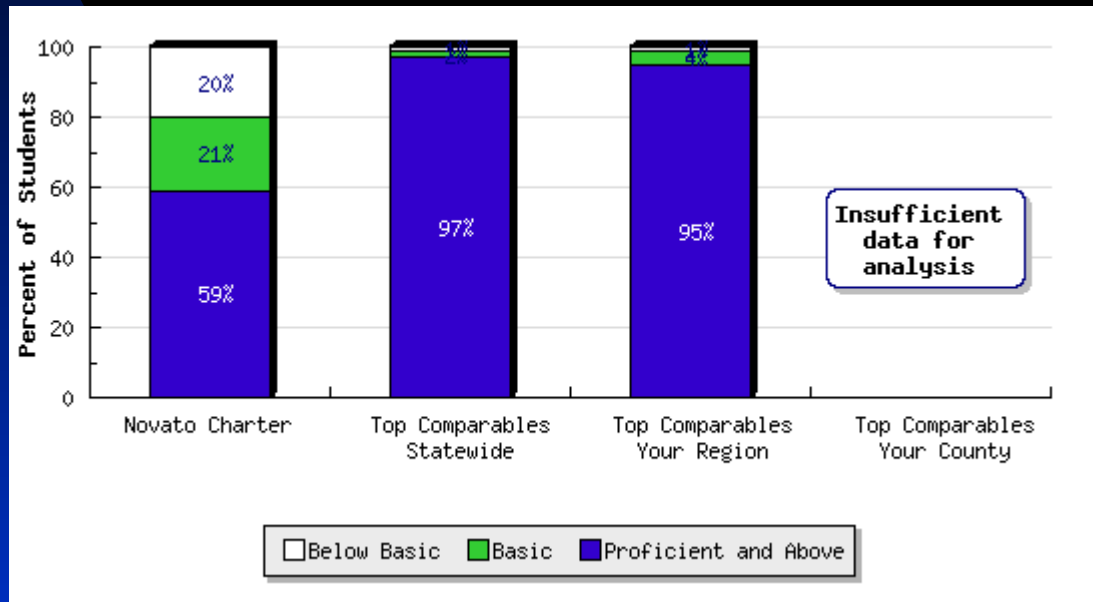
Novato Charter, Novato Unified b. Grade 8 Language Arts 2006 Result



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III. Urban Fringe, Large City

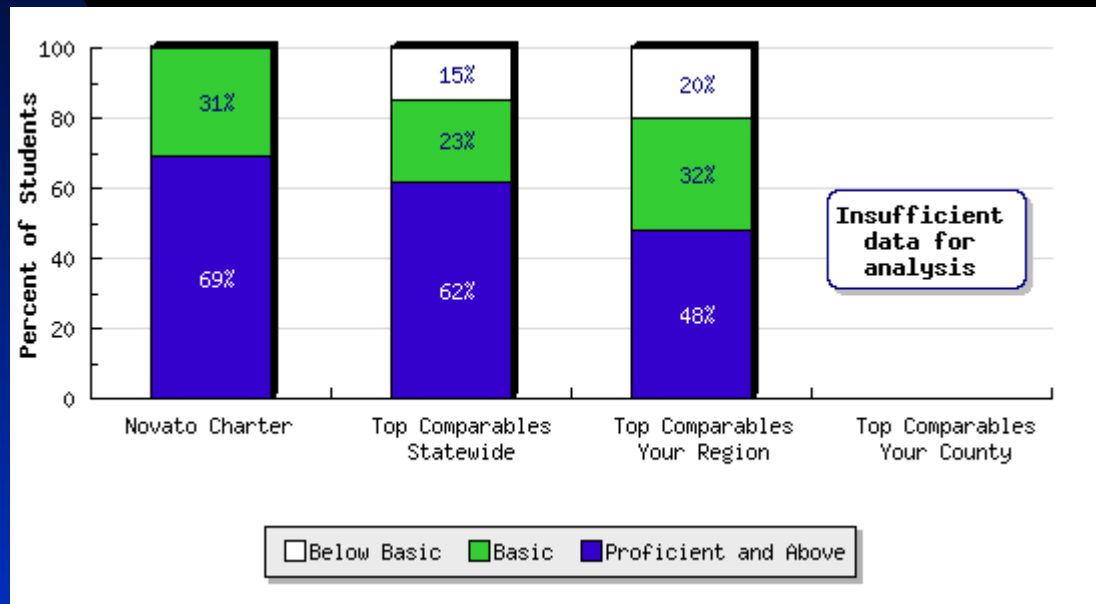
Novato Charter, Novato Unified c. Grade 2 Mathematics 2006 Result



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III. Urban Fringe Large City

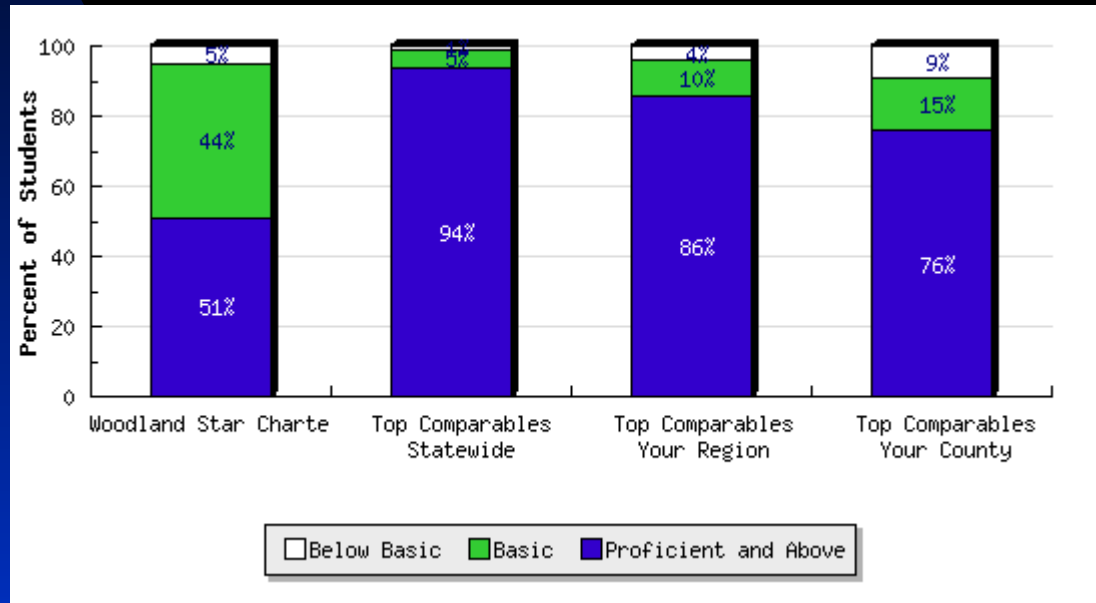
Novato Charter, Novato Unified d. Grade 8 Mathematics 2006 Result



