

**LEARNING FROM RUDOLF STEINER:
THE RELEVANCE OF WALDORF EDUCATION
FOR
URBAN PUBLIC SCHOOL REFORM**

Ida Oberman, PhD
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idaoberman@alamedanet.net

EXECUTIVE SUMMARY

The author of this paper investigates the relevance of Waldorf education for public urban school reform. Based on analysis of survey data from over 500 graduates of private U.S. Waldorf schools, review of documents from the Gates Foundation, and staff-interview and student-achievement data from four public Waldorf-methods schools, she develops the following three-part argument:

1. New three R's and Waldorf:

Waldorf graduate survey data suggest that alumni identify something that might be summarized as "rigor," "relevance" and "relationship" as key outcomes of Waldorf education.

2. New three R's and urban public school youth:

The goals have shifted over the past ten years for funders and policy makers alike to encompass more than high test scores. Now, what was "special" for "special children" begins to gain attention as valuable for all. Bill Gates, Jr., and the Gates Foundation are leaders in articulating this shift. Founder and foundation argue for the new three R's for all. Importantly, for the purposes of this analysis, they backed up their talk with dollars. In 2007 they approved funding for the first public Waldorf methods high school, in the Sacramento Unified School District.

3. Three key findings on urban public schools with Waldorf methods:

- a. In their final year, the students in the study's four California case study public Waldorf-methods elementary schools match the top ten of peer sites on the 2006 California test scores and well outperform the average of their peers statewide.*
- b. According to teacher, administrator and mentor reports, they achieve these high test scores by focusing on those new three R's— rather than on rote learning and test prep—in a distinct fashion laid out by the Waldorf model.*
- c. A key focus is on artistic learning, not just for students but, more importantly perhaps, for the adults.*

The author concludes by outlining key areas for further research.

INTRODUCTION

Back in 1996, when asked how she looked at the Waldorf educational model, Michelle Fine, then distinguished speaker of the American Education Research Association's annual conference and education researcher, offered an answer that was clear and succinct: it is a "special philosophy for special children." She then proceeded to give a riveting talk on imagination and social action. The moment was telling. If one reads the words of Waldorf education's founding father, Rudolf Steiner (1861–1925), imagination and social action are at once the vehicle and the goal of Waldorf education. At its inception, Waldorf was not to be a special, "boutique" reform. Nor was it to cater to "special" children. Steiner called for a "Volks" pedagogy, a schooling of the people for the people bridging separate castes that had been hardened by emerging industrialization. Yet leading educators such as Fine regarded it in 1996 as special for the special.

At the time the notion of public, let alone urban public, Waldorf methods schools was largely unheard of. Times have changed. Just over a decade later, at the 2007 American Education Research Association's annual conference, an invited panel addressed the question of Waldorf education's relevance to the public sector. The room was full and questions from the audience were many. A shift had happened in the research community. The shift affected the perception of and the level of interest in Waldorf.

In that decade, interest had begun to mount both inside and outside the walls of the academy,. Reformers, parents and some policy makers are pushing for strategies that they feel are better able to help the system at large and individual students better meet the challenges of today. Increasingly diverse student populations and the new bars, under No Child Left Behind (NCLB), are perceived by these parties to task us to make sure schools are not just places where students learn to do homework assignments but venues where students and adults can feel they are being shaped in a way that is meaningful to them as individuals and members of a community. Today, particularly in urban schools, youth face a growing number of challenges as they cross to mature adulthood. Arts education is seen increasingly as a key resource to provide support, particularly to urban youth, in this crossing.¹ With this rising tide, Waldorf is gaining recognition as one kind of schooling that offers greater sensitivity to education as an art. In the words of acclaimed Stanford researcher Elliot Eisner,² “Waldorf schools, unlike most American public schools,” afford children “a balanced educational diet” focused on academic achievement and “the development of imagination.”

As interest is growing, so is the number of public urban Waldorf methods schools. Since the founding of the first public Waldorf School, Urban Waldorf in Milwaukee’s inner city in 1991, in a small but growing number of venues public Waldorf methods schools are popping up like poppies from the ground. By 2000, California saw approximately ten public Waldorf methods schools and Arizona two. As of 2007, there are roughly forty in the country.³ The number of Waldorf teacher training programs equipping graduates to teach in public schools is growing apace with two in California alone: Rudolf Steiner College’s Public School Institute (<http://www.steinercollege.edu/psi.html>) and the Bay Area Center for Waldorf Teacher Training (<http://www.bacwtt.org/index.htm>). Importantly, public urban Waldorf-methods⁴ schools are beginning to capture the attention of national foundations. The Gates Foundation has in 2007 offered funds to the Sacramento Unified School District to start the first public Waldorf methods high school in the

¹ Fiske, E. B. (Ed.), 1999, *Champions of Change: The Impacts of the Arts on Learning*, Washington, DC: Arts Education Partnership; James, N., 2005, "Act up!" *Theatre as Education and Its Impact on Young People’s Learning*, Centre for Labor Market Studies Working Paper (no. 46); Uptis, R. & Smithrim, K., 2003, *Learning through the Arts: National Assessment 1999–2002. Final Report to the Royal Conservatory of Music*. Kingston, Ontario: Arts Matters, Faculty of Education.

² Eisner, E., 1994, *Cognition and Curriculum Reconsider*, New York: Teachers College Press.

³ See Appendix 1, Figure 11 for chart tracking rate of growth of public Waldorf-methods, or Waldorf inspired, schools in the U.S. See Appendix 2, Tables 2 and 3 for working index of public Waldorf-inspired schools.

⁴ With the term “Waldorf methods school” we refer to schools that *by their own report* are committed to the educational principles of Waldorf education. It is important to note that the definition is *by self-report*. There is currently a debate underway on whether such schools should call themselves ‘Waldorf inspired’ rather than ‘Waldorf methods’ schools.

country. As of August 2007, a building has been secured and the Waldorf Methods/Social Justice High School is slated to open in 2008.⁵

With the increase in interest and the growing number of schools, the need for robust research becomes all the more urgent. One particularly important question at this juncture is: *What grounds do we have for thinking that Waldorf might be of relevance in the broader context of education, and particularly in the context of education reform for the traditionally underserved in our urban schools?* That question is the focus of this paper.

To get to the bottom of the question, we will:

- In Part 1: Listen to the voices of Waldorf graduates from the past half century. To that end we will review a set of survey data.
- In Part 2: Consider the program priorities of the Gates Foundation along with its 2007 decision to fund the first public Waldorf methods high school in Sacramento Unified.
- In Part 3: Review achievement test data from four elementary public urban Waldorf methods schools in California, along with educators' reflections on how they explain their schools' achievement trends.
- In Conclusion: Reflect on lessons and areas for further research.

Conceptual framework For its conceptual frame, this article draws on a body of research synthesized in the 2003 report from the National Research Council and the Institute of Medicine of the National Academies, titled *Relationships, Rigor, and Relevance: The Three R's of Engaging Students in Urban High Schools* (hereafter called the National Academies report). In the words of the December 2003 press release on this programmatic study,

High schools that successfully engage students in learning have many things in common. They set high academic standards and provide rigorous, meaningful instruction and support so that all students can meet them. Their structure makes it possible to give students individual attention. The teachers take an interest in students' lives, drawing on their real-world experiences and current understanding to build new knowledge. Teachers also show students the connections between success in school and long-term career plans.⁶

The choice of this frame is strategic for the purposes of our discussion. Also the Gates Foundation, the world's largest education funder, and funder for the first public Waldorf-methods high school, adopted the same frame. When in 2005 the Gates Foundation adopted this framework to define its funding priorities, it refined the new three R's as follows:

⁵ Personal communication with Cheryl Eining, principal of John Morse Elementary School, Sacramento Unified, August 30, 2007.

⁶ For press release, executive summary and full report, see News: The National Academies, *Relationships, Rigor, and Relevance: The Three R's of Engaging Students in Urban High Schools*, December 2, 2003 <www8.nationalacademies.org>.

Rigor: All students need the chance to succeed at challenging classes, such as algebra, writing and chemistry

Relevance: Courses and projects must spark student interest and relate clearly to their lives in today's rapidly changing world

Relationships: All students need adult mentors who know them, look out for them, and push them to achieve.⁷

Core argument We will use this lens as point of entry to assess the relevance of Waldorf to public school reform. Based on our analysis, the Waldorf model focuses on engagement through rigor, relevance and relationship. Further, we argue, it enriches the discussion on these three conceptual categories. Specifically, the student performance and interview data suggest that the Waldorf model offers aspects that were not emphasized in the National Academies and Gates discourse but, we suggest, expose a richer meaning of rigor, relevance and relationship to which Waldorf practices actually make a distinctive contribution to public school reform.

Methodology The study blends quantitative and qualitative methodologies. The quantitative analysis considers student achievement data from 2000 until 2006. The quantitative and qualitative analysis draws on the recently released Survey of Waldorf Graduates, spanning 1943–2005,⁸ and interview data from four public urban Waldorf method sites.

PART 1: SPECIAL EDUCATION FOR SPECIAL STUDENTS?

A LOOK AT THE SURVEY OF WALDORF GRADUATES 1943–2005

Background Waldorf education is based upon the educational philosophy of Rudolf Steiner. It focuses on an imaginative approach to learning and aims to develop holistic thinking that includes creative as well as analytic thought. Arts are a central part of curriculum, instruction and school design. In the words Henry Barnes, founding teacher of the first Waldorf school in America—on New York City's Upper East Side—Waldorf education aims to develop “head, heart and hand.”⁹ The ultimate goal is to provide young people the basis with which to develop into free, moral and balanced individuals.

Indeed, this all sounds relatively boutique. But even before beginning to make inroads into the U.S. public urban school reform arena, Waldorf has moved beyond a narrow niche market to reach more broadly around the globe. It is already one of the largest independent educational systems in the world. Waldorf

⁷ See Gates Foundation Website

http://www.gatesfoundation.org/UnitedStates/Education/RelatedInfo/3Rs_Solution.htm.

⁸Survey of Waldorf Graduates, Phase II, Mitchell & Gerwin, Research Institute for Waldorf Education, 2007. Note: For purposes of the discussion offered below, see in particular the chapter, “Statistical Analysis,” pp. 67–94 <http://www.waldorfresearchinstitute.org/pdf/WPhaseII0307.pdf>.

⁹ Personal interview, October 21, 2006.

education is practiced in more than 950 established independent, private Waldorf schools located in about sixty-three countries.¹⁰ However, the focus of this study is to probe beyond numbers of private Waldorf schools. What is Waldorf education yielding? Do the suggested outcomes of Waldorf point to qualities that might be marked “special” in ways that can be relevant beyond private, boutique schools to public urban schools and their children?

