

### Considerations related to Maupin Elementary and Catalpa Magnet:

1. The Catalpa Magnet is based on the Waldorf tradition and methodology blended with Kentucky Core Academic Standards (pg. 1, Catalpa School Design Competition Proposal).
2. Summer Professional Development for Instructional Staff, (2 weeks each year 2015-16, and 2016-17) has focused on “key theories and practices used in public Waldorf education.” (Summer 2016 Kentahnten Teacher Training: Deepening Student Engagement through Developmentally Appropriate Practices and the Arts: A Public Waldorf Approach).
3. Waldorf Education has several key differences from “Mainstream Education” including the following:
  - Waldorf schools as well as their teachers require strict certification. A curriculum is followed which is considered developmentally appropriate within which the child has a certain amount of freedom to determine their own learning.
  - Waldorf place a strong emphasis on imagination and children are encouraged to make their own toys from material at hand.
  - Waldorf is outspoken about children not being exposed to popular media and social media. Computers are limited to the upper school grades as children should develop and create their own worlds.
  - A strong sense of society is incorporated into the methodology – teaching children to look after themselves, think for themselves, caring for others and avoidance of violence. Teachers are encouraged to explore new ideas and to allow them to be guided by exploration of students.
  - Textbooks are limited and mostly used to supplement learning such as math and grammar in the higher grades. Children compile their own “textbooks” through the year, filling them with information of their experiences of what they have learned.
  - It is common that teachers stay with a class from first to eighth grade. This way a deep human relationship can be built, which is not possible where teachers frequently change.
  - Reading is not taught until second grade. Waldorf educators believe that in the early years children should be read to, be told fairy tales to stimulate imagination and be allowed to play.
  - In the Waldorf School writing is taught before reading and the alphabet is explored as a tool to communicate with others through pictures. This way writing evolves out of art and children’s doodles instead of reproduction of written content.
  - In Waldorf schooling kindergarten is play-based and does not introduce alphabetic principles.
  - Sample Primary (1-3 Grade) Curriculum is:
    - Pictorial introduction to the alphabet, writing, reading, spelling, poetry and drama.
    - Folk and fairy tales, fables, legends, Old Testament stories.
    - Numbers, basic mathematical processes of addition, subtraction, multiplication and division.
    - Nature stories, house building and gardening.
4. Due to the emphasis on Waldorf methods and traditions, parents who selected Maupin Elementary for the Catalpa Model expect the school to adhere to the tenets, philosophy, timelines, and etc. of Waldorf education as a primary component of their child(ren)’s school experience. Both magnet parents and teaching staff have had difficulty understanding and discerning how to blend the Waldorf traditions with the KY Core Academic Standards, timelines, and benchmarks.
 

Maupin was designated as a Priority School in 2016. Though the school had failed to meet AMO the previous two years, Maupin was also the lowest performing school in the State in 2016 and therefore earned designation through poor ranking in a single year. As a result of Priority status, Maupin underwent a KDE/AdvancED Diagnostic Review. The KDE and AdvancED audit highlighted 5 Improvement Priorities.

The Improvement Priorities conflict with (Waldorf) Catalpa in the following ways:

Improvement Priorities	Waldorf/Catalpa	Needed Next Steps
1. Create and consistently implement challenging curriculum...	Child has freedom to determine own learning (Student Control over Learning, Hattie ES 0.04, Rank 144) and Individualized Instruction: Hattie ES .22, Rank109)	High expectations for all students (Hattie Effect Size (ES) 1.44, Rank 1) “Recognizing the deep effects of race and the cultural frame of reference have on belief, behaviors, and learning of school-dependent African American student is the first step to ameliorating how these students are actually perceived and subsequently how they feel they are perceived.” (Y. Jackson, 2011).
		Follow research-based and culturally relevant instructional strategies to implement KCAS at each grade level
	Original proposal followed Alliance for Public Waldorf Education (APWE) timeframe which moved KCAS standards to other grades (even when standards would be assessed as part of accountability model).	Follow KY Program of Studies and District Pacing Guides while working in PLC’s to determine Essential Standards
	‘developmentally appropriate’ promotes a ‘play-based’ program in kindergarten and withholds reading instruction until second grade	Ensure that kindergarten instruction includes phonemic awareness, phonics, and alphabetic principles, as well as emergent literacy skills (concepts about print) and reading instruction.
...equitable learning opportunities (equitable –relating to expectations and standards for students in same grade in different schools and classrooms across Jefferson County and KY)...	Textbooks (and other print material) are limited, use of computers is discouraged in primary grades	Ensure that students have access to print materials (classroom libraries, textbooks, digital resources, etc.), and which reflect the diversity of the students in the school.
...that lead to success at next level	Reading is not taught until second grade	Use District and State benchmarks (Brigance, DSA, PAT, Lexile or DRA levels,

