

C̄ONFLUENCE

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News from the Alliance for Public WaldorfSM Education

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NEWSMAKERS

Four elementary school teachers in the Jefferson County Public Schools (JCPS) -- Adrienne Moore, Abby Terranova, Jessica Forst, and Jennifer Nelson -- have launched a new school.

Magnet School Guided by Core Principles of Public Waldorf Education Wins Innovation Competition in Louisville, KY

BY VICTORIA TEMPLE

Early in 2014, educators and community members across Kentucky were invited to submit proposals in a statewide *School Innovation Design Competition*. Four elementary school teachers in the Jefferson County Public Schools (JCPS) — Abby Terranova, Jessica Forst, Adrienne Moore and Jenifer Nelson — took the leap. Along with 120 other groups passionate about diversifying educational opportunities for Kentucky school children, they submitted a letter of intent.



Anticipation escalated when Abby and her colleagues' proposal was selected from among 80 applicants to be one of 12 semi-finalists, and then, one of four finalists. In March, the teachers collaborated on a powerful presentation before the school board that articulated the why's and how's of their mission: "A collaboration of community members and educators providing an approach to education that blends the Waldorf tradition with Kentucky Core Academic Standards." In August 2014, The Catalpa School was selected one of two winners to become a JCPS School of Innovation.

Last month The Catalpa School opened as a magnet school located at the Milburn T. Maupin Institute for Creativity and Innovation. The Institute retains the name of Mr. Maupin, CONTINUED ON PAGE 2

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The Catalpa School in Louisville, KY

CONTINUED FROM PAGE 1 one of the first black educators to become a high-ranking administrator in the old Louisville school system. A native of Louisville who died in 1990, he served the district for 29 years, starting as a teacher in 1949.



This school site provides a large campus located in the Parkland Neighborhood of Louisville, one that can be described as a challenged urban area. This year over 450 children in grades K-5, in three classes per grade, were welcomed to the start of school by attending their first annual Rose Ceremony.

Abby Terranova described the community's Wednesday evening open house in preparation for the first day. "Turnout was far above what we had anticipated. Parents dying silk together was a highlight

of the evening after days of helping get the campus ready." In general, Abby reports overwhelming community support for this new initiative from among parents and neighbors, but also friends from some distance. Throughout implementation, advice came all the way from Circle of Seasons School, an Alliance member in Allentown, PA. The Waldorf School of Louisville, an AWSNA independent school, has also offered generous support from lending furniture, to mentoring new teachers, and embracing regular visits.

"To see all this in action is breathtaking — singing in the hallways! Children skipping rope, tossing bean bags and doing form drawing, all with light in their eyes," was how school founder and current Goal Clarity Coach, Adrienne Moore, described her experience. Adrienne is involved with integrating Public Waldorf core principles with the state-mandated Common Core Standards, addressing assessment needs, and supporting the school's all new teaching staff. She described the faculty as "hand-picked" from the 100 who applied to participate in this new venture, and attributes this enthusiasm to the Catalpa School's vision of "doing school differently" because "what we keep doing isn't working".

Abby Terranova described the Catalpa school's faculty as "the best teachers in the district willing to take on something new." As everywhere in the Public Waldorf movement, teacher training and professional development will be a critical endeavor. The Kentahten Teacher Training program in Crestwood, KY, under the guidance of Mary Goral, Ed.D, has played an important role in the school's start-up. Mechelle Horning, Principal at the Alice Birney School in Sacramento, CA, one of the oldest Alliance member schools, traveled to Kentucky to conduct summer teacher training workshops in preparation for the school's inaugural year.