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IV. Urban Fringe, Mid-Size City: Woodland Start Charter, Sonoma Valley Unified

4. a Woodland Star Charter, Sonoma Valley Unified Grade 2 Language Arts 2006 Results

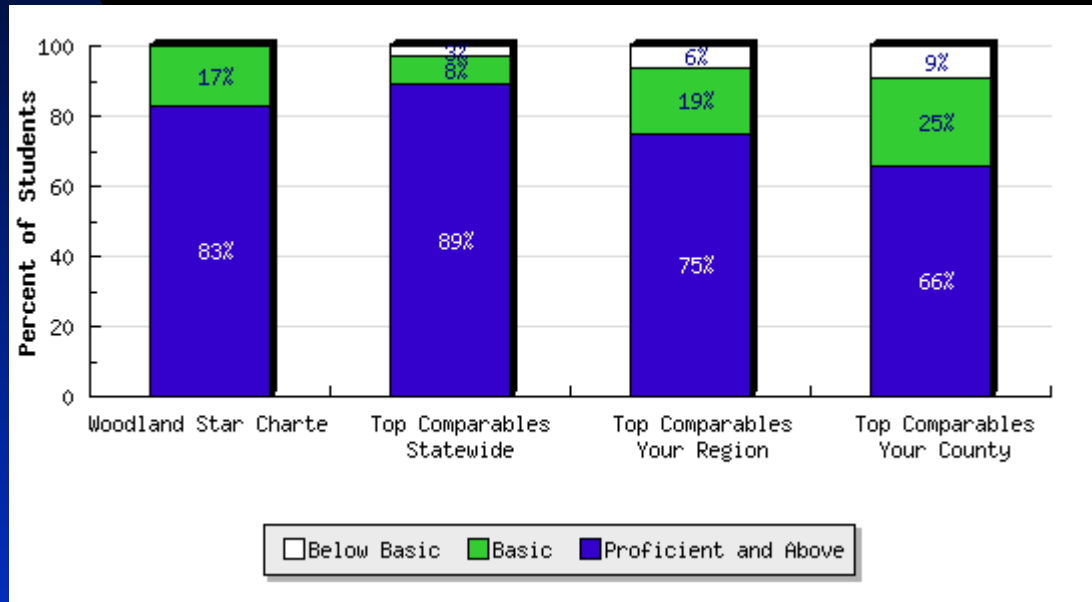


Hispanic: 12%

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IV. Urban Fringe, Mid-Size City

Woodland Star Charter, Sonoma Valley Unified b. Grade 8 Language Arts 2006 Results

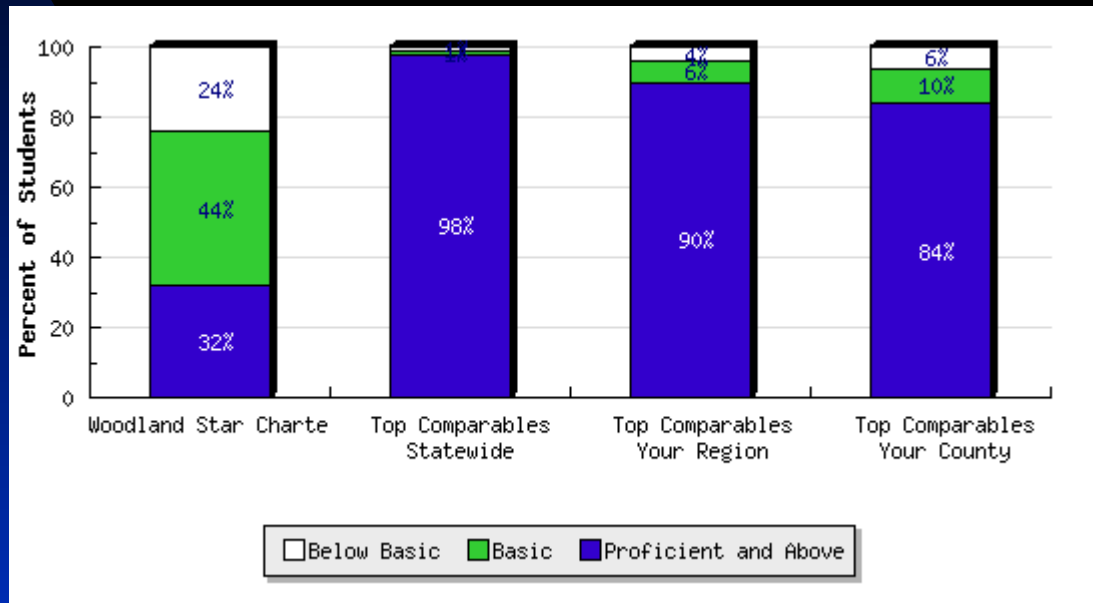


Hispanic: 12%

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IV. Urban Fringe, Mid-Size City

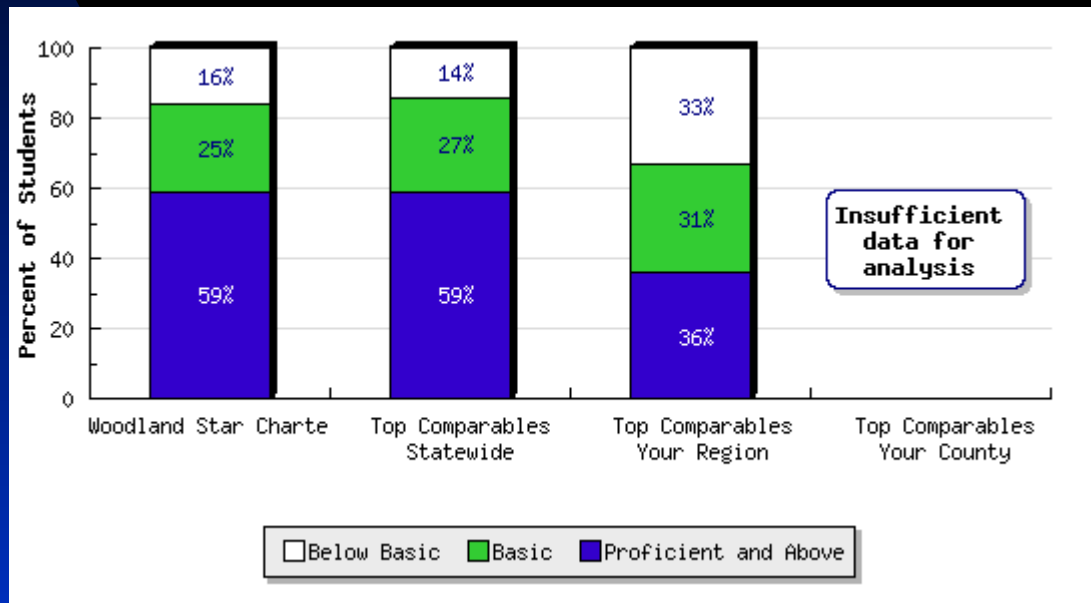
Woodland Star Charter, Sonoma Valley Unified
c. Grade 2 General Mathematics 2006 Results