		etc.) as targets for measurable learning outcomes
2. Develop and implement a comprehensive, collaborative process by which school personnel use data from multiple assessments of student learning to monitor and adjust curriculum and instruction and assessment.		Ensure the stated, taught, and assessed curriculum are aligned.
Monitor and adjust the process to ensure vertical and horizontal alignment and it is aligned with the school's purpose and direction.		
3. Develop and implement a systematic process that guarantees teachers and support staff are trained in the evaluation and interpretation of data...	Kentahten (Waldorf) PD has not provided teachers and support staff training in the evaluation and interpretation of quantifiable data of student learning.	Provide PD on creating, scoring, analyzing and adjusting instruction based on CFA's and Diagnostic or Proficiency Assessments
	It is common for teachers to 'loop' with students allowing teachers opportunities to learn more about their students, but not time to strengthen content knowledge and pedagogy of a particular grade level and corresponding standards and benchmarks	
...use findings to determine verifiable improvements in student learning, including readiness and success at next level...	Reading is not taught until second grade	
School personnel should consistently monitor data from multiple sources to evaluate the effectiveness of programs...	Proposal stated assessments would be developed, but there was no follow through.	
...as well as to identify teacher PD needs	PD is based on Waldorf methods and traditions	PD needs to be based on "high yield instructional strategies", assessment literacy, student engagement, rigor and use of technology as an instructional tool.
4. Develop, communicate, implement and monitor a school-wide instructional process that clearly informs students of learning expectations and requires teachers to use high-yield instructional strategies	A constructivist/inquiry-based approach to learning permeates (Hattie ES .31, Rank 91)	Direct Explicit Instruction and the Maupin Way are the instructional process. (Hattie ES .59, Rank 29)
Require and monitor the consistent use of exemplars to guide student learning.		Provide students exemplars and criteria for success so that coaching and feedback is

		specific (Hattie, ES .73, Rank 10)
Administer frequent formative assessments that align to content standards and use the results to address the individual needs of students.		Provide targeted and specific interventions (Hattie, Response to Interventions, ES 1.07)
Use instructional strategies that enable students to self-reflect, collaborate, develop critical thinking skills, experience individualized instruction...		
...and maximize technology as an instructional resource and student learning tool.	Use of computers and technology discouraged	Incorporate technology in instruction and for student use
5. Establish and commit to an academic culture that guarantees 1) shared values and beliefs about teaching and learning;		Prior to and in first months of school in 2016, staff engaged in development of new mission, vision, and core values (continue to tie teaching, learning, PD, resources to this).
2) challenging educational programs and equitable learning experiences;		
3) a strong commitment to instructional practices that promote active student engagement, depth of understanding and the application of knowledge and skills, and		
4) high expectations for professional practice.		