To our Catalpa colleagues, the Alliance sends best wishes and welcomes you to the striving and joy of the Public Waldorf school movement. ■

AWSNA-Alliance Collaboration: An Opportunity to Share Resources

BY SHANNA MALL,
INTERIM PRESIDENT



Autumn has arrived in Alaska, evidenced by the first "termination dust" (a light dusting of snow) that has blanketed the tops of our surrounding mountains. Each morning, the crisp chill air reminds us to pull on that extra layer and get ready for the restoration that Alaska winter brings. This season of slowing down and reflection comes just in time for our school community to ponder all of the wonderful opportunities that the joint venture between The Association of Waldorf Schools of North America (AWSNA) and the Alliance for Public Waldorf Education brings.

Like many others, Winterberry Charter School has held only the highest intentions for our program as we have moved through our ongoing development. Our understanding of ourselves and our community has continued to deepen along with our understanding of the principles of Public Waldorf education. One of the main components of the new Alliance-AWSNA agreement involves creating supports — both within the Alliance and through collaboration with AWSNA — to ensure the continued growth and deepening of Public Waldorf education.

Our partnership is committed to supporting each other in bringing the highest-quality education to all students. This process involves focused collaboration in developing a clear process for sublicensing that holds the Core Principles of Public Waldorf Education as its foundation. The joint venture committee (see page 4) continues to meet on an ongoing basis to further this shared work.

Given that all schools face limited resources, we are excited that this collaboration invites more opportunities for sharing resources. This sharing can take many forms, and several options have been outlined in the Alliance-AWSNA agreement including:

- a commitment to sharing relevant research
- having employees from AWSNA and Alliance schools work together on shared accreditation
- access to *Renewal* magazine for staff and communities at a discounted rate
- access to staff webinar trainings at nominal cost.

The cultivation of collegial relationships is one of the most exciting outcomes of this agreement. In our community this has included multiple shared offerings of parent and staff education. Our teachers have gotten to collaborate with other teachers within their grade level at other schools. The more we connect, the more we build trusting relationships and further the understanding that we have more in common than not.

It is an exciting new era in the biography of Waldorf education in America. Both the Alliance and AWSNA are committed to serving as midwives to this birth. We hope to inspire our communities to consistently and committedly choose connection over discord. As we open ourselves to the future, let us open our arms to each other, remembering that we do not fear people whose stories we know. ■

"Something Real Has Happened . . . A Starting Point"

AN INTERVIEW WITH **MELANIE REISER**, ASSOCIATION OF WALDORF SCHOOLS OF NORTH AMERICA
BY ALLIANCE BOARD MEMBER **AMY BIRD**



AMY BIRD

When Melanie Reiser took on the role of AWSNA's Leader of Programs and Activities in Summer 2013, she found herself squarely in the middle of a dialogue about the use of the service mark "Waldorf" that had been going on for many years between the Alliance for Public Waldorf Education and the Association of Waldorf Schools of North America. Between November 2013 and March 2015, following a series of mediated sessions with representatives from both groups,

Melanie was involved in the process of negotiating the details of a path forward that could meet the needs of both the independent Waldorf and Public Waldorf movements. The editors of Confluence asked Alliance Board member Amy Bird, who also participated in the service mark negotiations, to interview Melanie about the experience.

AB: What would you like to share about your experience negotiating the service mark license agreement?

MR: It was interesting, challenging, and exciting. I would definitely say that the last few months held a lot of excitement because it felt like something real was happening. It felt like this was actually going to be the beginning of a new kind of working together.

It's hard to remember exactly what I thought when I began taking part in the conversations a couple of years ago; but I did have a sense that once there was a license in place, the task would be complete. Now this feels more like a starting point for being able to collaborate in some ways that have already been identified, and also in other unanticipated ways in the future.

AB: What did you learn along the way about the Alliance?

MR: That behind the name are people. People I really respect. People like Betty Staley—I hadn't met her before. I remember sitting next to her at the first meeting I attended and thinking, there has to be a way to come together. I saw more clearly how individuals connected with the Public Waldorf movement are making a unique contribution that is a kind of contribution many independent schools strive for as well, and that there's real value in it.