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IV. Urban Fringe, Mid-Size City

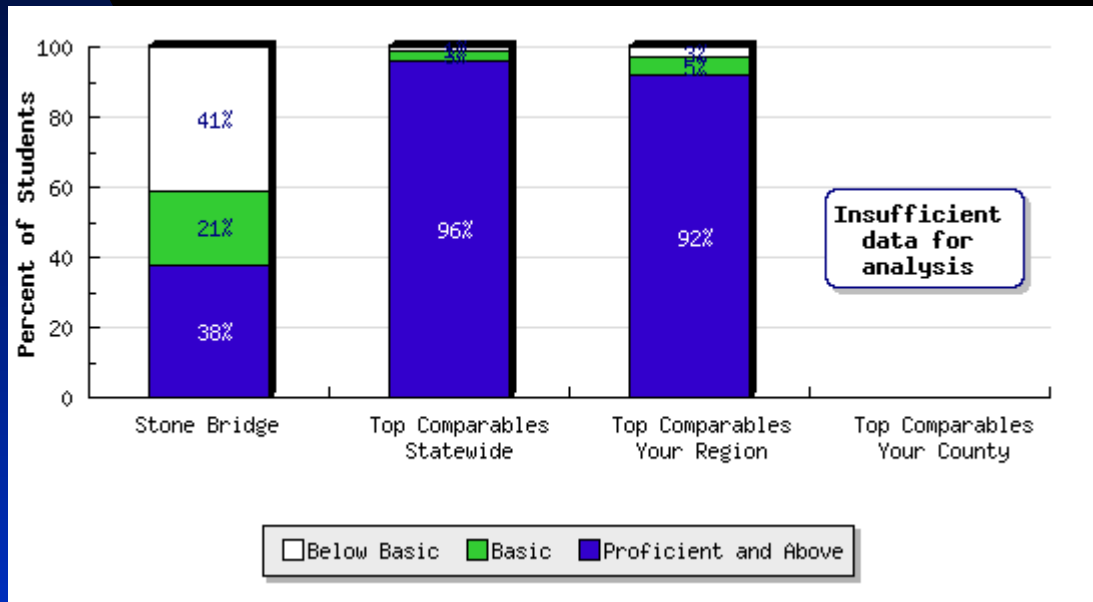
Woodland Star Charter, Sonoma Valley Unified
d. Grade 8 General Mathematics 2006 Results



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V. Urban Fringe, Large City: Stone Bridge, Napa Valley Unified

Stone Bridge, Napa Valley Unified a. Grade 2 Mathematics 2006 Results

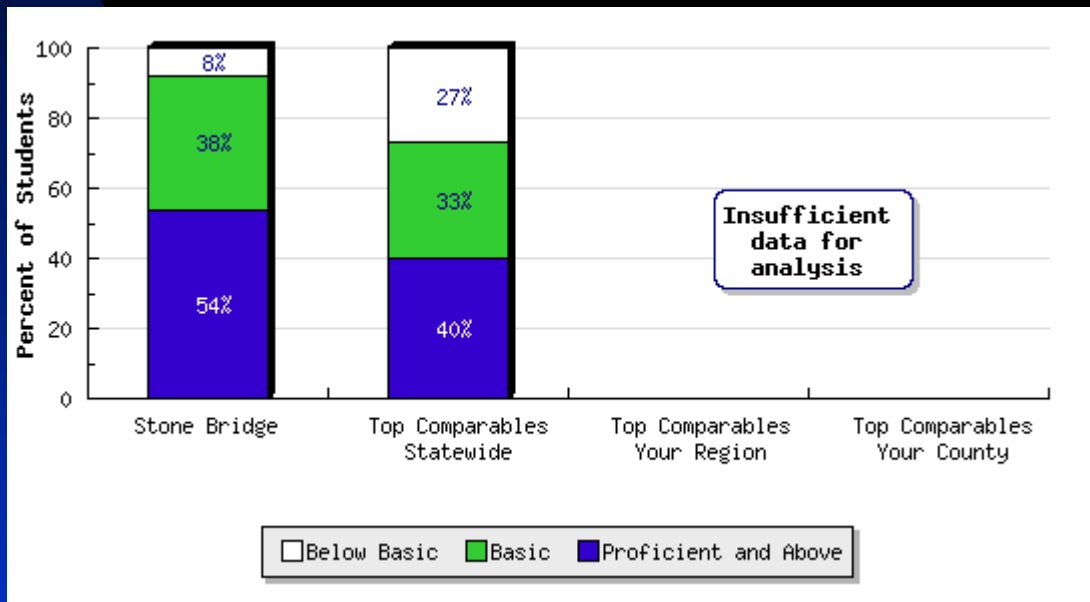


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V. Urban Fringe, Large City:

Stone Bridge, Napa Valley Unified b. Grade 8 General Mathematics 2006 Results



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Know Our Data

The Range Of Public Waldorf Grades Meet Or Outperform Top 10 Peers State:

- ✓ Large City – John Morse
- ✓ Small Town¹ Yuba River Charter
- ✓ Urban Fringe, Large City – Novato Charter
- ✓ Urban Fringe Mid Size City – Woodland Star Charter
- ✓ Urban Fringe⁵ Large City – Stone Bridge

Know Our Data

The Range Of Public Waldorf Grades Meet Or Outperform Top 10 Peers State:

The Question Is WHY?

WHAT DID WE DO With Our Strategies TO MAKE IT
So when we did...

- Block scheduling NOT isolated classes
- Narrative (story telling) NOT just earnest
- Developmentally appropriate experiential education
- NOT just pure theory
- Teachers looping NOT every year new kids
- Time for play, festival, theater, NOT just work

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Educator & Public School

III. What Matters Most: The Long View No Child Left Behind, Phase II

New^BInsights
After 5 Years Of No Child Left Behind
2001^k-2007

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What Has Changed? Voices From Bill Gates

- **What Matters Most – For Life AFTER School**
- **Rigor:**
making sure all students are given challenging curriculum that prepares them for college & work
- **Relevance**
making sure kids have courses and projects that clearly relate to their lives and their goals
- **Relationships**
making sure kids have a number of adults who know them, look out for them, and push them to achieve

Common Challenge: Lack of Rigor

- “ Teachers who’d come to me even when I was making straight A’s and ask, when are you going to start applying yourself?

--Bill Gates, Jr, September 2005

Common Focus: Need For Relevance

- “I got to apply what I learned outside of class...for me the most powerful was my learning of the computer...I got to make the school’s schedule with my computer. That got me friends. Then I got to build the most powerful computer company on the globe...What I learned was relevant. “

-- Bill Gates, Jr, September 2005

Common Goal: Relationship For Strong Action

- “My classes were small...you got to know your teachers, they got to know you. The relationship that came from that really made a difference...”

Bill Gates, Jr, September 2005

What Matters Most: The Long View

HOW HAVE WE DONE?