For the longest time the effects of a Waldorf education were only anecdotal. Now is an exciting time to address the question of outcomes for Waldorf graduates, because in March 2007 a first-of-its-kind quantitative study was published by the New Hampshire-based Institute for Waldorf Research under the title *Survey of Waldorf Graduates, Phase 2*. Unprecedented, the report offers analysis of surveys completed by just over 500 alumni, spanning graduation years 1943–2005 and counting graduates from twenty-seven private Waldorf schools. The question asked of that data is: What do graduates report as the key results of their education? Respondents were asked to reflect on both positive and negative consequences.¹¹ Three patterns emerged from the data, one related to *rigor*, one to *relevance*, and one to *relationship*.

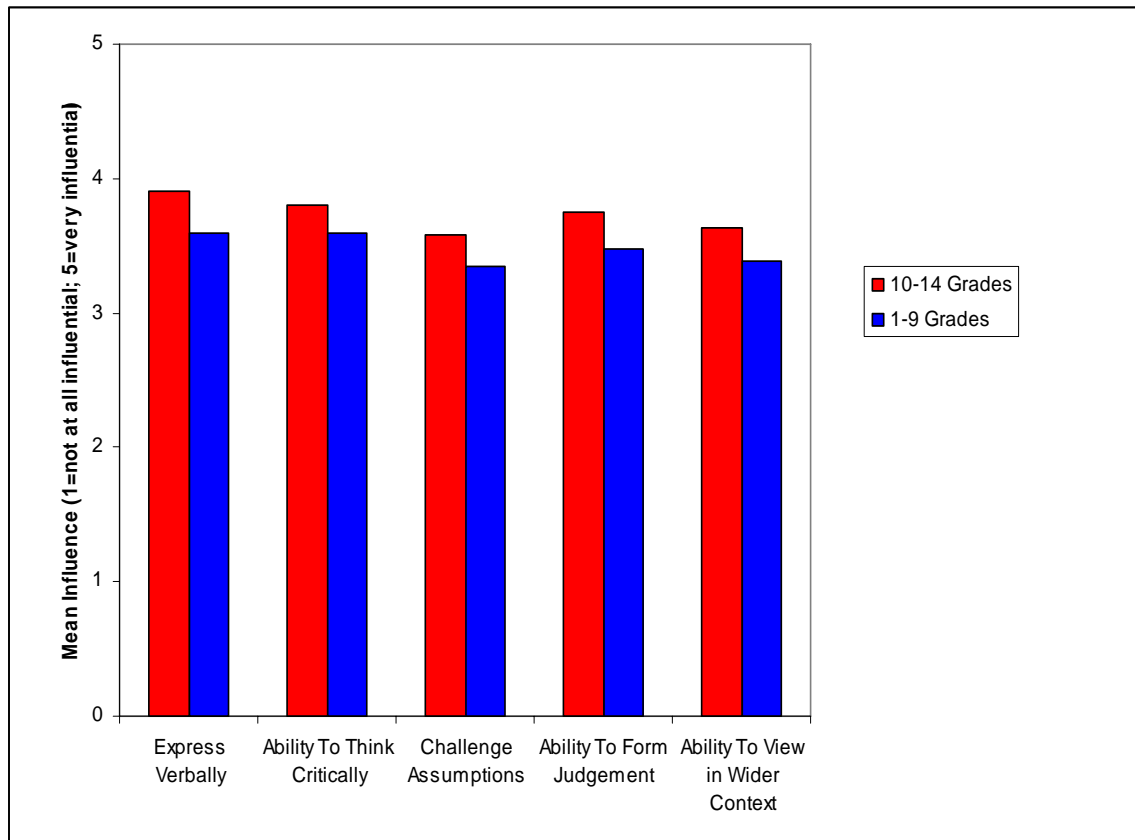
¹⁰ See Appendix 1, Figures 5 and 6 for growth rates of private Waldorf schools globally and in the U.S.

¹¹ A note on limitations of the survey: The sample size is small (N = 526) and due to lack of resources rather than volition, the researchers worked without a control group. As well, the participants were drawn from the records of Waldorf schools. These schools, not atypical of any school, were uneven in their ability to remain in contact with their graduates, so the body of respondents represents a pool of the willing—those willing to stay in touch with their alma mater and to take the survey. All that said, the data set nevertheless offers a first invaluable look at this group’s reflections on what their education did and did not yield.

Waldorf graduate survey data

A. Rigor

Figure 1. Rigor: Graduates with more years of Waldorf reported greater influence on their ability to do independent analysis



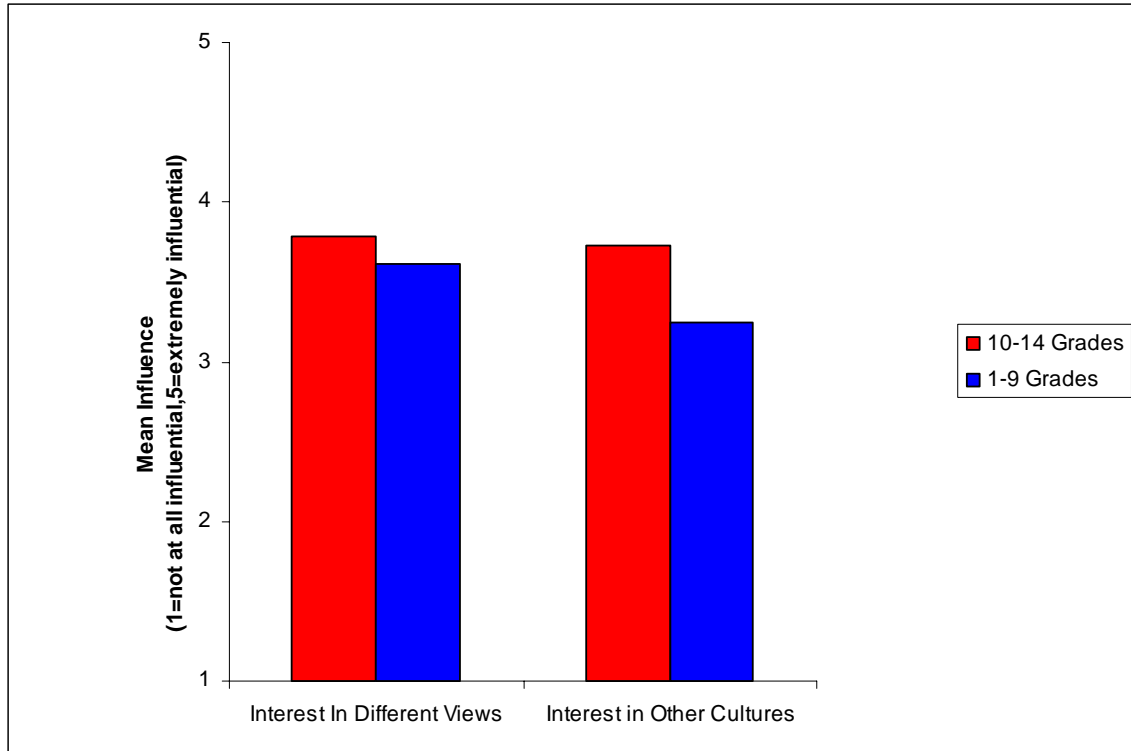
Source: Survey of Waldorf Graduates, Phase II.

Figure 1 shows that Waldorf graduates with ten to fourteen years in a Waldorf school (left column) ranked the level of Waldorf influence on their own development higher in the areas of ability to think critically, form judgments, challenge assumptions and view a wider context.

B. Relevance

Figure 2. Relevance:

Graduates with more years of Waldorf reported greater influence on their ability to serve as global citizens



Source: Survey of Waldorf Graduates, Phase II.

Figure 2 shows that Waldorf graduates surveyed with ten to fourteen years in a Waldorf school (left column) ranked the level of Waldorf influence on their own interest in different views and interest in other cultures higher than did Waldorf graduates with one to nine years at a Waldorf school (right column).

C. Relationship

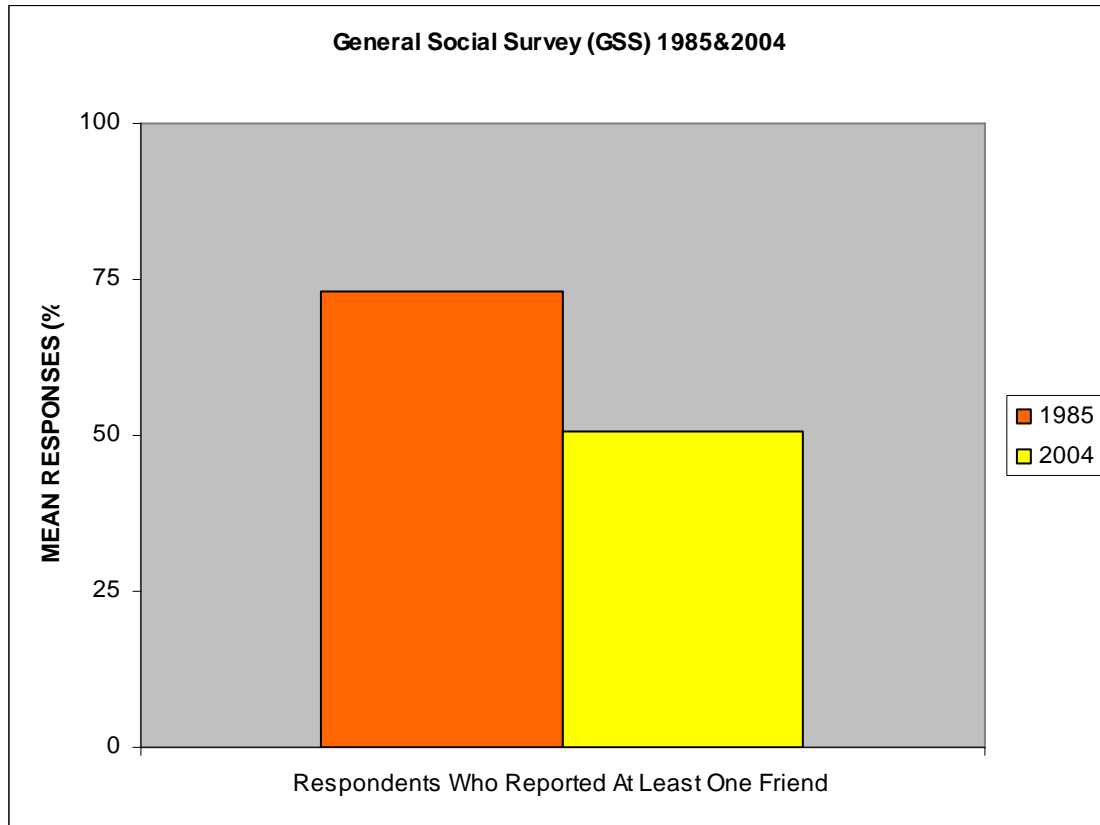
Finally, we turn to relationships. This last aspect is of special note because recent research has signaled growing isolation among Americans nationally. To illustrate this national trend, before we turn to the Waldorf graduate survey data, we offer below two sets of national survey data. These two data points provide a useful foil for the data on Waldorf graduates on time spent with friends and watching TV.