I was also surprised to hear people from the Alliance openly share their concerns about the term "Public Waldorf," concerns that it will be perceived as derivative or "less than" Waldorf. I don't see it that way. When you look at the core principles established by the Pedagogical Section Council, you see where Alliance schools may be making compromises—say, by meeting external standardized testing requirements—but AWSNA schools make compromises as well—for example, around access. I think it's fair to say Rudolf Steiner would want more children, rather than fewer, to have an education guided by the many principles that drive both of our organizations, and the Alliance's commitment to Public Waldorf supports that. I think we all have to get past initial judgments we may make, understand, and be up front about the opportunities and challenges each approach brings, and look toward bet-

ter understanding the unique contributions that each endeavor can bring.

AB: What did you learn about AWSNA and about yourself?

MR: I realized that so many people felt the same way I did. We want to work together, to claim our common ground with the Public Waldorf movement. It's okay to have differences. It's about being clear about those differences.

What I learned about myself is that I had to find a way to understand and relate to my responsibilities around AWSNA's stewardship of the service mark. I think it's important, and I also have to be able to implement it in a way that I can sleep at night. I work hard to do that.

AB: What has been the response to the agreement from the AWSNA member schools?

MR: Very positive! When it was announced at the AWSNA delegates meeting this past summer there was a resounding applause. People are ready to work together as colleagues.

AB: How would you articulate the mission of the Joint Venture Committee that has been created by the Alliance and AWSNA?

MR: To me it's really about now trying to penetrate into the schools and see what this agreement means at that level. We want to find ways that we can work together in the short term, which will lay the foundation for more possibilities in the future. It's really about building human relationships. Of course, that had already been happening. It was more the two associations that needed to sort out, on an organizational level, the complexities of legal, pedagogical, collegial, and philosophical perspectives.

I also think the joint venture's role is to encourage each association to make sure that the terms they use, "Waldorf Education" (AWSNA) and "Public Waldorf Education" (the Alliance), have meaning and ensure the quality of Waldorf Education and Public Waldorf Education, respectively — that each association works with its members to both establish and uphold agreements about what it means to be a Waldorf school or a Public Waldorf school.

AB: Looking into the future, what are your hopes for Waldorf and Public Waldorf education?

MR: I hope that both endeavors will support strong schools and institutes that serve the needs of children. I hope our member schools and institutes will be examples of good work happening, and places of real hope for the broader spectrum of people who care about education. I want our exemplary work to be recognized as such, so that we exert more influence, and so that educational policy makers come to AWSNA and the Alliance for inspiration and guidance. I hope that because of each other we both thrive. ■



MELANIE REISER

FROM THE FIELD



Alliance Completes Year One of its Membership Pilot Project and Welcomes Schools that Will Participate in Year Two

BY BETSY THAGARD
Alliance Membership Chair

In March 2014, the Alliance adopted a Levels of Membership policy that outlined our self-study and documentation expectations for four different levels of membership: Initiative, Developing, Sustaining and Leading. Based on that document, the Alliance's Membership Committee developed a two-year Membership Pilot Project to "beta test" a process for member schools to advance through those levels.

The Membership Committee just completed the first year of the Pilot Project and wishes to thank those schools who were our "guinea pigs"—Mountain Sage Community School in Fort Collins, Colorado; Monterey Bay Charter School in Pacific Grove, California; and Desert Star Community School in Cornville, Arizona. In addition to participating bravely in a brand new membership procedure, these schools provided helpful suggestions for improving the Alliance's membership process in the second year of our Pilot Project.

As currently framed, the process requires Initiative Schools to provide basic documentation regarding their "start-up" school operations, while Developing, Sustaining and Leading Schools must engage in a self-study process that produces an action plan for future improvement. A team of Alliance representatives visits those schools in the spring of the self-study year and makes suggestions for the action plan. In addition, Leading Schools

are requested to write an article or present a Conference workshop on one area of Public Waldorf pedagogy in which the school provides an example for other Alliance members.