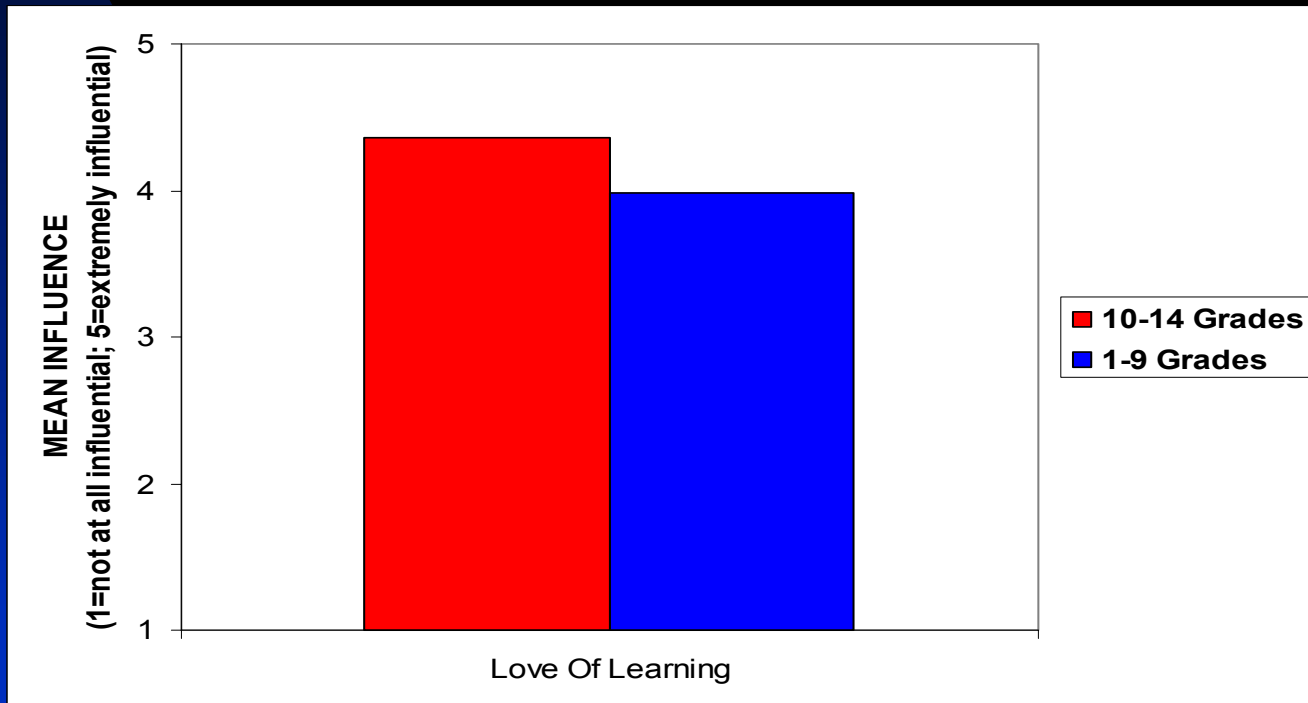
Know Our Data

1943-2005 Survey Data From 500 Graduates

--Waldorf Research Institute 2007

What Matters Most

Rigor: For Life Long Learning: Love (a)



What Matters Most: The Long View

HOW HAVE WE DONE?

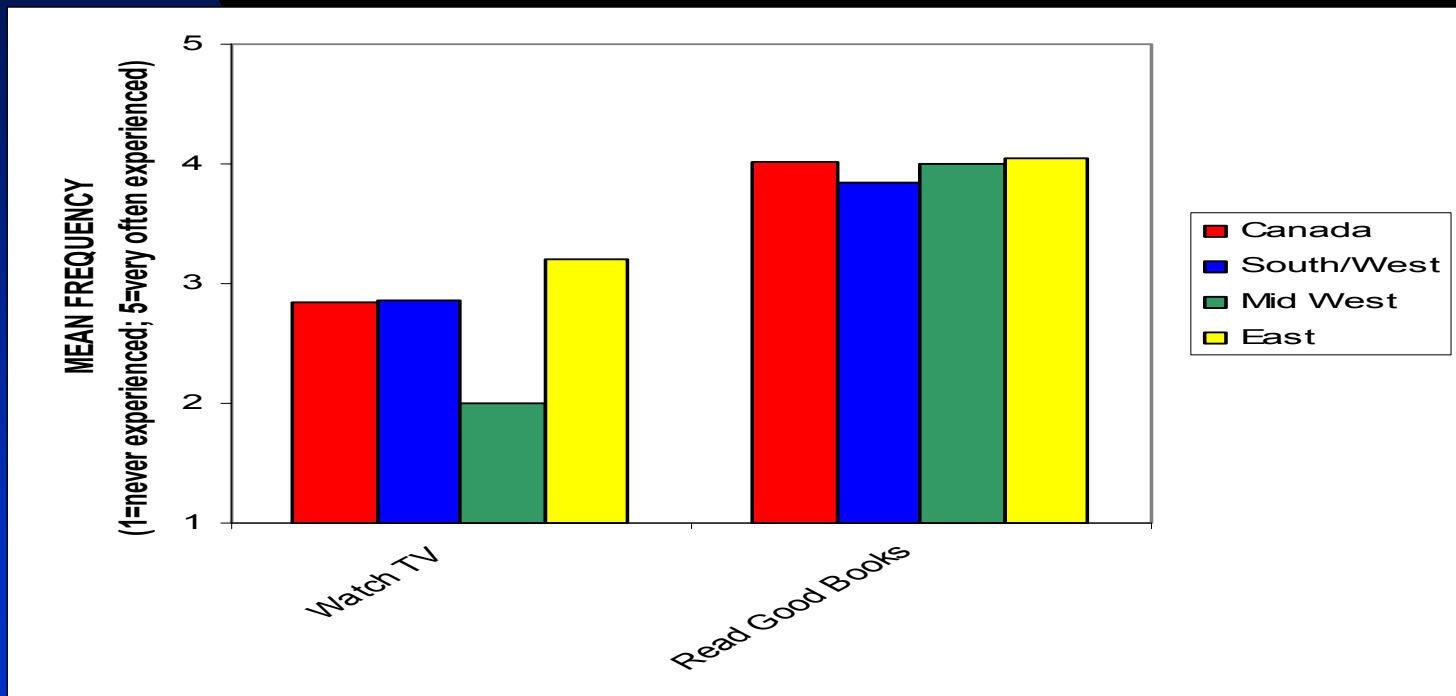
Know Our Data

1943-2005 Survey Data From 500 Graduates

Thinking Exercise: Would Waldorf Grad Prefer Reading Good Book Or Watching TV...