- **National trend: FEWER relationships, MORE bowling alone**

We need only think of the stark challenges to American community that Harvard professor and bestselling author Robert Putnam outlined in 1994 in *Bowling Alone*.¹² He conducted his analysis on the basis of the General Social Survey (GSS) data administered from 1972 to 1994 and identified, in his words, “the strange disappearance of civic America.”¹³ Based on GSS survey data from the following decade, 1994–2004, in an elegant piece of analysis Duke University researcher Miller McPherson and colleagues discovered an alarming trend: Americans were becoming more isolated still since 1994.

Figure 3. Relationship:

Growing decline in number of people with whom we have a relationship 1985–2004¹⁴



¹² *Bowling Alone: The Collapse and Revival of American Community* by Robert D. Putnam (New York: Simon & Schuster, 2000).

¹³ Putnam, R. D., "The Strange Disappearance of Civic America," *The American Prospect* no. 24 (Winter 1996) <<http://epn.org/prospect/24/24putn.html>>.

¹⁴ McPherson et al., *Social Isolation in America, Changes in Discussion Networks over Two Decades*, June 2006 <<http://www.asanet.org/galleries/default-file/June06ASRFeature.pdf>>.

Source: McPherson et al., *Social Isolation in America*.

Figure 3 shows that in 1985 (left column) almost 25 percent more respondents reported they had at least one friend when compared to respondents in 2004 (right column). The report authors indicate that in 2004, a quarter of Americans say they have no one with whom they can discuss personal troubles, more than double the number who were similarly isolated in 1985, and that, overall, the number of people Americans have in their closest circle of confidants has dropped from around three to about two.¹⁵

- **National trend: MORE TV watching**

Researchers Aguiar and Hurst's 2006 report on trends in leisure time use joins others in confirming that the rate of TV watching has grown steadily during the past five decades.¹⁶ Further, according to the ACNielsen company's 2001 report, the average American watches more than four hours of TV each day (or twenty-eight a week, or two months nonstop TV-watching per year). A person who lives for sixty-five years will have spent "nine years glued to the tube."

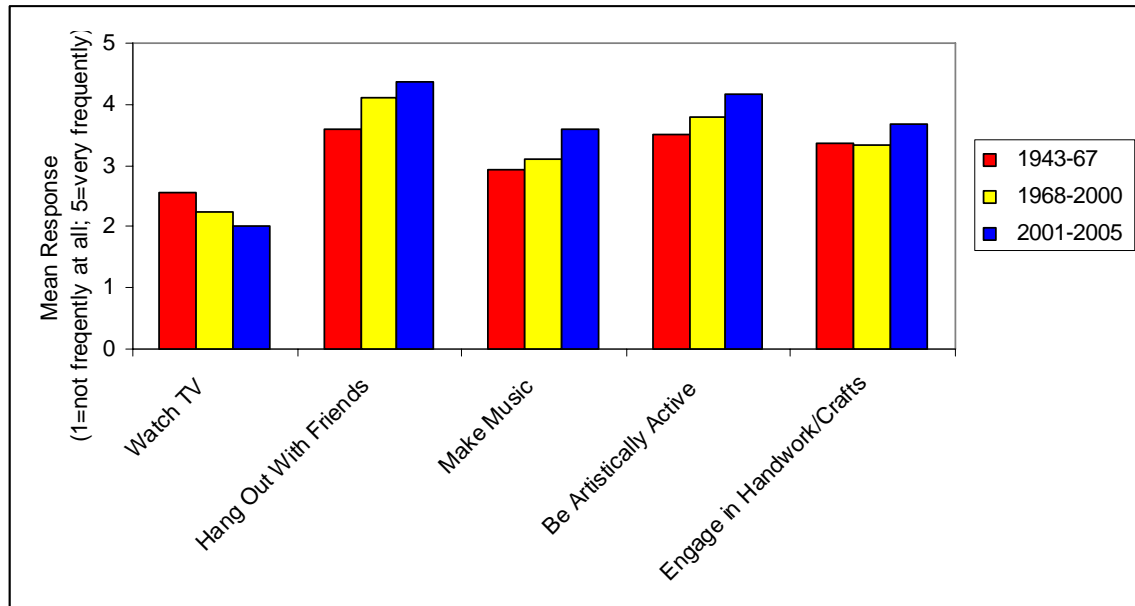
- **Trend among Waldorf graduates: MORE time with relationships, LESS with TV watching**

Against this background, the findings concerning Waldorf graduates come into particularly sharp relief.

¹⁵ See Shanker, Vedantam, *Washington Post*, June 23, 2006, p. A03.

¹⁶ Aguiar & Hurst, *Measuring Trends in Leisure, The Allocation of Time over Five Decades (January 2006)*. For download go to <<http://www.bos.frb.org/economic/wp/wp2006/wp0602.pdf>>. For an engaging brief on this report, see Steve Boyd, *Out of Time But Watching More TV*, April 2006 http://www.stoweboyd.com/message/2006/04/free_time_we_ar.html.

Figure 4. Relationship: Waldorf graduates over the cohort years report less TV watching and more hanging out with friends and artistic activity
(combining categories of artistically active and handwork/crafts).



Source: Survey of Waldorf Graduates, Phase II.

The data suggest an impact on what might be categorized as rigor, relevance and relationship reported by Waldorf graduates.

How does that help us with our question about the relevance of Waldorf in the urban public school setting? We turn now to the words of Gates Foundation co-founder Bill Gates, Jr., and the program priorities of the Gates Foundation.

**PART 2. FOR SPECIAL KIDS ONLY? IN 2007, GATES FUNDS FIRST
PUBLIC, URBAN WALDORF METHODS HIGH SCHOOL**

Rigor, Relevance and Relationship: The New Three R's, Funders' Perspective

How "special"

are these qualities? How special should they be? Let us listen for a moment to Microsoft founder and chairman Bill Gates, Jr., when he addressed his alma mater, the elite private Lakeside School in Seattle in September 2005.

Bill Gates' Vision Gates applauded Lakeside because he could “directly trace the founding of Microsoft back to [his] earliest days here.”¹⁷ He recounted the rigor of Lakeside’s instruction, “making sure all students are given challenging curriculum that prepares them for college and work.” He commended further the relevance, “making sure kids have courses and projects that clearly relate to their lives and their goals.” Finally he saluted the relationships, “making sure kids have a number of adults who know them, look out for them, and push them to achieve.” At this moment in his address, Gates directed the gaze of his audience pointedly beyond the grassy lawns of this academy when he concluded: “We have invested nearly a billion dollars to re-design high schools around the country to help create an environment where students achieve at a higher level and never fall through the cracks.” In asking, “What does this have to do with Lakeside?” he answered his own question: “ Our foundation’s work in high schools is based on principles that happen to be deeply ingrained in Lakeside’s culture. We call them the new three R’s, the basic building blocks of better high schools.”¹⁸

Gates Foundation Investment in Urban Public Waldorf High School Experiment In step with the vision of its founder, the Gates Foundation is investing in research and evaluation to find the ingredients that will ready all students for college, career and citizenship.¹⁹ One of those investments has gone to launch the first public Waldorf methods high school, in Sacramento. The Gates Foundation is poised to put Waldorf to the test. At the time of this writing, the Sacramento School Board and district have approved funds and facility and a principal for the Waldorf Methods/Social Justice High School, a Gates-funded, small public Waldorf method high school in the Sacramento Unified School District. It is the first public Waldorf-methods high school in the United States.

PART 3: HOW ARE THEY MEASURING UP? CASE STUDY FINDINGS FROM FOUR PUBLIC WALDORF METHODS SCHOOLS

We turn finally from the self-report from private Waldorf graduates and the noted interest of leading funders to the public Waldorf methods schools themselves. Are they measuring up? In this section, we consider student annual test scores and educators' reports. The guiding questions are two:

1. How are their students doing on state tests, and
2. What are their educators saying to explain their achievement trends?

What we did We sampled urban public Waldorf-methods schools, choosing the sample according to geography and district size. We also sorted by those who were meeting or outperforming the top ten schools in the state with comparable demographics on the state’s annual test, the California Standards Test

¹⁷ Bill Gates, Jr., September 23, 2005, <http://www.lakesideschool.org/give/campaign/BGatesKeynoteAddress.pdf>.

¹⁸ Bill Gates, Jr., September 23, 2005, <http://www.lakesideschool.org/give/campaign/BGatesKeynoteAddress.pdf>.

¹⁹ Eric Robelen, “Gates Learns to Think Big,” *Education Week*, October 11, 2006.

(CST). The final sample consisted of four schools. Next, we reviewed school and district documents. Finally, we interviewed teachers and administrators. In each case we asked,

- To what do you attribute your success?
- What were the key ingredients if you were to boil them down to three?
- What is the biggest challenge moving forward?

Table 1. Case Study Sample: Four Urban Waldorf Methods Public Schools, 2006

School	District	Location Characteristics	Student Body Characteristics					
			Latino	African American	Caucasian	Other	Free & Reduced Price Lunch	English Learners
John F. Morse Elementary	Sacramento Unified	Large City	19%	16%	59%	11%	38%	4%
Woodland Star Charter	Sonoma Valley Unified	Urban Fringe/Midsized City	12%	6%	76%	6%	16%	2%
Stone Bridge Elementary	Napa Valley Unified	Urban Fringe/Large City	5%	5%	87%	3%	8%	1%
Novato Charter	Novato Unified	Urban Fringe/Large City	5%	3%	84%	8% ²⁰	-	3%
			Latino	African American	Caucasian	Other	Free & Reduced Price Lunch	English Learners

What we learned

We found a similar student performance pattern in all four schools. Each of the four sites performed well below their peers in second grade. By the last year of school, however, they matched or exceeded the top ten of peer-comparable sites. This pattern holds when looking at either English Language Arts or Mathematics on the CST. When asked *how* the sites explained the high performance levels in the upper grades, the responses aligned with the National Academies and Gates Foundation terms.