Based on the first year pilot schools' suggestions, the Membership Committee is currently developing a site visit protocol and specific questions for the spring site visits required for Developing, Sustaining and Leading Schools. We also learned through the first-year experience how critical it is for member schools to begin the self-study process at the beginning of the school year.

Schools participating in the second year of our Pilot Project include Green Valley Charter School, an Initiative School providing grades K-5 in Los Banos, California; Mountain Sage Community School, the Colorado school that completed the Initiative School process last year and is moving to the Developing School level this year; Winterberry Charter School, a K-8 school in Anchorage, Alaska and our Sustaining School; and Sebastopol Charter School of Sebastopol, California, one of the oldest schools guided by Public Waldorf principles (established in 1995) and our Leading School.

We are grateful to these schools for agreeing to help us refine our process so that it can be fully implemented for all Alliance members in the 2016-17 school year. ■

ANNUAL ALLIANCE MEMBERSHIP RENEWAL

Entering the Pathway Toward a Sublicense as a Public Waldorf School

An Alliance Membership Renewal packet went into the mail to all current member schools on September 4. The mailing included an updated *Levels of Membership* document that spells out initiative, developing, sustaining and leading school stages of development. Also included is a *Characteristics of High Performing Public Waldorf Schools Self-assessment Checklist* together with information on how schools

can utilize this information and process to determine their membership status and prepare to enter the pathway toward sublicensing as a Public Waldorf school.

Please feel free to email us at if you have questions. We'll be happy to set up a time to talk on the telephone.

> alliance.public.waldorf@gmail.com

ABOUT THE AWSNA-ALLIANCE Joint Venture Committee

An AWSNA-Alliance Joint Venture Committee has been formed to identify and support collaborative opportunities between the Alliance and AWSNA, to address any questions arising out of AWSNA's continued stewardship of its service marks, and to guide the development and roll out of a sub-license process. Committee members include **Melanie Reiser** (AWSNA), **Victoria Temple** (Alliance Administrative Coordinator), **Kelly Chappie** (East Bay Waldorf School Administrator), **Meredith Johansen** (AWSNA Director of Accreditation), **Chris Topham** (Sebastopol Charter School Administrator), and **Rainbow Rosenbloom** (Live Education).

ALLIANCE SCHOOL LEADERS INVITED TO PARTICIPATE

International Forum for Steiner/Waldorf Education

The Association of Waldorf Schools of North America (AWSNA) is excited to be hosting approximately 30 representatives of the International Forum (IF) for Steiner/Waldorf Education in November. The International Forum consists of individuals, from all corners of the globe, who play key roles in the Pedagogical Sections from their respective countries. We invite you join us during their visit at the Waldorf School of Orange County for a two day conference, November 20 and 21, titled, The American Experience of Waldorf Education, with Keynote Speaker, Michael Holdrege. — **Melanie Reiser**, Leader of Programs and Activities

TO REGISTER > <https://www.regonline.com/builder/site/Default.aspx?EventID=1742729>



In Defense of Learning: Designing an Authentic Portfolio Review Assessment

BY ALLEGRA ALESSANDRI, Ed.D

Principal of George Washington Carver High School & Alliance Pedagogical Chair

With the arrival of new Common Core Standards and the CAASPP testing, educators have been reflecting on how we can best assess students at our schools guided by Public Waldorf principles. If not CAASPP, then what and how? As a first step in tackling the standards and the assessments, the Alliance engaged Bob Anderson to align the Public Waldorf 1-8 curriculum with the California state standards. Most recently, Mr. Anderson has begun working on a workbook called *The Public Waldorf Formative Assessment Handbook*. What is a formative assessment, you might ask. And how does it differ from a summative assessment? The Carnegie Mellon Eberly Center on Teaching excellence sums it up this way:

“The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately.

Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback.