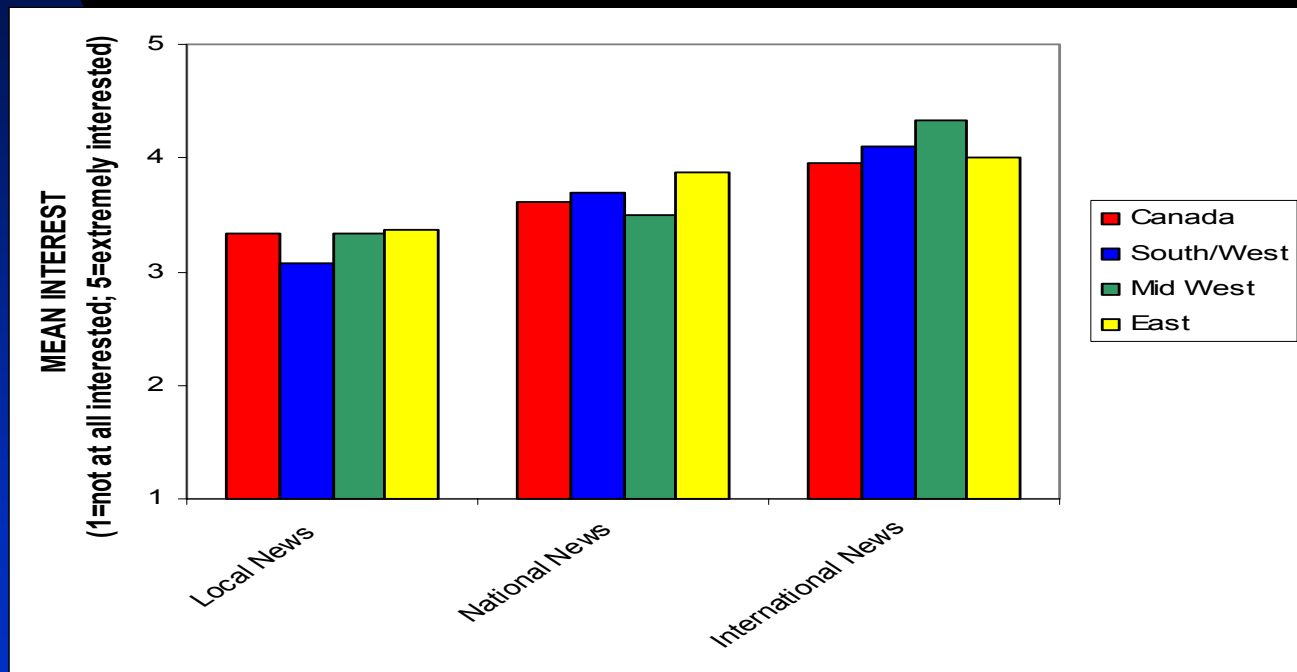
What Matters Most

Rigor: Life Long Learning: Engagement
Learning(b)



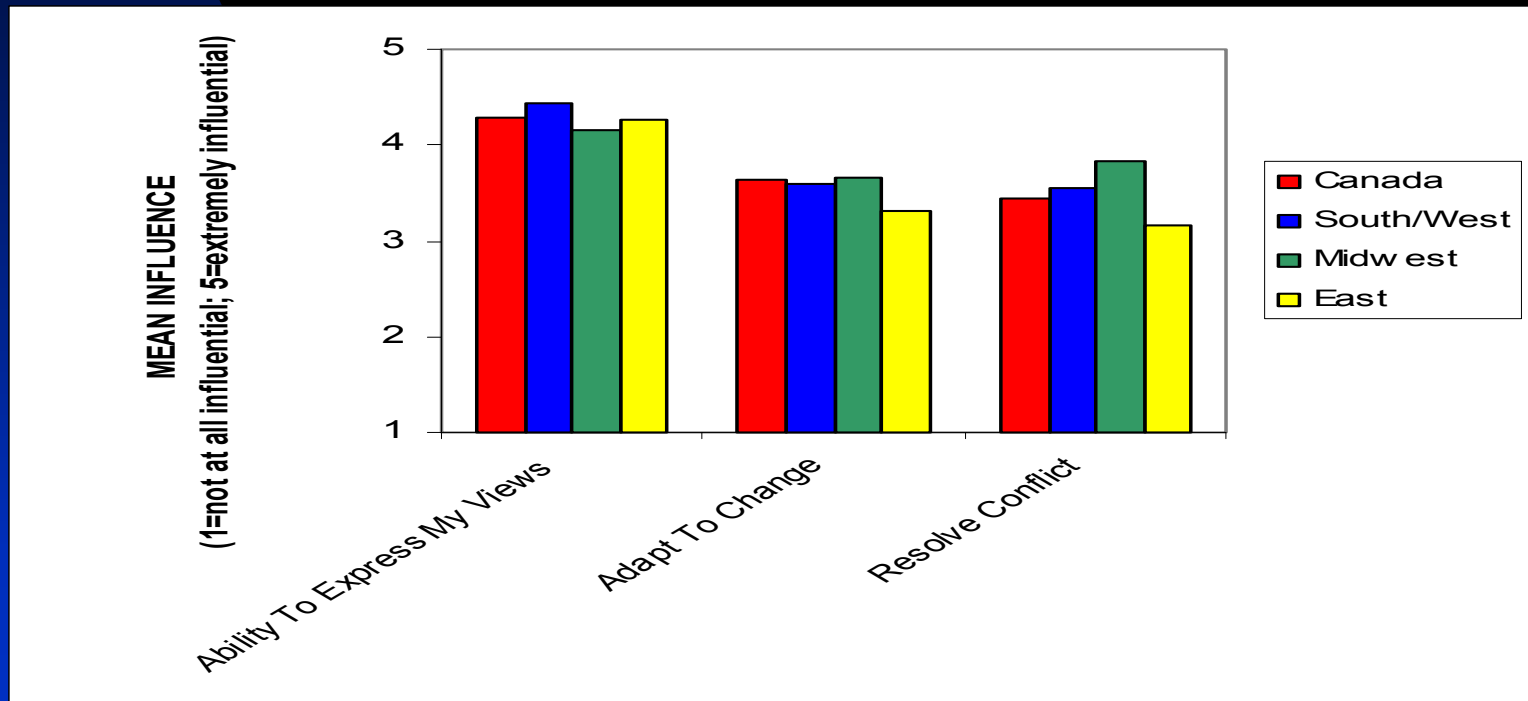
What Matters Most

Rigor: Life Long Learning, Global (c)