The three conceptual elements aligned with the responses of public Waldorf methods principals, mentors and teachers:

- ***Rigor***
- ***Relevance***
- ***Relationship***

Based on interview data, we found, though, that the Waldorf model offers aspects that were not in the foreground in the National Academies and Gates discourse but, we suggest, expose a richer meaning of rigor, relevance and relationship to which Waldorf practices actually make a distinctive contribution.

The academy and Gates define rigor as curricula that prepare students for college and work. In our interviews, teachers stress the preparation of lower grades for higher grades year by year. Similarly, the Academy and Gates define relevance as connecting formal education meaningfully with people’s lives and goals. However, the sort of relevance mentioned by our Waldorf teacher interviews goes

²⁰ The data reported here on % eligible for free & reduced price lunch at Stone Bridge are drawn from school site data. The California Department of Education (from which Just for the Kids drew their data) posted 0 % eligible.

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in a different direction: the relevance of one academic subject for another, such as art to math, math to history, history to art. Finally, the Academy and Gates define relationship as students having adult mentors who know them, look out for them and push them to achieve. Waldorf teacher interviewees speak of a relationship that extends well beyond one, two or even four years to eight and to a relationship with a student and a whole class over this extended period of time. Finally, when asked about the key *ingredients* for implementing these new three R's, one theme ran through all the answers:

- **A Focus on artistic activities** for
 - **Student learning** and
 - **Adult learning.**

Data Source, How to Read the Data & Important Caveat

Data source: Where not otherwise noted, the source for all data in Part 3, Cases 1–4 is Just for the Kids California-<http://www.jftk-ca.org>

On how to read the data: The far left column shows the school, followed by state, region and county. The bottom row (blue) is percent of students scoring below basic; the middle row (green) is percent of students scoring basic; and the top row (beige) is percent of students scoring proficient and above proficient.

Important caveat: Comparisons are NOT to the state average but with the top ten peer-alike sites.

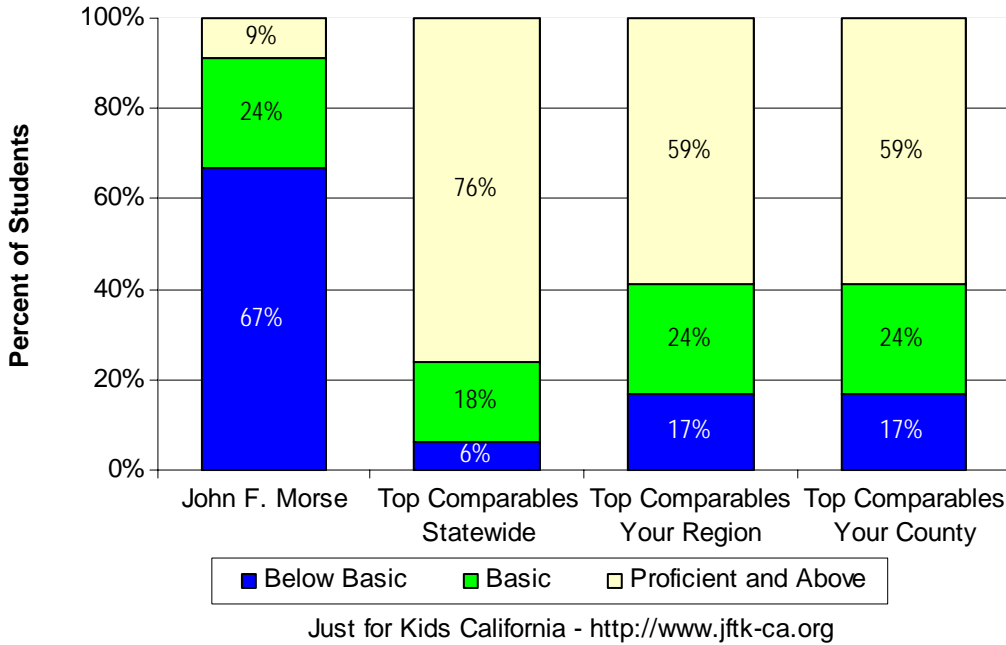
Case 1: RIGOR AND THE ARTS – Figure 5, a-d

Large City: John F. Morse, Sacramento Unified

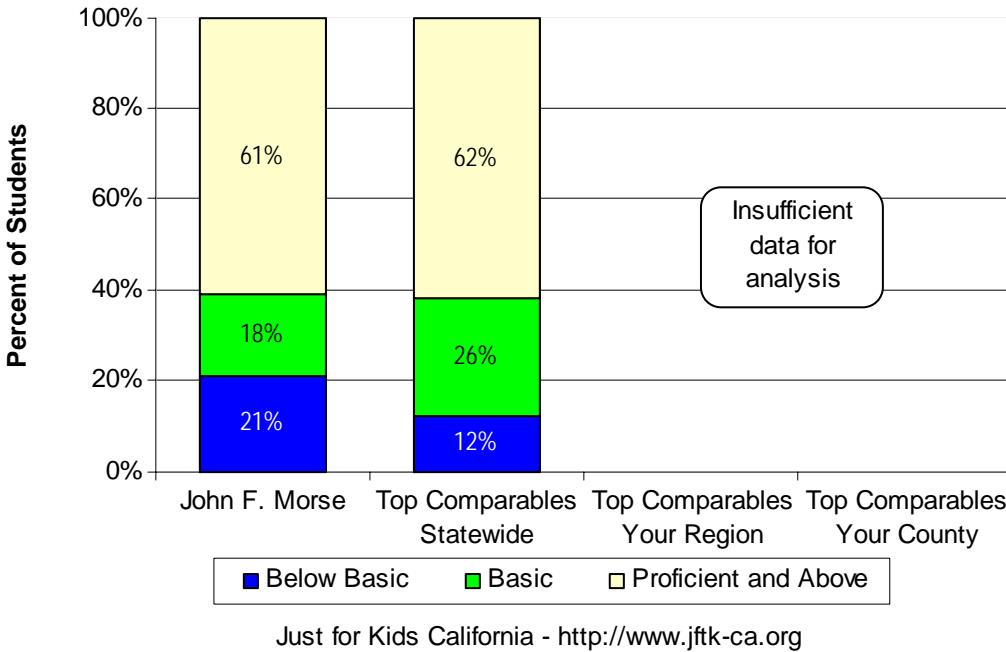
Free/Reduced School Lunch: 38% Hispanic: 19%

English Learners: 49% Black: 16%

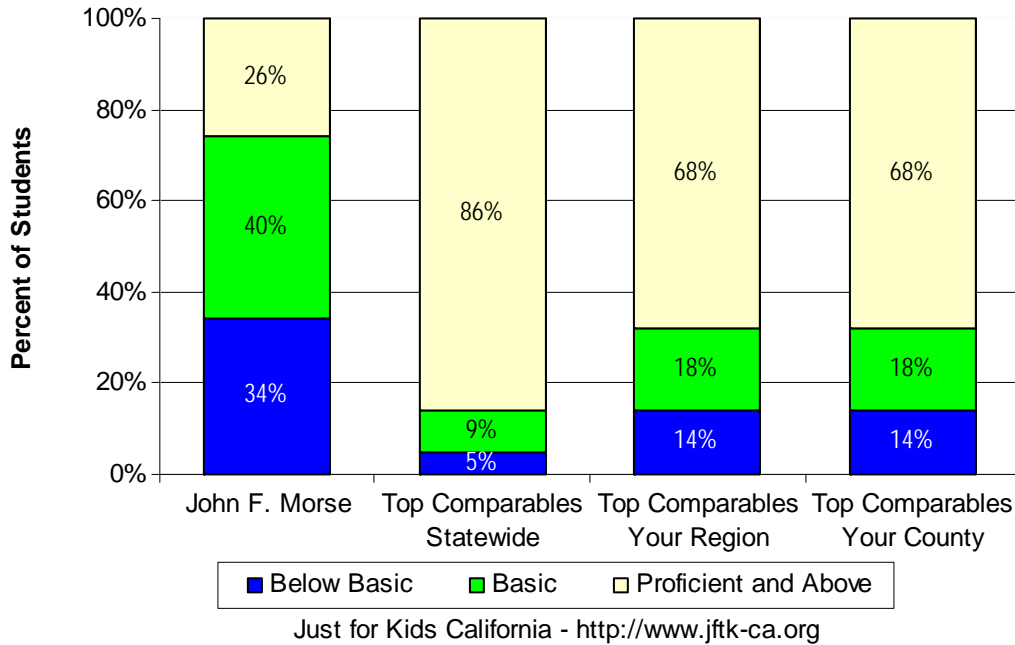
a. Grade 2 Language Arts 2006 Results



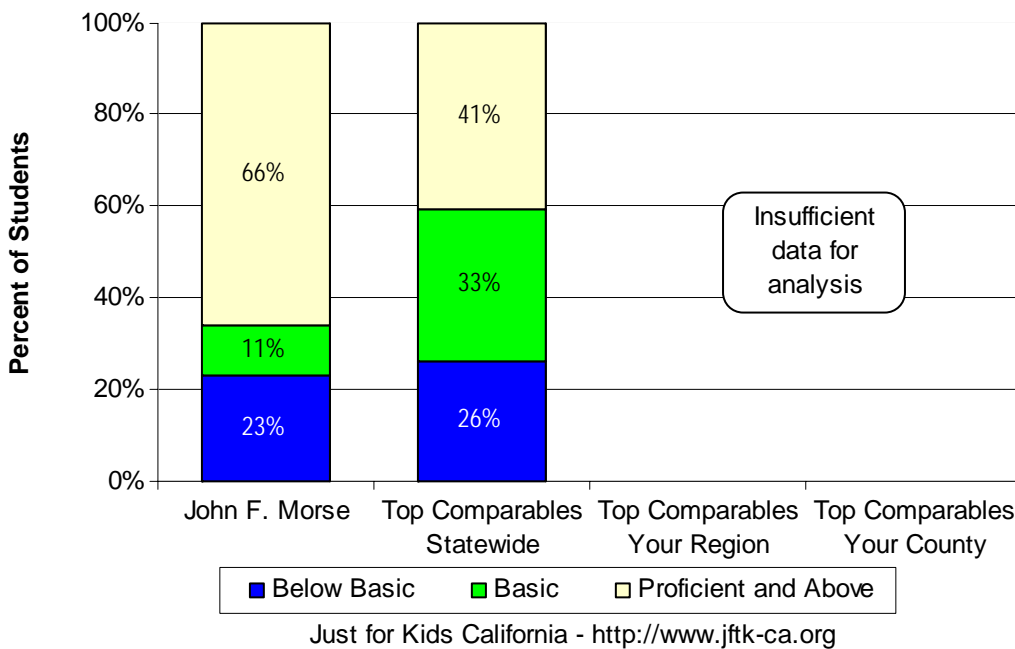
b. Grade 8 Language Arts 2006 Results



c. Grade 2 Mathematics 2006 Results



d. Grade 8 Mathematics 2006 Results



The John Morse data show an identifiable trend: In second grade in both English Language Arts and Math John Morse underperforms its top ten peer-alike sites. Come eighth grade, John Morse students outperform students at the school's top ten peers.