“The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital.”

The goal of the formative process, according to Bob Anderson, is to make student learning quickly and immediately visible to teachers. As teachers, designing ways to see our students’ learning enables us to adjust our teaching to ensure progress. By designing strong formative assessments, we can collect and use quantitative as well as qualitative data. Students will also be empowered by seeing their own progress clearly.

At Carver, we’ve designed a four-year meta-cognitive formative and summative process for students to review their work bi-annually.

Our first step was to determine what it is we wanted to assess. We decided that we needed to ensure that 1) students were meeting our graduate profile outcomes and 2) that all students understood those graduate profile outcomes in order to meet them. As a faculty, the process of designing this assessment was a way to meet our needs for a meaningful se-

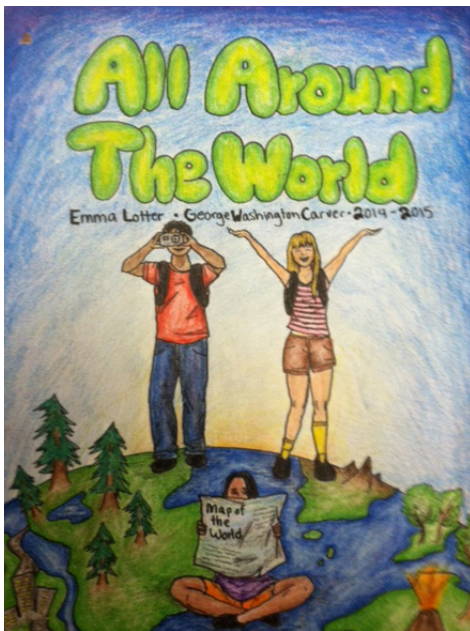
nior defense of learning as well as meeting the demands of accountability within our district. In the meantime, we are learning significantly about assessments in small and large ways that improve our teaching and learning.

At Carver High School, we faced district pressure to design a defense of learning program through the career and college pathway or Linked Learning (SB 70). This district and state pressure met our own desire as Public Waldorf teachers to design authentic Public Waldorf assessments—which meet our needs as well as district requirements. As has happened regularly throughout our high school development, the district/state/public pressure has led the faculty at Carver to innovate new designs that are setting the standard district and statewide.

Our district required that we design and implement a Defense of Learning system and funded three teams of three teachers (3/4 of our faculty) to attend full day workshops and observations of Defense of Learning at the Envisions school (a triad of charter high schools in the Bay Area). Each Carver team visited each of the Envisions schools to observe their Defense of Learning and to work with their team of consultants to craft, create and revise our own system. The Carver team designed a rigorous, useful and powerful system for students to review their work each semester and to build a four-year portfolio of their learning.

Our first step was to create a graduate profile, adapting our district’s profile to match our idea of a graduate of Carver. The graduate profile consists of four main categories: mastering academic content; leadership; communicating; and serving. Each category consists of three to five specific goals. We spent one summer week of professional development working on these graduate profile outcomes.

The second step was to design questions that could help our students determine if they had experience or mastered each of these outcomes. In the second summer, teachers worked by grade level to come up with developmentally appropriate questions for each of the graduate profile outcomes. The ninth grade questions center on the questions “what?” The tenth grade questions are organized around the question, “How?” and so on. **CONTINUED ON PAGE 6**



An example of evidence of achieving the graduate profile outcome: Employ a wide range of tools to create authentic and relevant projects that demonstrate complex conceptual understanding.



Healthy Parent-Parent or Parent-Teacher Communications

BY LAURIE TUCHEL

Grade 7 Class Teacher, Sebastopol Charter School

This year the Sebastopol Charter School students and faculty worked together to articulate the school's values. We created this Code of Conduct: we are kind, we are safe, we are respectful, we are responsible.