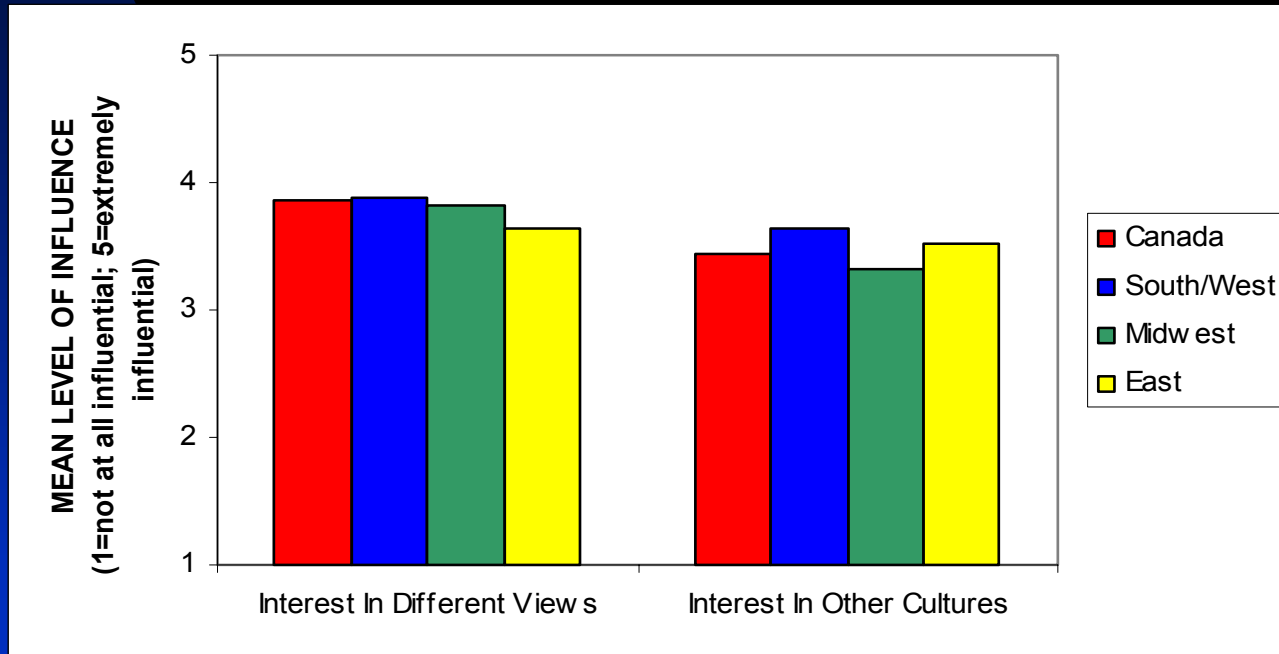
What Matters Most

◆ Relevance: Social Intelligence (a)



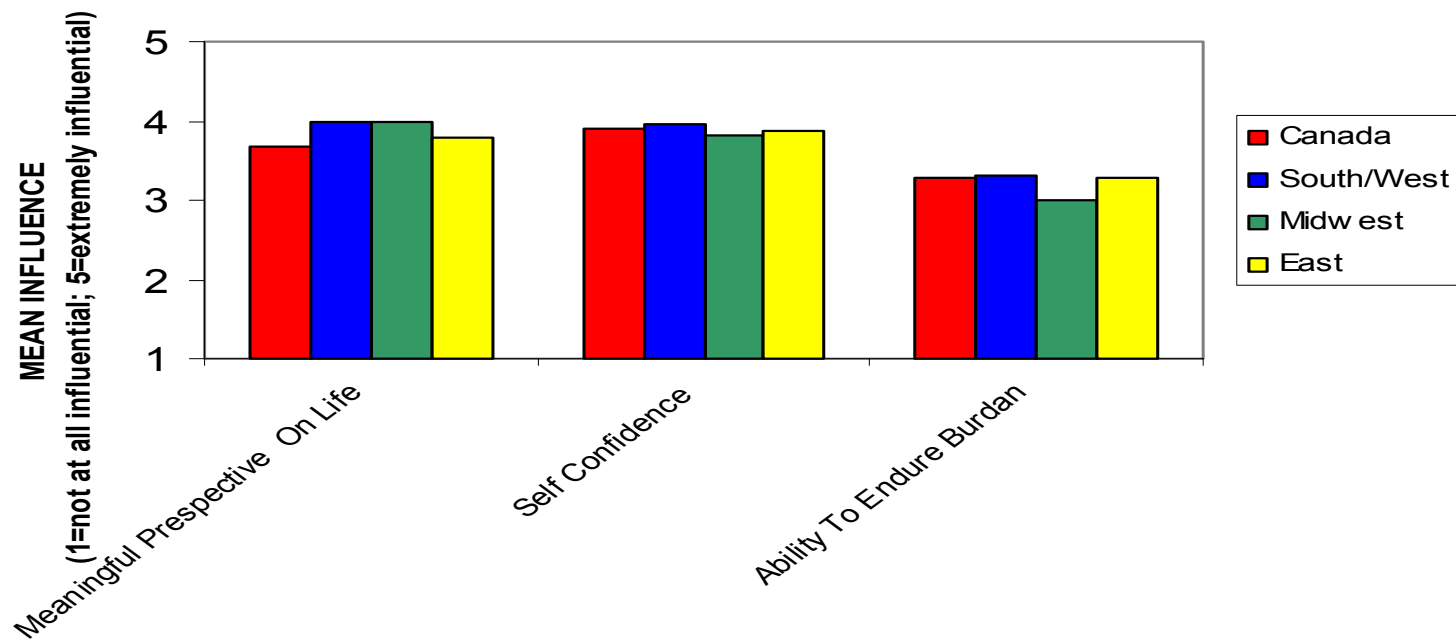
What Matters Most

◆ Relevance: Global Citizenship (b)



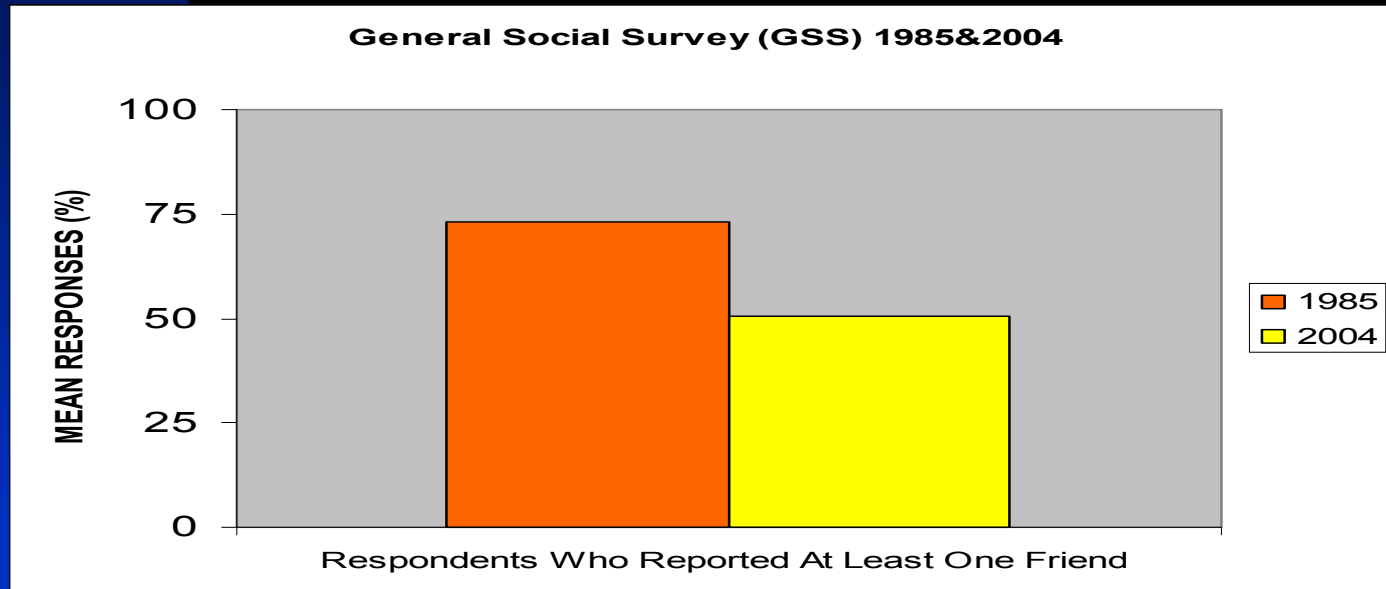
What Matters Most

◆ Relevance: Internal Strength Of Will (c)