When asked how they explained the pattern, teachers, mentor and administrators indicated that test-taking strategies were rarely used in the early grades. In the words of one John Morse lower grades teacher, "Our focus is developmental. ... [I]n the lower grades we focus on instilling beauty, joy and self-confidence in learning. . . . It's a focus on capacity

building. That readies them to acquire the skills, which is the focus of the upper grades." The teacher described the artistic activities the students engaged in as they were introduced to mathematics, reading and writing absent textbook or work sheet. Those include moving, drawing and jumping rhythmically. She added: "But in all we do in second grade we are thinking about the child's needs in eighth grade. We are laying groundwork." She knew of what she spoke. She had taken a class to eighth grade and was now moving with her new class again from first grade up. The 2006 eighth grade teacher whose students outperformed the state on the CST agreed and added: "I never once referred to any test preparation materials... There [was] complete avoidance of math textbooks kindergarten through the end of grade five." She underscored the role of arts: "In sixth grade mathematics was still ... done through story, movement and concrete experience.... [And from] kindergarten through grade 8 singing was central to their daily school life. In grades one through three the pentatonic flute was taught; we then switched to diatonic flute for grades four through six. In grade four they all learned violin; in grade five the strings teacher split them up into viola, cello and violin; they played through grade eight." She added, "They also learned Baroque recorders in grade eight."

A John Morse teacher mentor elaborated the thinking behind these Waldorf methods: "When thinking about building capacity, we might think of building the sense 'I can.' That is where we need to focus in the lower grades. Later we focus on skills, on the 'I do.' To understand what capacity is in mathematics, or number sense as some call it, think of this example: If you have number sense, you know that when you multiply a two-digit number with another two-digit number (for example 28×17) and you get a 5-digit number (for example 53,000), you see with your capacity that that cannot be right. You have your bearings in the world of numbers and know this. In the lower grades the teacher tries to nurture the capacity and of course in the end your aim is to get the skills in place....The road to skills is through moving, drawing, jumping to learn the numbers. In this way you enhance the capacity, or number sense." She concludes that this is a worthy investment: "The more capacity, or number sense, you build in the lower grades, the quicker you can later build skills." Certainly the performance patterns in mathematics at John Morse bear this out. To sum up, by their teachers' and their mentor's report, these students' high performance in mathematics standardized tests in 2006 was not because the students abandoned the arts or submerged them in test prep. Learning was scaffolded over the years. The focus was first on capacity building, then on skills with the arts as the medium. Through this medium, the message was brought multiple times—with rigor.

Focus on rigor When asked to identify three key ingredients that make the school successful, principal and teachers pointed to a culture of *rigor*. Says Principal Cheryl Eining,

"Currently in traditional education, direct instruction is the latest buzz word. In Waldorf education, direct instruction is a given and I personally feel one of the strengths of the program. Waldorf teachers are champions of delivering instruction directly to students. They individually research and study the curriculum being presented. There is no such thing as 'open your textbook to page 10,' nor 'answer the questions at the end of the chapter.' During main lesson time, the first two hours of the day, usually 9 to 11 a.m., learning is hands-on, exploratory and experiential, rather than simply being told a rule, fact or concept directly. Students record their discoveries and learning in main lesson books, but rarely if ever will be seen filling in blanks on a worksheet. Students will be involved in listening to a related curriculum story being told by the teacher, engaged in mental math, word games, moving to the action of a poem/song or planting seeds in the garden. Learning is brought to the students in a meaningful way, which will hopefully be longer lasting and not limit their thinking. When instruction comes from a real person, a higher level of ownership and rigor is involved in the learning."

Rigor and the arts for students A key component of the Waldorf methods curriculum is the arts, which address a variety of learning styles in children. Eining reflects, "Some form of the arts is embedded in nearly every element of the

Waldorf classroom. Our children are not accustomed to idle sitting for a majority of their day. The diversity and color created by children is such a joy. Even at a young age, if left alone without others' preconceived idea of what a house or tree looks like, a child can manufacture eloquent pieces of art representing their learning. The artistic work also provides students practice in staying at a project with rigor." Adds Eining,

A teacher can pull out a row of knitting and ask students to try again until they are satisfied with their piece. Pride and completion of work is essential, and doing as good a job as they can is equally important be it knitting or mathematics....Last week the handwork teacher was cleaning wool collected from a sheep-shearing fieldtrip with the third grade class. It's incredible to watch the kids' eyes light up when they dye it with homemade dyes made from vegetable skins. Students are engaged in their work and excited to see the finished product. They get the sense of what it is to do something well from start to finish....

She sums up, "Art brings curriculum into a meaningful place."

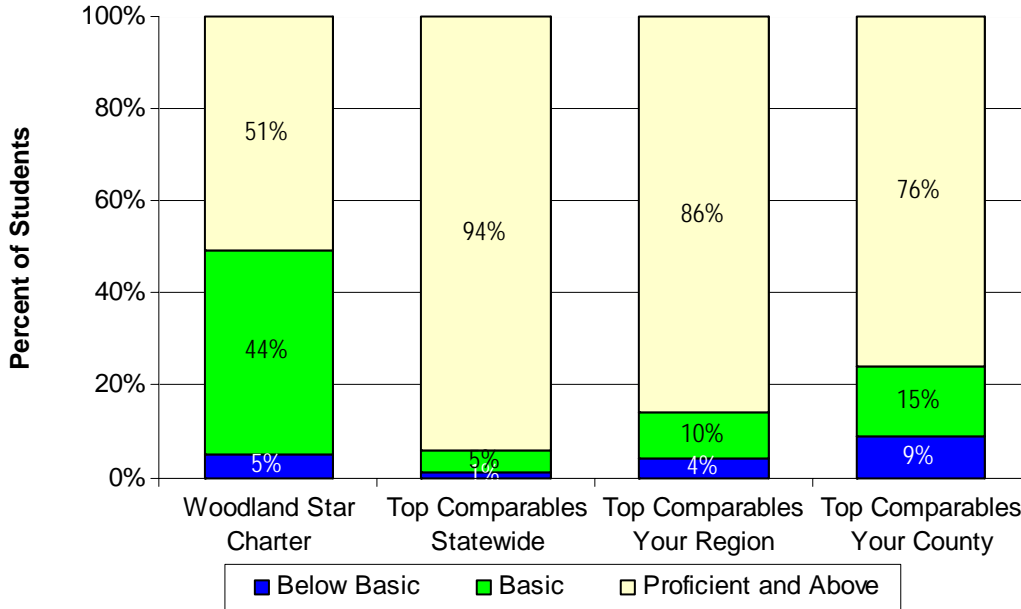
Rigor and the arts for adults At John Morse, art is not a stand-alone subject. Artistic activity for the adults is a key ingredient for a healthy invigorated teacher. "We have Thursdays each month for staff to work together," reflects Eining. "Two are for staff meeting all together and one in small groups where faculty work on curriculum. In faculty meetings, we often sing together, then aim to do an artistic activity like felting, sculpting or painting. Then we turn to business. [The art] is critical.... It allows us time to breathe from our day-to-day routine and create beautiful images together and [be] more refreshed to meet the child the next day." When asked, she elaborated: "It's that idea of life-long learning. Not every adult has the same ability to sing, paint, etc. It is common for our teachers to take the area most difficult for them personally and work through it sometimes in a painstaking manner. Finally," she concludes, "it's also about putting yourself in students' shoes and gives us a sense of what they experience with new learning." The second grade teacher adds, "The artistic work is part of capacity building." This teacher shared how she does painting at home to restore herself after a day of teaching, and even traveled again to Jordan after a Fulbright there to help other students paint....as a way to build their capacity. "And they'd never picked up a paintbrush before...but in a few lessons learned the basics of color theory as well as problem-solving as they endeavored to create with the color," she concluded. In sum, art at John Morse is not only for the students. For students and adults alike, it builds capacity to do rigorous work, problem solve, think, and take on daily challenges with an open willing heart.