What does this mean for our interactions with each other? Our faculty studied a lecture by Rudolf Steiner called "Social and Anti-Social Forces" and then went through an exercise about healthy communication between colleagues. After much consideration, we summarized our agreements into the following guideline for our work:

- Maintain open, respectful body language.
- Give your full listening/attention.
- Stand in the other's shoes.
- Use a normal tone of voice.
- Don't interrupt.
- Use respectful language.
- Own your mistakes.
- Be mindful how much you talk versus listen to others.
- Take the high road.
- Monitor your inner thoughts.
- Give each other the benefit of the doubt.
- Don't talk behind others' backs.
- Express gratitude and appreciation.

Our board of directors officially adopted the same guidelines for their work, and every written agenda lists these agreements, as does every faculty meeting agenda for the teachers.

The parent communication committee met with the board and the faculty to consider guidelines for our entire adult community. We think that the same guidelines that benefit teachers and the board in their communications will also benefit parents in their communication with parents and with teachers. It is a priority for our school to work toward a culture of healthy communication practices. We would like for ALL adults to keep in mind the school's code of conduct in their communication with each other and with students.

The faculty has also developed guidelines for our inner work in meeting each other. Of course, the ideas below are simple but not always easy to achieve. Still, they are the heart of positive communication and can help us to orient ourselves when we are in conflict or disagreement:

- Let us remember that the heart of another can be open in the presence of our own open heart.

- We are all on the same side. Our shared goal is the well being of the children.

- Home and school form a partnership in the education and rearing of our children. Parents see the child at home; the teachers see the child at school. Together we form a more complete understanding of each child.

- It's better to respond than react. If we're feeling upset it might be good to give ourselves a day or two before interacting. Response leaves us free; reaction places us on the level of instinct or impulse.

- Avoid judgments and assumptions. Keep an open mind. Acknowledge that each person holds a part of the truth and stay open to the other person's perspective.

- When there's an issue between you and another adult, talk face-to-face. If that doesn't go well, try again. If it still doesn't go well, ask for a third party to be present.

- Let us remember that our school community is the vessel that holds our children. Nurture it. Be mindful of how you contribute to the vessel. Eliminate gossip, criticism, and negativity by working toward solutions.

- Let us remember to stand in each other's shoes, to see things through the other person's eyes.

- Each teacher has guidelines for the best form of communication within the class for various situations. Each class has different needs. Age appropriateness is considered in making agreements.

This is our school
 Let peace dwell here
 Let the rooms be full of contentment
 Let love abide here
 Love of one another
 Love of humankind
 and Love of life itself.
 Let us remember:
 As many hands make a house
 So, many hearts make a school

— CECIL HARWOOD

In Defense of Learning

BY ALLEGRA ALESSANDRI, Ed.D

CONTINUED FROM PAGE 5 A small committee then took these questions and designed a portfolio for each grade level. With full faculty collaboration, we designed a method for students of each grade level to choose work that helped them meet each graduate profile outcome. For example, they could choose a main lesson page to show they had tried something new, or created something of beauty. The portfolio is a place for each student to collect work of all kinds, reflect on how it meets a graduate profile outcome, describe that in writing, share it with a small group, and then share their learning with the whole class.

Our goal was to create a program and environment where each student would engage in meta-cognition, share that with peers, and engage in a conversation about learning in a wide variety of areas—engaging their whole human being. Students have to bring evidence of their learning in the form of an original work (essay, drawing, sculpture, photograph, volunteering, role in a play or in student government, for example). They have to determine which of the graduate profile outcomes they have engaged in completing the task and articulate what they learned.

We piloted our portfolio review for the first time in the 2014-2015 school year. The older students engaged easily and with depth. One eleventh grader thanked her teacher for caring so much about what she had learned. Ninth graders were confused, though in the classrooms I observed students were actively engaged.

We have some refinement to do to continue developing our portfolio Defense of Learning, but early results show that it is powerful for students to see their accomplishment. It is an effective program for students and teachers to consciously address areas of strength and areas that need further development for each student.