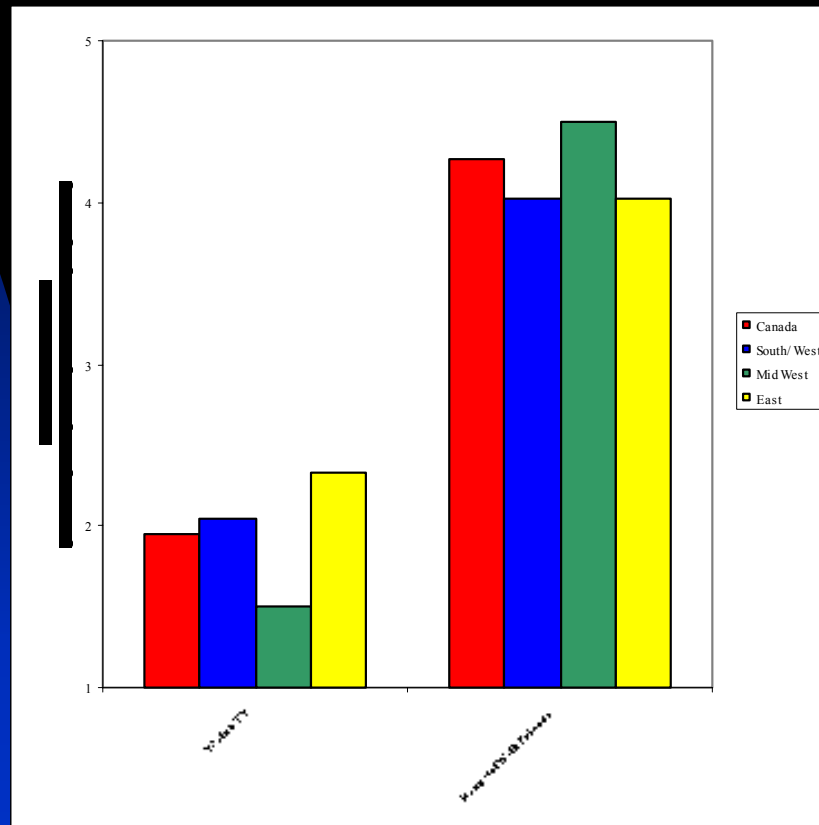
What Matters Most

- ◆ Relationship:
The Stark Challenge Of Bowling Alone



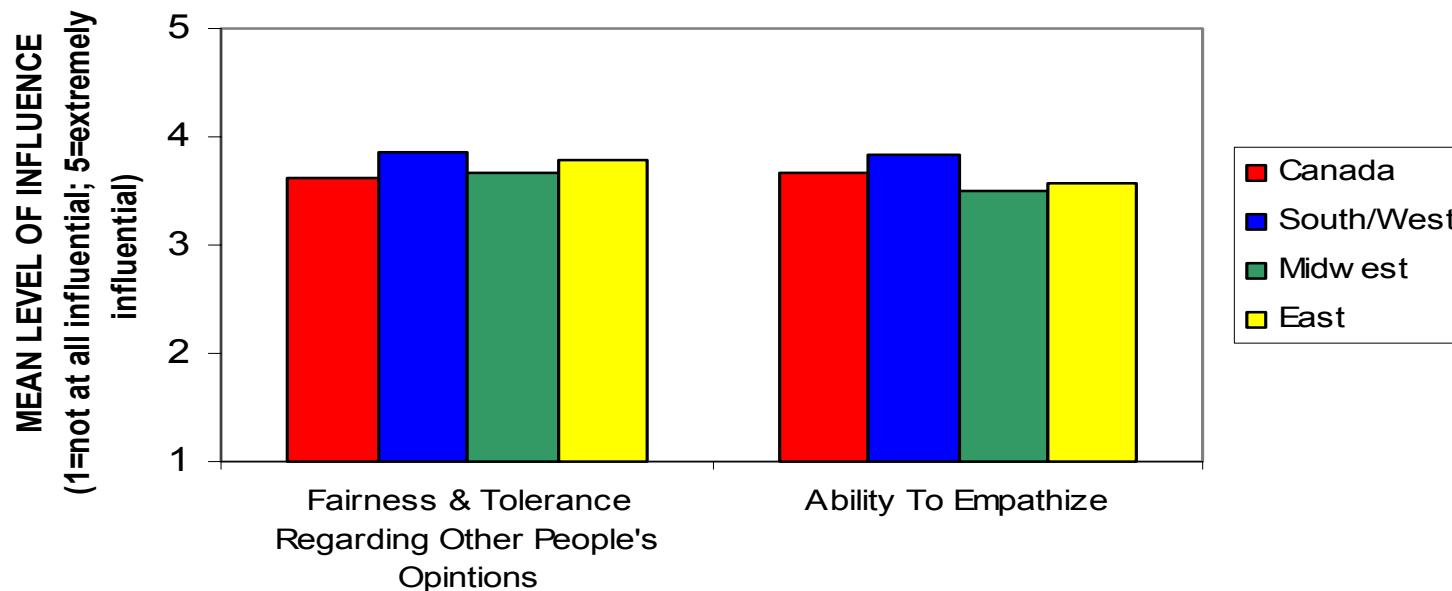
What Matters Most: Life Long Learning

◆ Relationship (a)