CASE 2: Relevance and the Arts – Figure 6, a-d

Urban Fringe, Mid-Size City: Woodland Star Charter, Sonoma Valley Unified

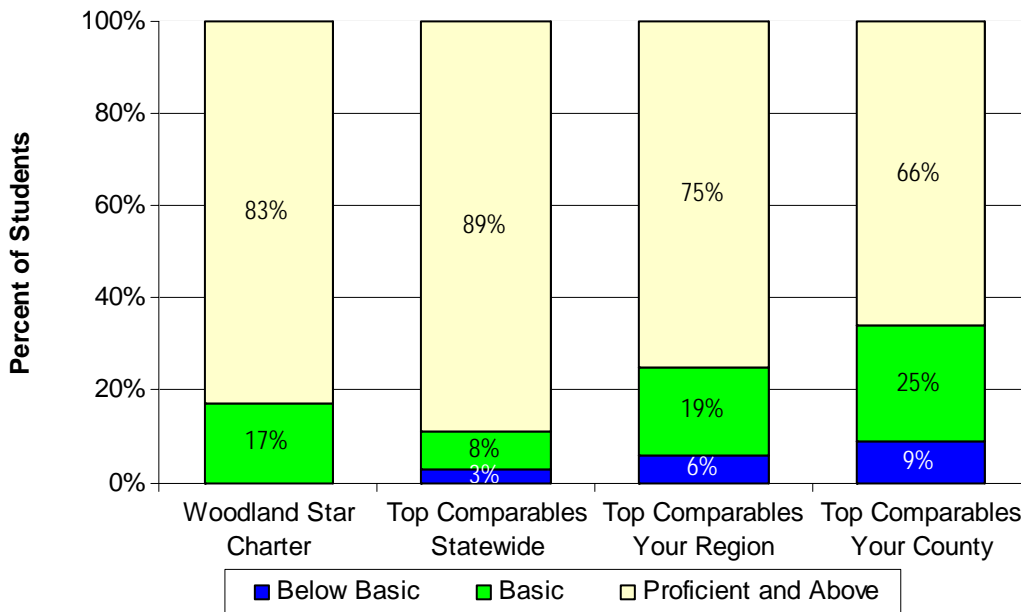
Hispanic: 12%

a. Grade 2 Language Arts 2006 Results



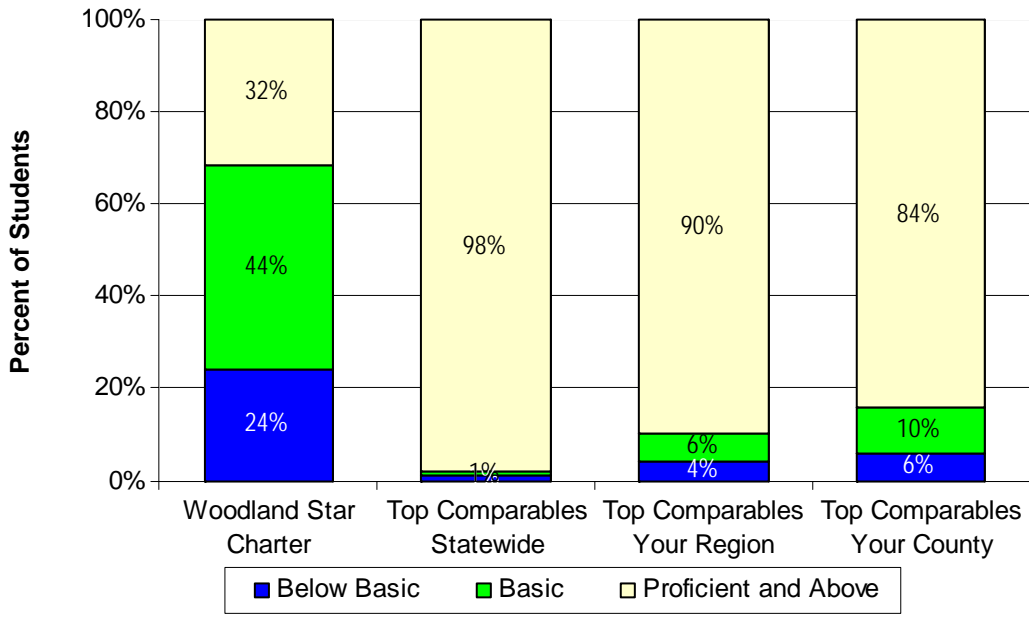
Just for Kids California - <http://www.jfk-ca.org>

b. Grade 8 Language Arts 2006 Results



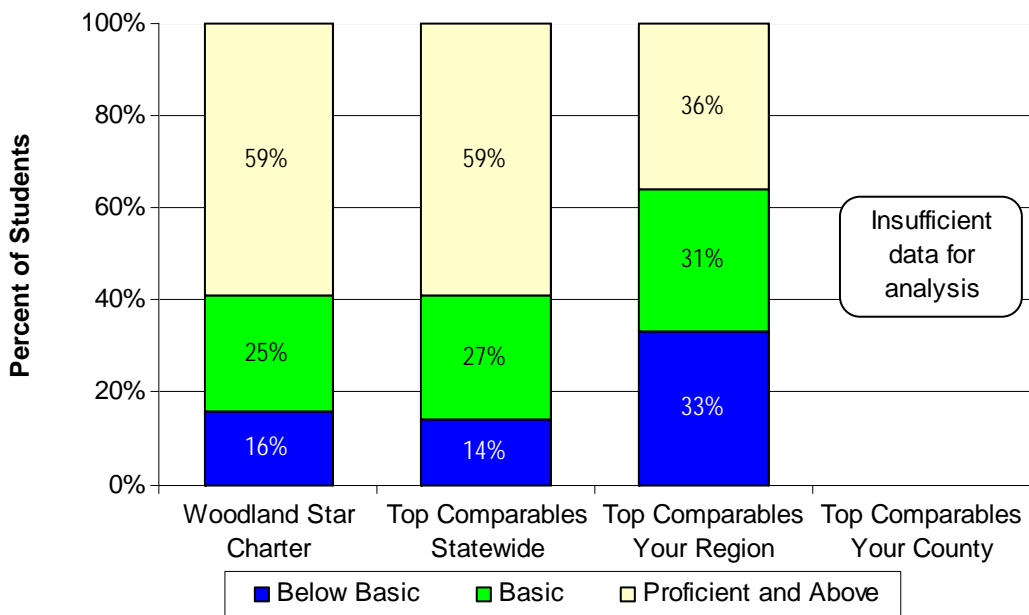
Just for Kids California - <http://www.jfk-ca.org>

c. Grade 2 General Mathematics 2006 Results



Just for Kids California - <http://www.jftk-ca.org>

d. Grade 8 General Mathematics 2006 Results



Just for Kids California - <http://www.jftk-ca.org>

As the 2006 CST figures above suggest, the Woodland Star Charter School data offer encouraging patterns. What did the site undertake that might have contributed to these rising achievement trends? When asked how they explained their success, administrators and faculty pointed in a host of graphic ways to the importance of rigor. In addition, they stressed relevance. But the teachers and administrators we spoke to did not stop at talk about relevance for kids. They stressed relevance for adults and the role of the artistic in building that sense of relevance. What does that look like at Woodland Star Charter?

Relevance and the arts for students

As one upper grade faculty member reflected, “Being familiar with the Waldorf curriculum means understanding how the curriculum is a progression that takes students through the grades in a way that is developmentally appropriate.” When probed, this experienced teacher added, “You want to think across the whole year and your class, how to do the circle games, the time table of main lesson, the artistic work.” At each grade level the lesson has to be brought in a way that is meaningful to the child then. Founding Woodland Star Charter Administrator Chip Romer concurs: “The developmental focus of our school is a critical component to its success. It is also a focus that unites the faculty.”

Relevance and the arts for adults

The focus on relevance extends beyond the students to the adults. Says that same teacher, “Child study is a regular part of faculty meetings.” It is not an add-on or only for special education teachers. It is relevant for all and done by all. “The whole faculty engages in fully developing their observation skills as teachers....[We] learn to be better observers....really being careful about the comments like, ‘the child is that way because,’” says the sixth grade teacher. Teachers try to support each other and themselves in finding relevant data to create a picture of the child. Mechanisms such as the common child study encourage a deeper level of engagement with all students—including the strugglers—by all adults. All students are relevant to all adults, all the time. What are some of the resources to enable this level of attention?

As in the case of John Morse, so is the story for Woodland Star. Arts are not ancillary but instrumental. And they are not just for kids’ learning. Learning through the arts is central for adults. Personal growth gets tied to learning to be a teacher.

Arts are the medium

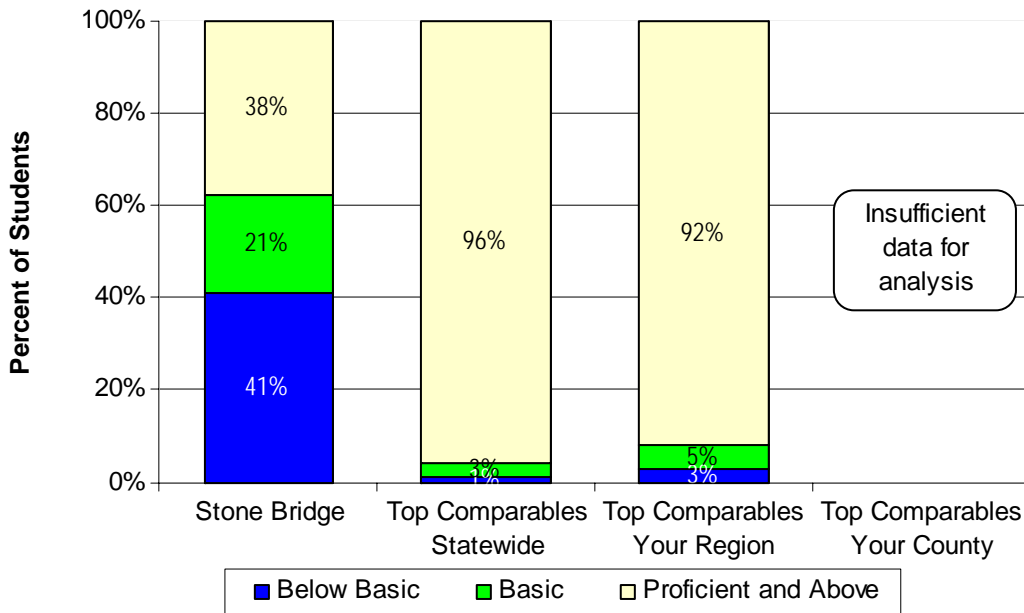
The Woodland Star Charter teacher recalls, “The artistic is a huge aspect of working with new and experienced teachers....My whole first year in training was all artistic work to really kind of give me ... what I hadn’t done....” and “The artistic brings the academic to life for the child ... otherwise it’s dead ... too much in the head.” The artistic is not an ancillary. No, it is a key craft for any classroom teacher: “Just learning to do a chalk board drawing ... there aren’t that many chalk boards out there... what is a painting lesson; how to do form drawing ... to learn how to do all these things as a class teacher... not arts or handwork but regular class teachers need to know and learn this in Waldorf.”

Finally this teacher excuses himself; he is working on the class play written by a veteran Waldorf teacher and focused on Caesar. He has to return to the class. “For sixth grade these Romans have real appeal,” he concludes.

CASE 3: RELATIONSHIPS AND THE ARTS -- Figure 7, a-b

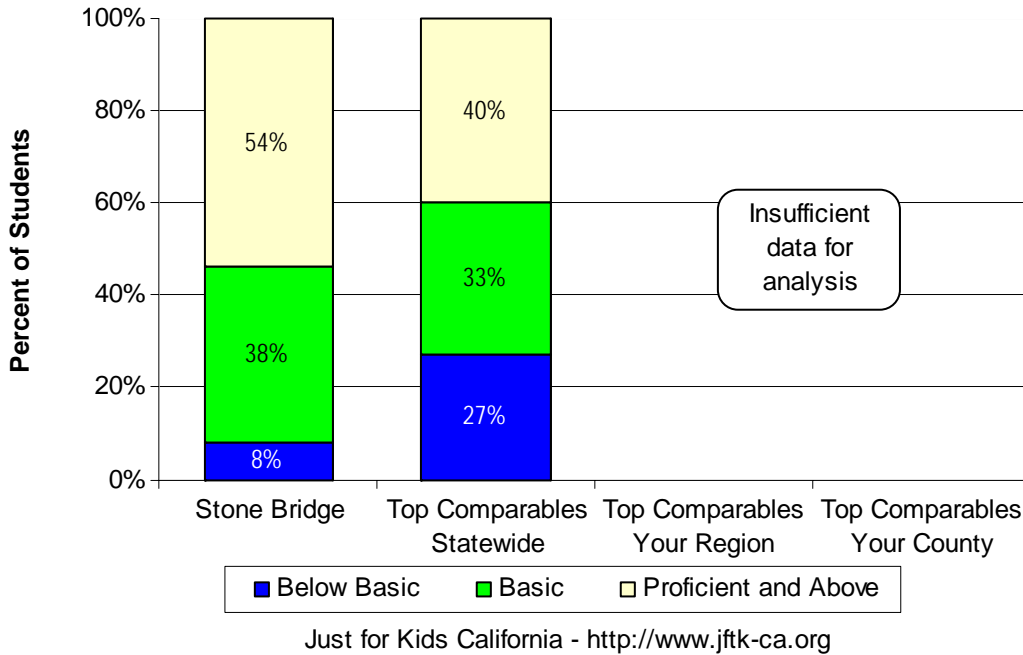
As in the case of John Morse and Woodland Star Charter, a first look at the data is in order.