### Challenges of Implementing Waldorf at a Priority School in Urban Environment:

Waldorf Recommendation	Challenge
Waldorf Schools as well as their teachers require strict certification	There is no college or university in the surrounding area that offers Waldorf training (similar to Montessori training a 30-36 hour graduate level training is expected).
	The Catalpa Model proposed to address the teacher training by providing 2 weeks of summer PD locally, each year for 4 years by bringing in teacher leaders from other Waldorf schools and programs across the US.
	The two week summer intensive does not have a component for continuing development. To address this shortfall, Bearth online licenses were purchased for teachers to have access to resources and materials.
	In 2015-16, four staff members had the equivalent of specialized training through participation in Waldorf Cadre training: three classroom teachers and the Catalpa Magnet Coordinator (the 4 who wrote the proposal). Two other teachers were also highly trained and resigned mid-year, another took another position in the District mid-year, and two additional teachers transferred/resigned at the end of the school year for a loss of 5 teachers with more than 1-2 summers of Waldorf/Kentahten training.
In other Public Waldorf schools, teachers are ‘tapped’ when they are recognized as having developed basic pedagogical skills and are decidedly ‘ready’ to begin Waldorf training.	Teacher recruitment and retention in high poverty, priority schools is a challenge. Maupin had 6 KTIP teachers in 2015-16, and 8 KTIP teachers in 2016-17. These new and inexperienced teachers need to develop in, and are evaluated by the PGES framework and are expected to have: <i>knowledge of content and pedagogy, knowledge of students (diversity/differentiated needs), knowledge of resources (technology), set instructional outcomes, design coherent instruction and assessments, etc.</i> ). Maupin teachers have been provided summer PD in Waldorf methods and activities prematurely.
	Research affirms that the effectiveness of the teacher in the classroom matters most in student learning.
Waldorf is outspoken about children not being exposed to popular media and social media, use of computers is discouraged until upper grades.	Waldorf education needs support of Waldorf parenting. Poor and working class parents employ different parenting practices (accomplishment of natural growth vs. concerted cultivation –Lareau) than their middle class counterparts.

<p>It is common that teachers stay with a class from first to eighth grade.</p>	<p>New and inexperienced teachers need time to develop their understanding of content standards and prerequisite skills, to anticipate student misconceptions, to develop high yield instructional strategies, and to understand the developmental needs of students and how learning progresses. While ‘looping’ offers opportunities to build relationships, there is a constant learning curve for content and standards.</p>
	<p>A Bloomberg report highlights the economic cost of one year with a poor teacher to be \$50,000.00 economic difference for the child in a life time of earnings. Research has also revealed that students, especially poor and minority, do not recover from even one year with an ineffective teacher. Ineffective and unskilled teachers should not be assigned to students who struggle academically.</p>
<p>Waldorf Education delays teaching reading until second grade.</p>	<p>JCPS Vision 2020 has Third Grade Reading Pledge. Despite a 30 year focus on reading, nearly 80% of African American students at the end of fourth grade do not read at grade level. While many factors have a hand in this statistic, inadequate instruction is the major contributor. Early literacy instruction must include abundant interaction with receptive and expressive language, sound and letter awareness, number identification, book knowledge, story sharing, and phonological awareness.(D. Paige)</p>
<p>Waldorf Education also known as Steiner Education is based on Rudolf Steiner’s philosophy known as anthroposophy. The first school opened in 1919 in Stuttgart, Germany.</p>	<p>Cultural relevance can’t be overstated</p>
<p>During second year of summer Kentahten training, several Waldorf facilitators from other states in both public and charter Waldorf schools acknowledged that in their respective schools they followed their State’s Common Core Standards (rather than APWE) due to the high mobility of students in Title I schools and urgency to address achievement gaps.</p>	<p>Maupin followed suit with support from Institute Leader and Facilitators who affirmed that the KY Common Core Academic Standards could be taught as outlined and done so in a developmentally appropriate way. This has been contested by some magnet parents and teachers.</p>
<p>Though Waldorf is a trademark and Maupin is not a “Waldorf” school, wording throughout the training and proposal suggest that it is the overarching framework. The Magnet Model is actually based on 4 Key Components: Artistic Integration, Play with Social Intent, Relationships as Foundation, Nutrition and Sustainability.</p>	<p>The school has incorporated Handwork, Movement, and Watercolor Painting as Special Area classes and teachers have had PD on form drawing, songs, verse, etc. (<b>Artistic Integration</b>). Teachers have built into their daily schedule 1-2 opportunities daily for outside play (<b>Play with Social Intent</b>). A rain garden (MSD), raised garden beds, bird blind, 50+ trees (Trees Louisville) and a “Kids Kitchen” space was created for cooking and snack preparation. Recycling is also promoted (<b>Nutrition and Sustainability</b>). Two teachers have ‘looped with their students. Teachers are allowed and encouraged</p>

	<p>to do home visits. Some teachers have family style lunch with their students. Restorative Practices and Peace Ed activities have been provided as PD for staff. Suspensions, Referrals, SRT calls are among the highest in the District. Teacher participation at after school activities, sports, and other events is limited and few teachers have hosted family engagement activities of their own (<b>Relationships as Foundation</b>).</p>
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