> www.carverartsandscience.org/

Introducing RSF Social Finance, the Alliance's First Corporate Sponsor



What is RSF?

RSF Social Finance is a financial services organization dedicated to transforming the way the world works with money. It offers investing, lending and giving services that generate positive social and environmental impact while fostering community and collaboration among participants. Since 1984, RSF has made over \$275 million in loans to non-profit and for-profit organizations in the areas of Food & Agriculture, Education & the Arts, and Ecological Stewardship.

What is RSF's relationship to Public Waldorf Education?

RSF's first loan was to the Pine Hill Waldorf School in New Hampshire. Since then, it has maintained a core commitment to supporting both Waldorf and Public Waldorf education, helping to grow the movement in North America. RSF has made over \$75 M in loans to schools belonging to either AWSNA or the Alliance.

How can RSF support Alliance schools?

One way is to provide financing for land or buildings. The Charter Foundation (Sebastopol Independent Charter School), Desert Marigold School, and Pine Forest Charter School are all Alliance members that have loans with RSF.

What about grants?

The RSF Seed Fund provides small gifts (between \$500 and \$5,000) to seed new initiatives that fall within RSF's mission. It is the only open-cycle grant that RSF offers; eligibility requirements can be found at rsfsocialfinance.org.

Why is it important to RSF to support the Alliance as a corporate sponsor?

RSF wants to support education initiatives that address the intellectual, emotional, aesthetic, and social needs of all children. Supporting the Alliance is a great way to help do that.

News from Rudolf Steiner College



Rudolf Steiner College President **Liz Beaven, Ed.D.** recently reported to the college community on significant developments as RSC enters its second year of collaboration with the Meristem Center for Transformative Learning. A new Board of Trustees has been appointed that is providing expertise in key financial and business areas, and many campus infrastructure improvements were reported.

In March, **Edmund Knighton, Ph.D.** assumed the position of Academic Dean. Coming from Kutztown University in PA, **Laura Scappaticci** joined the College as Dean of Student Life, in June.

Waldorf teacher education and professional development remain the college's primary focus. This summer saw a successful session with over 500 participants and a vibrant mood on campus. RSC is in a process of redesigning its core programs in response to the contemporary needs of schools and teachers and the desire for more consolidated, sustainable offerings.

To learn more > rudolfsteinercollege.edu/



Annual National Alliance Conference 2016

JANUARY 15 - 18, 2016 | SAVE THE DATE!

Light in Our Thinking is the theme of this year's Annual National Conference at Rudolf Steiner College in Fair Oaks, CA, featuring our esteemed keynote speaker **Jack Petrash**, director of the Nova Institute and a teacher with over 30 years experience in the classroom. His book *Understanding Waldorf Education: Teaching from the Inside Out*, will be available free to all conference registrants.

Bente Goldstein will be back with us this year to lead a pre-conference workshop. A host of other significant workshops are planned, including The Pathway to Licensing as a Public Waldorf School, Making Math Meaningful with **Jamie York**, Anthroposophical Studies with **Edmund Knighton**, Designing an Authentic Portfolio Review Assessment with **Allegra Alesandri**, singing with **Eva Cranstoun**, Eurythmy with **Alice Stamm** plus handwork, painting, and other great workshops and breakout groups.

If you would like to suggest a workshop, please send us an email with details to alliance.public.waldorf@gmail.com

Registration begins on December 1.



BY VICTORIA
TEMPLE

NEW ALLIANCE MEMBER

Please welcome **Lilipoh Magazine** who has become an organizational member of the Alliance. To learn more about this terrific, timely and family-friendly magazine, go to > www.lilipoh.com/index.aspx Subscribe for home and school!