Urban Fringe, Large City: Stone Bridge, Napa Valley Unified a. Grade 2 Mathematics 2006 Results



Just for Kids California - <http://www.jfk-ca.org>

b. Grade 8 General Mathematics 2006 Results



Stone Bridge is an example of another public Waldorf site where students in grade two perform low but in eighth grade in 2006 outperformed their peers on the state’s California Achievement Test, in both English and Mathematics. Though these data are not conclusive, they do invite a closer look. What is Stone Bridge doing that may support student learning, in the eye of administrators and faculty?

Stone Bridge faculty and administration affirmed the importance of rigor and relevance. In addition, in the interviews with Stone Bridge staff, the focus on relationship came to the fore. The focus was not just on relationship among students and between students and adults. The power of relationship among adults was stressed, and the power of the arts in building that, also in hard times.

Relationship and the arts for students One teacher made the following statement:

When I got the class [in seventh grade,] five of thirteen students were at a fourth grade level in math. I spent the seventh grade year on rhythm, movement, and color to bring them up to algebra. Every main lesson [the first two hours of the day], we spent 30–45 minutes on math-related movement. On top of that, because of perspective in the history main lesson on the Renaissance math turned into art, and things began to appear. Then [after that artistic math work], the students were ready to learn.

Notes Administrator Bill Bindewald, “The regular assemblies are very important to the life of the school...just the idea that the students are part of that...gives a chance for the first graders who in the first assembly can barely contain themselves in their chairs ...the rest of the school sees them and the rest of the teachers...so their share in that progression matters... Test scores are a product of critical thinking skills and self-confidence. Having all grades perform in assembly and seeing the work they do as so important in assembly, the relevance of the artistic activities also before the faculty...is primary.”

Relations and the arts for adults At Stone Bridge the faculty meet once a week for common work and always begin with singing. What is the value of such a time investment? One teacher noted, “Artistic activities are primary. I can’t sound good

Ida Oberman idaoberman@alamedanet.net September 12 2007

without the other. A few months ago I had an argument. It went deep, really deep. Feelings were hurt; it was a respectful argument but feelings were hurt deeply on both sides. That third day it was faculty meeting and time to sing, and you had to sing with a partner. There were only two tenors in the chorus...we were the two tenors. We went and it was hard just in the warm up, and then went to working on a difficult piece, and it was hard...but then, we were able to breathe into each other...We both noticed it was just how we each do it. She's a higher tenor; I'm a lower tenor; that's just how we do it. At the end I was able to say, 'Do you want to go back to that conversation we left off?' " Artistic activity lends support for constructive collaboration.

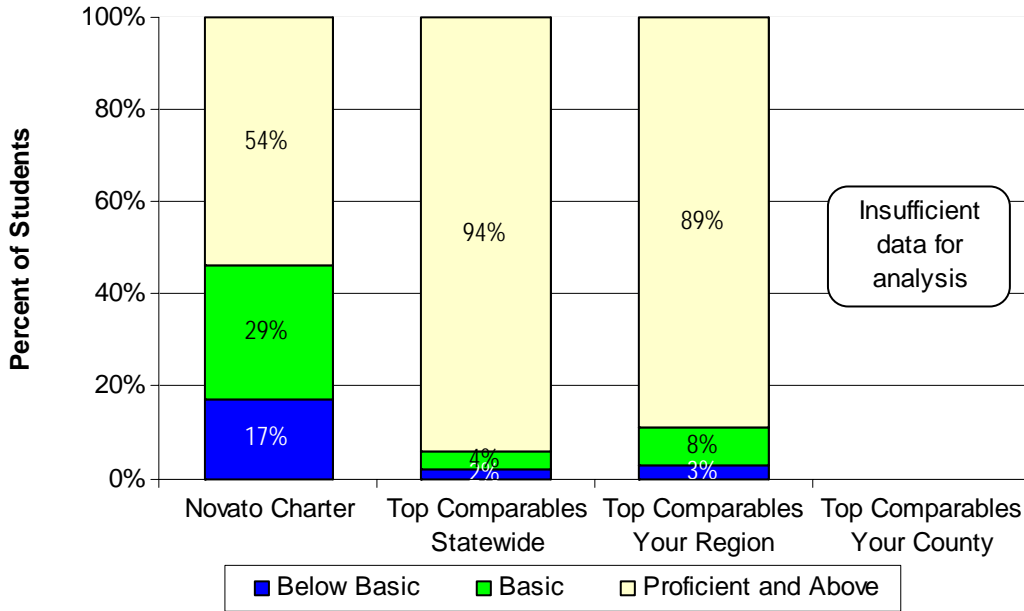
CASE 4. RIGOR, RELEVANCE, RELATIONSHIP & THE ARTS –

Figure 8, a-d

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

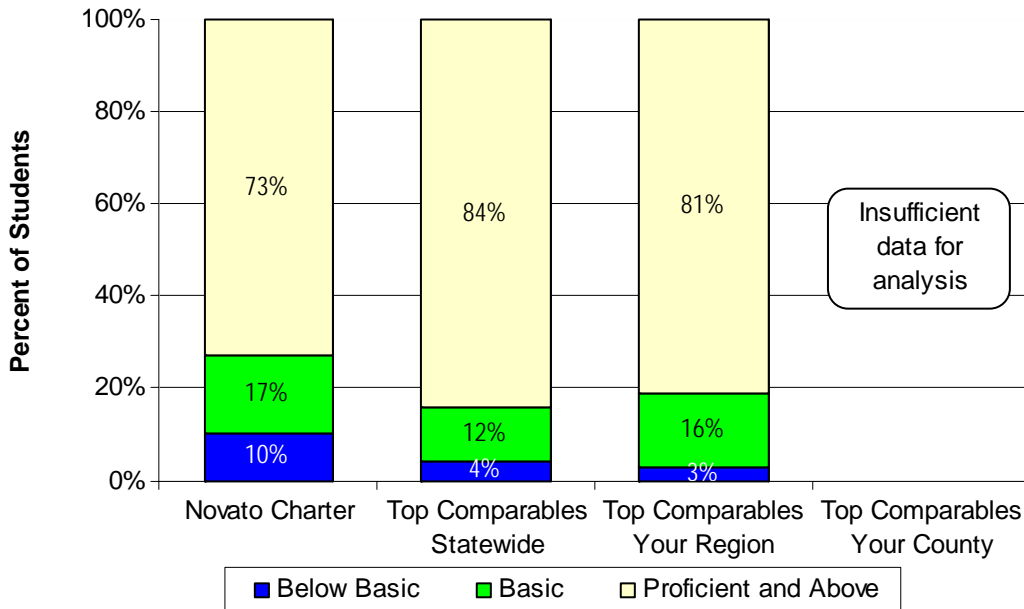
Hispanic: 5%

a. Grade 2 Language Arts 2006 Results



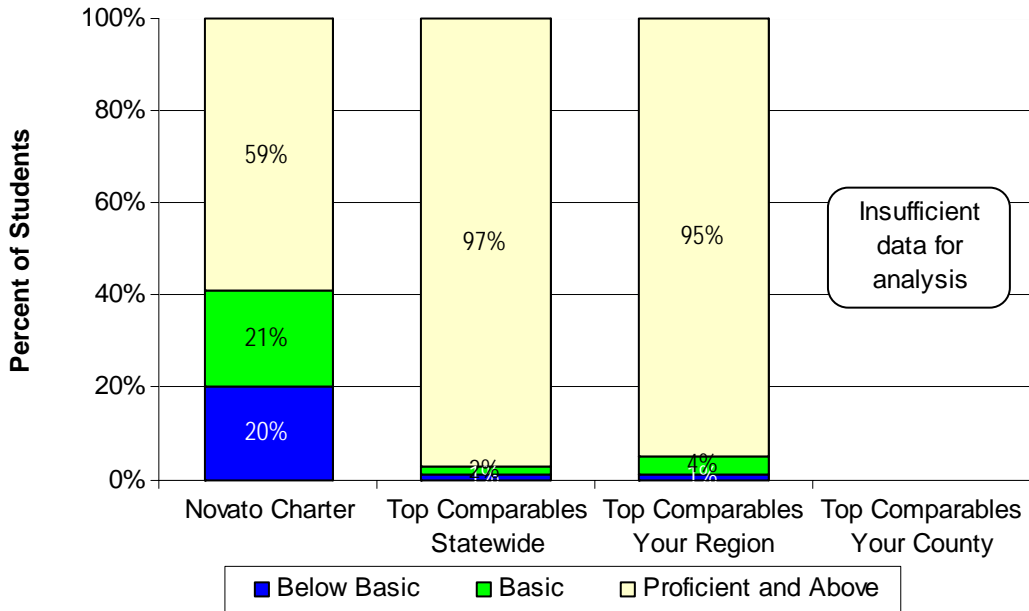
Just for Kids California - <http://www.jftk-ca.org>

b. Grade 8 Language Arts 2006 Results



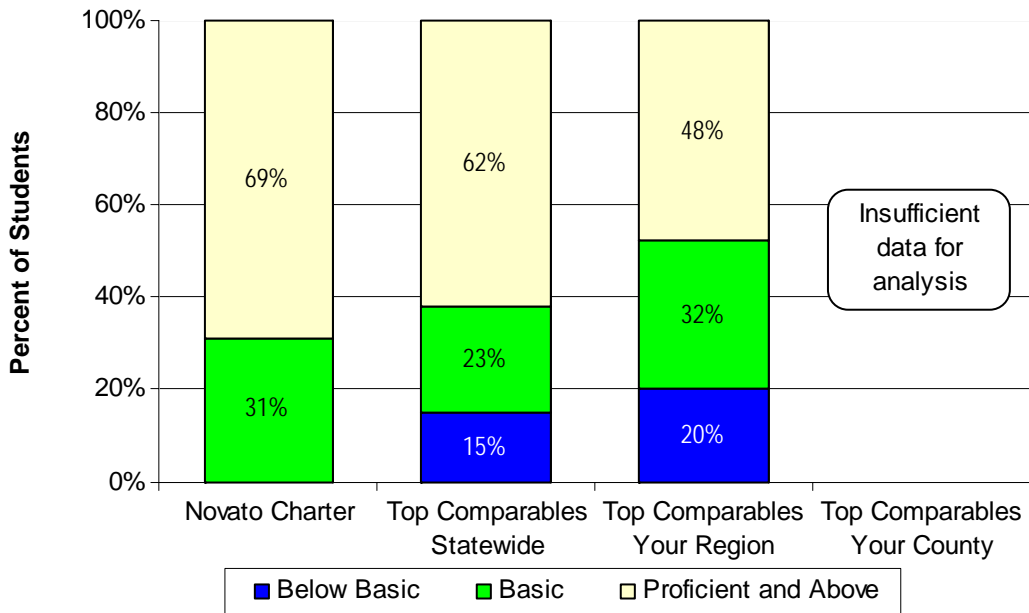
Just for Kids California - <http://www.jftk-ca.org>

c. Grade 2 Mathematics 2006 Results



Just for Kids California - <http://www.jfk-ca.org>

d. Grade 8 Mathematics 2006 Results



Just for Kids California - <http://www.jfk-ca.org>

What did they do to help support such achievement gains, we asked. At Novato Charter, faculty and administration stressed the importance of rigor, of relevance, of relationship. They told the story of how all three feed into one another to support both students and teachers, and how the arts play the role of vehicle.

