

Major Recommendation #5. That the school under the pedagogical leadership diversifies and renews the curriculum and pedagogical methods to reflect the maturation of the North American Waldorf school curriculum. A couple of examples could be the integration of technology and multicultural studies at the high school. (Self-Study Recommendation Progress Report p. 30)

Major Recommendation #6. That the school under the pedagogical leadership fully implements their curricular guides and educational goals and objectives and aligns a variety of assessments to goals and uses student results to self-reflect and assess curricular and instructional strength. (conferences with faculty, staff and parents)

(From page 3) Now that the school has completed its guide of goals and objectives, the faculty needs to find a way to communicate specifics to the parents in an appropriate way in order to ease significant parent concern.

(From page 4) The school has recently completed this written guide of the curriculum with clearly stated goals and objectives. A few members of the faculty have begun to realize the benefit of the guide, but it has not as yet been fully integrated as a tool for teachers planning, preparation, assessment and communication. This integration is a next step that the school needs to undertake in order for teachers, students and parents to realize the benefit from these measures.

(From page 10) However, staff dynamics and lack of support to the school's leadership model has limited the school's ability to conduct a comprehensive, coordinated assessment of the school's program and student progress.

(ECC recs, page 14)

That the site administration and leadership, with the early childhood center faculty and staff write their fully formed curriculum

(LS recs, page 15)

That the site administration, leadership, and class teachers implement communication of instructional program, educational activities and findings to the entire faculty.

(HS recs, Page 16)

That the site administration and leadership, in collaboration with the high school faculty, clarify its facility needs and vision, particularly surrounding fine arts, eurythmy, music, and the science classes.

(Lang. Arts recs, page 17)

That individual teachers share information learned through conference attendance with the entire faculty to improve instruction.

2) That the site administration, leadership, and class teachers jointly select and share a program with the faculty that would help improve individual student writing skills

3) That the site administration, leadership, and class teachers jointly develop a template for parent-teacher conferences to help faculty provide uniform feedback to parents.

(Math recs, page 18) That the site administration and leadership ascertain how the math curriculum and methods of instruction could be more effective in challenging high performing students who are ready to move to the next level, ahead of the rest of the class.

2) That the class teachers and the high school math department collaborate on a more effective basis to ease the transition in terms of the math curriculum from the lower grades through middle school and high school.

3) That the site administration and leadership develop a plan to include discussion of the math curriculum and student progress in the back-to-school conferences

(History recs, page 19) That the site administration and leadership seek ways to aide the faculty to work to increase consistency in the sharing of student achievement and curriculum assessment criteria among colleagues.

3) That the site administration and leadership develop plans to strengthen the study of Asian, South American and African cultures.

5) That the site administration and leadership study and implement ways for history to be incorporated into some track classes as a way to deepen content for students.

6) That the humanities department work to identify when and how geography is woven into the curriculum, thus helping students with awareness of the world.

(Science recs, page 20) That the site administration and leadership, along with the science faculty, evaluate the present media & technological resources available for use in 7th through 12th grade classes.

3) That the site administration and leadership work for clear consensus on the chemistry curriculum (7th – 12th) with dialog and support from the Math Department.

(For. Lang recs, page 21) That the site administration and leadership investigate the addition of a twelfth grade language class as preparation for SAT II tests in Spanish and German.

(Music recs, page 22) That the site administration and leadership investigate the possibility of providing participation in the hand bell choir to the lower grades

7) That the music faculty create a file of outside research and findings concerning music methodologies that is available to share with parents

(PE and Eurythmy recs, page 24) That the movement and eurythmy department schedule meetings where a systematic review of curriculum within lower and upper school on a regular basis throughout the school year to plan to better meet the needs of individual students.

(Practical Arts recs, page 25) That the site administration and leadership investigate the feasibility of the expansion of the Gardening Program to make it available to all the grades.

3) That the site administration and leadership investigate ways to produce culturally inspiring classes and exhibits for the entire community.

4) That the site administration and leadership investigate the Development of a stage crew program to support the theatre arts program.

(Student Activities recs, page 26) That the site administration and leadership develop/institute a community service program for high school students.

(Student Services recs page 27)

That the site administration and leadership, with the school counselor and faculty, develop methods for more consistent and timely identification of learning challenges in the early grades and implement and support management/coordination of appropriate interventions. (School Report p 75; conversations with counselors and faculty; WASC Criteria: Support for Student Personal and Academic Growth, Student Connectedness)