Individuals, organizations and corporations are warmly welcome to support the growth of Public Waldorf education through an annual Alliance membership. To learn more or apply > www.allianceforpublicwaldorfeducation.org/join-the-alliance/

NEW SCHOOL INITIATIVES

Calls for support continue to come into the Alliance from groups of educators and parents working to found a school based on the core principles of Public Waldorf Education. Here's the latest news:

- The **Acorn to Oak Initiative**, Raleigh, NC, is projected to open as K-8 in 2017.
- The **North Fork School of Integrated Studies**, Paonia, CO, is currently in development.
- **Good Earth Charter School**, named after an important book by renowned local author Pearl Buck, Montgomery County, PA, is in the charter drafting stage.

NEW SCHOOLS OPENING

Affiliated and unaffiliated with the Alliance, new schools striving to found a public school based on the core principles of Public Waldorf Education continue to emerge:

- Alliance member **WISE Academy**, Fairfax, CA, opened with grades K-5 in 2014-15, serving a community in Marin County, California
- **Willow Tree at Pathways Academy**, Fallbrook, CA, is a new initiative in southern California slated to open grades K-4 this year.

NEW SCHOOL LEADERS

Several Alliance schools have welcomed new leadership with the arrival of a new school year:

- **Kalen Wood**, formerly the Education Director at SunRidge Charter School (Sebastopol, CA), has assumed the Executive Director role. We say farewell and thank you to **Mark Rice**, who shepherded SunRidge from its founding in 2002.
- **Ron Charles** has been appointed the new Director of Yuba River Charter School (Nevada City, CA), which holds the distinction of being the first school founded on the principles of Public Waldorf Education, in 1995. Congratulations!

• **Shaheer Faltas**, former School Director at Journey School (Aliso Viejo, CA), has returned to Hawaii as Director of the Kona Pacific Public Charter School (Kona, HI). Welcome and best wishes to **Gavin Keller** who is Journey's new School Director.

• **Andrea Akmenkalns**, M.A., a founder of Live Oak Charter School (Petaluma, CA), and fresh from teaching first through fifth grades at Woodland Star Charter School (Sonoma, CA), has joined the staff of Credo High School (Rohnert Park, CA) as its new Assistant Director.

SHARE YOUR STORIES!

We welcome news about **Happenings** at your school and in your school community! Help us deepen our shared knowledge about our movement. Please drop Victoria a line at alliance.public.waldorf@gmail.com or call her at 707-628-4322 and to set up a time for an interview.

ALLIANCE BOARD MEMBERS & ADVISORS MEETING

The Alliance's all-volunteer board of directors and advisors meets three times a year to steward the work of a growing Public Waldorf school movement. Their next meeting will take place on October 9 & 10 at the Monterey Bay Charter School, located in Pacific Grove, CA. The meeting is being made possible with the support of Director **Cassandra Bridge**. Deep appreciation to the Alliance's board members and advisors for their service in 2014/15 as we look toward a new year.

BOARD MEMBERS: **Shanna Mall** (AK) Interim President; **Rainbow Rosenbloom** (CA), Vice President; **Amy Bird** (AZ), Secretary; **Marc Bruehl** (AZ), Treasurer; **Hellene Brodsky Blake** (CA), Faculty Representative; **Betsy Tragard** (CA), Membership Chair; **Allegra Allesandri** (CA), Pedagogical Chair, and **Cassandra Bridge** (CA), Outreach Chair.

ADVISORY BOARD MEMBERS: **Liz Beaven**, Ed.D. (CA) Rudolf Steiner College; **Daniel Bittleston** (CA); **Donna Burgess** (CA), Hoeffecker-Burgess Consulting; **Mary Goral**, Ph.D., (IN), Kentahten Teacher Training; **Chris Hecht** (HI), Kona Pacific Public Charter School; **George Hoeffecker** (CA), Hoeffecker-Burgess Consulting; **Jeff Lough** (CA), Humboldt State University; **Betty Staley** (CA), Rudolf Steiner College; **Chris Topham** (CA), Sebastopol Charter School.