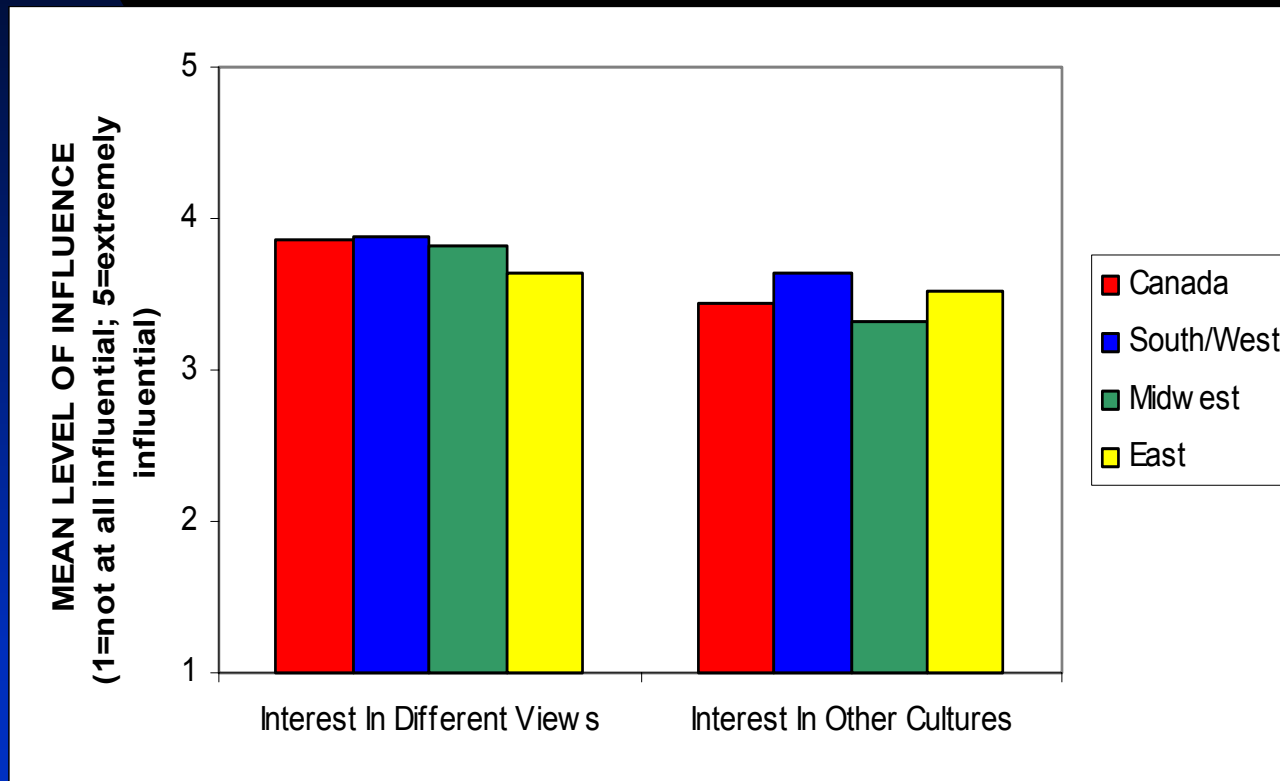
What Matters Most: Life Long Learning

◆ Relationship (b)



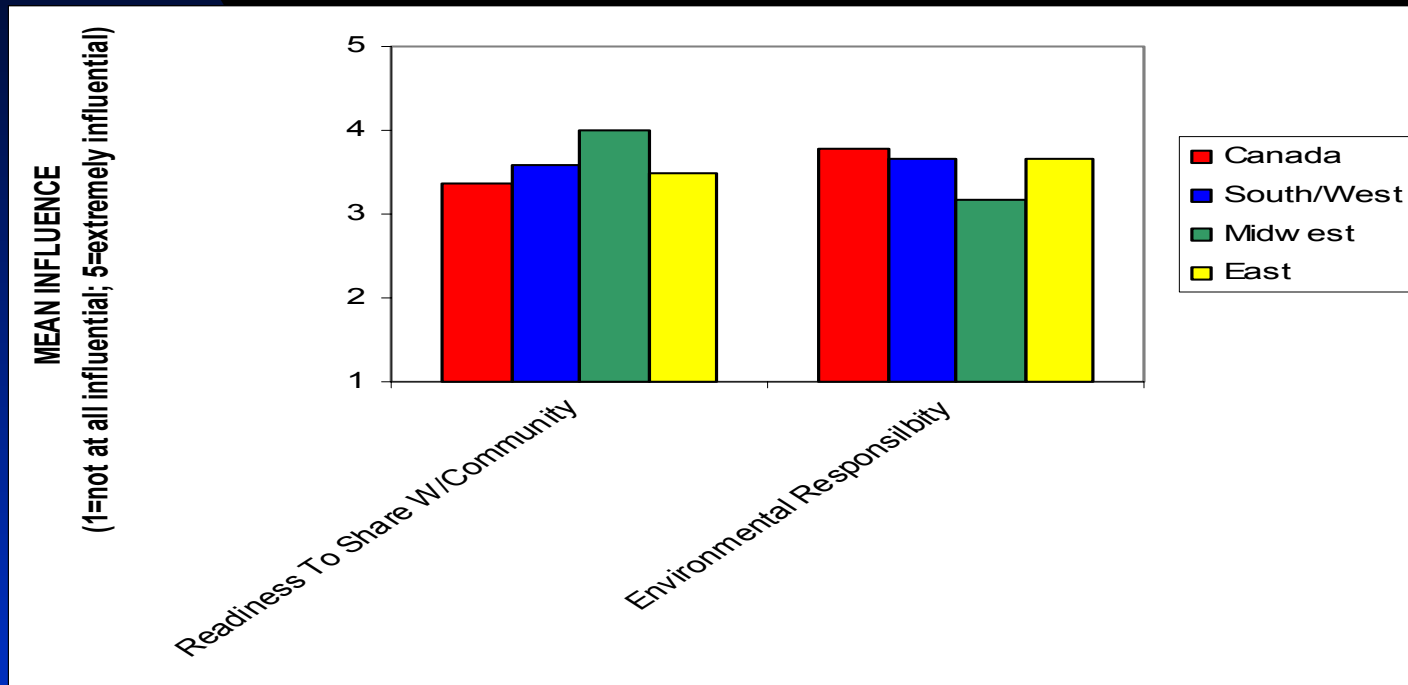
What Matters Most: Life Long Learning

◆ Relationship (c)



What Matters Most: Life Long Learning

◆ Relationship (d)



What Matters Most: Life Long Learning

- ◆ Relationship In Sum

- Waldorf Graduates Don't Bowl Alone

Waldorf's 3 R's Of Rigor, Relevance & Relationship

Rigor

1. block scheduling (not isolated classes)

Relevance

1. narrative (story telling) (not just earnest)
2. developmentally appropriate experiential education (not just pure theory)

Relationship

1. teachers looping (not every year new kids)
2. time for play, festival, theater (not just work)

IV. Implications & Next Steps

- Celebrate & Strengthen Leadership in Ability To
 - ◆ Know Our Data: Be evidence based
 - ◆ Communicate Our Successes
 - ◆ Continue To Bowl With Others, Not Alone

Finally...Think Back To That Waldorf Strategy You Picked...

- ❑ Something new you could add when explaining to another
- ❑ Something new you could add when doing it yourself?

V. Question and Answer

- ❑ What is confirming?
- ❑ What is surprising?
- ❑ Other remarks?



Conclusion & Thanks

- The question isn't first off 'Where are you going.' The immediate question is, 'What the hell are you doing here anyway.'

--Art Buchwald, January 2007