The arts for students Says Director Rachael Bishop, "Yes...we do verses with the kids...They are not religious or spiritual in nature...they focus on it being important to have respect, and to learn gratitude. We say a verse and are very careful on how to present it. The aim is to build reverence and respect. The following is an example.

*The silver rain
The golden sun
The fields where scarlet poppies run
And all the ripples of the wheat
Are in the food which now we eat...*

"We also start faculty meetings with a verse.... For example a Rumi verse...." she continues:

*Even
After
All this time
The sun never says to the earth,
"You owe
Me."
Look
What happens
With a love like that,
It lights the
Whole
Sky*

The arts for adults Bishop adds:

You always underestimate how important that is, the arts for adults. Every week we do an artistic work, whether drawing or painting or singing or recorder playing. Teacher-faculty sessions focus on artistic activity and child study and are organized to address the students' needs. We all know the isolation of a classroom teacher...that is why it's such a high burnout profession. So much time is spent giving, giving, giving. To have that place to be with your colleagues and create something beautiful really feeds the spirit. So we incorporate in every faculty meeting an artistic activity. And we meet every morning for 5-10 minutes: There we practice a song, then say a verse... then close by wishing each other a good day. It is often a verse we say with the kids...or something different. It's the favorite time for faculty.

Relevance for adults Concludes Bishop: "The school has seasonal assemblies. All children come and do their verses. The faculty always prepares something for an artistic presentation for the kids. The faculty meet every morning and at their weekly meetings to prepare for the next assembly ...where each of the grades present....Teachers and administrators before closing get up on stage and end with their own signing or reciting. It never fails to get an ovation."

Rigor for adults

One place of rigor is in the evaluation. Novato Charter has adapted an evaluation form from the Association of Waldorf Schools of North America (AWSNA). Self-reflection rather than evaluation of others is central. The Novato teacher evaluation form reads:

All teachers should be continually evaluating themselves, and maintain a written record/journal of their reflections that can be shared with their colleagues at appropriate scheduled meetings. Everyone is free to comment on these presentations in the spirit of mutual growth, affirming strengths and helping to improve weaknesses.

Relationship for adults

When reflecting on beginning to do recorder and song at faculty meetings, Bishop, a former kindergarten teacher, recalls, "I said we're not going to do this; kindergarten teachers never had to learn recorder." But other faculty insisted. They chose really hard songs. I was thinking, there is no way...but it was a challenge. A couple of faculty wrote harder parts and easier parts; so we were able to learn an easier part in a very difficult song as part of ensemble, and the end product was beautiful. We all saw how we could all support each other and all be successful. But it wasn't easy. When we practiced, at one point it was so horrible we thought 'we'll never pull this off.' But we continued to practice every morning for 5 minutes and at our weekly faculty meetings; the reward [of] being on stage for kids and looking out at the audience, at children's eyes so full of light in joy and amazement. It sets the stage for them, for when they get up; it takes them to another level of giving to the community seriously because we modeled it."

Common problems and possibilities

The biggest challenges, all agree, are two: Dealing with the compliance requirements in the high accountability environment and blending Waldorf standards of quality with California state standards. But inroads are being made. One veteran Woodland Charter teacher commended the opportunity for teachers to place the California state standards in their planner for the main lesson periods. Also in other ways constructive hybrids are being spawned. The Novato Charter director notes: "Finally, notably, at Novato Charter, the district's special education department approached the school for its child study form. It is clear and compelling." This may be just the beginning of Waldorf's "special education" helping enrich public school's special education.

CONCLUSION & AREAS FOR FURTHER RESEARCH

Challenges/Opportunities

Now let us close with the question we must all ask at this moment of beginnings: what are the challenges and opportunities from the perspective of public school reformers? One challenge to be noted is the added training to become California State and Waldorf certified. Another is the undeniable Germanic nature of Waldorf's original design and its founder. The philosophical world underlying Waldorf as it was originally conceived is more difficult to understand than it is to pronounce. And in all its multisyllabic force it is a mouthful: Anthro-po-so-phy. With the foreignness comes suspicion and, many would argue, misunderstanding. A disaffected Waldorf parent, Dan Dugan, has just made an appeal in his case against Sacramento Unified concerning John Morse, claiming that Waldorf methods violate the separation of church and state. It should be noted that this appeal followed after Dan Dugan's case was dismissed by the courts in summer 2005.²¹ This remains a area to watch. Dugan is not the only one who claims Waldorf is a "cult." Some discussions of Anthroposophy are to be found in Stanford's Green Library in the section dealing with cults. "Rudolf Steiner was a philosopher and he had some far-out ideas," observes George Hoffecker,

²¹ The court ruled that Dan Dugan's organization, PLANS, which brought the suit, failed its evidentiary burden of proof, and ordered the case be dismissed on its merits.

former principal of the Yuba River Charter School, a Waldorf methods school in Nevada City, California. However, as he adds, “so did Einstein and others.”²²

Recommended Areas for Further Research

Where does this early analysis of Waldorf data, spanning surveys, student achievement and interviews, leave us? We can all see evidence for why Gates and a growing number of others are making the step to invest in a Waldorf model for urban public school youth. An advised next step? As well we see areas where the Waldorf model may help lend further nuance to the discussion of the new three R’s. Certainly one charge is: evaluate, evaluate, evaluate. Close study through multiple measures will advance public school reform and Waldorf work. To make an argument for foundation, state or district support, Waldorf advocates will want to garner data from multiple sources on student and teacher retention and longitudinal studies on student achievement in and beyond school. The data suggests that the public Waldorf classrooms, faculty lounges and teacher training sessions are smithies where strategies are being forged to blend cutting edge education reform strategies with the century-old methodology and practice which calls itself Waldorf. More research should be conducted and put to use for teachers, teacher educators, and policy makers.

Areas of further research that these case studies suggest include:

To what extent and how is...

- Waldorf Curriculum Building capacity for conceptual thinking through arts activity in early grades?
- Waldorf Child Study Model for student support team and whole special education programs?
- Waldorf Looping Structure to provide intensified community and support in public school schedule?
- Waldorf Teacher Collaboration Offering design elements for public school professional learning community?

Let us close by thinking back to the phrase AERA distinguished speaker Michelle Fine used on imagination and social action: “special education for special children.” Perhaps, when considering the survey data we’ve examined, we can join with Bill Gates to agree that a lot of what used to be special education—rigorous, relevant, and linked to vibrant meaningful relationships—can no longer be only for kids at Lakeside School or a Waldorf school campus. We live in a new era. It needs to be brought to all kids in our urban public system. And judging from the achievement data sampling above, the strategies drawn from the Waldorf tool kit are worthy of further scrutiny. Finally and most notable might well be the very early findings we were able to glean from our four case studies. They suggest a potential for Waldorf methods in the arenas of youth and adult learning and of building learning communities in ways deeply resonant with the “new three R’s.” As we engage in the grand experiment for democracy, to bring all students to high levels of learning, the data we considered now suggest this; it would be a missed opportunity not to take seriously—through support, training, small scale implementation and careful up-close evaluation—what Waldorf might have to offer to public urban school reform.

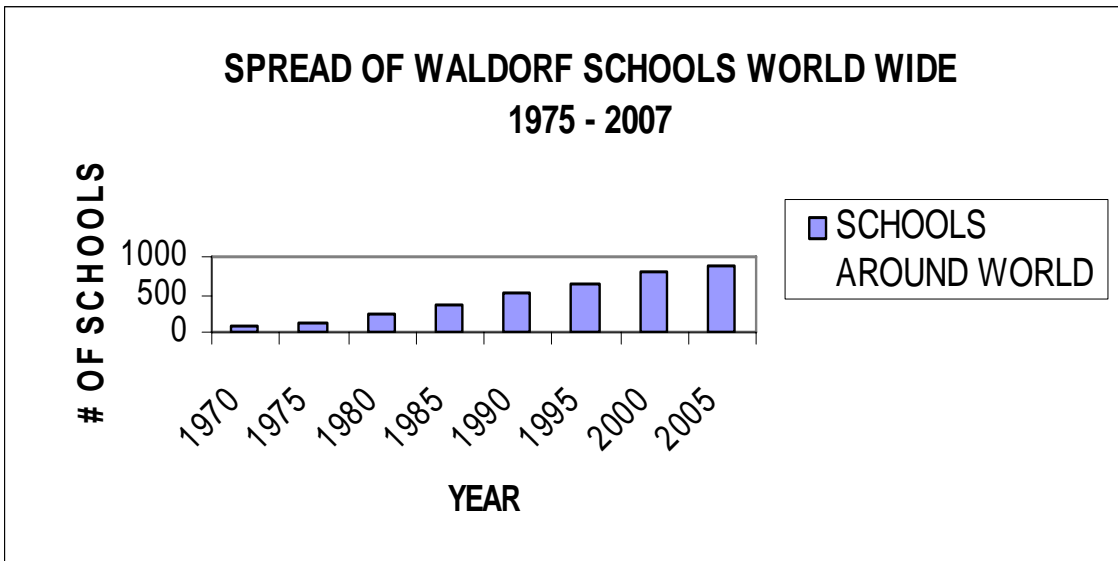
²² Personal interview, April 2, 2007.

APPENDIXES

APPENDIX 1

Appendix 1, Figure 9²³

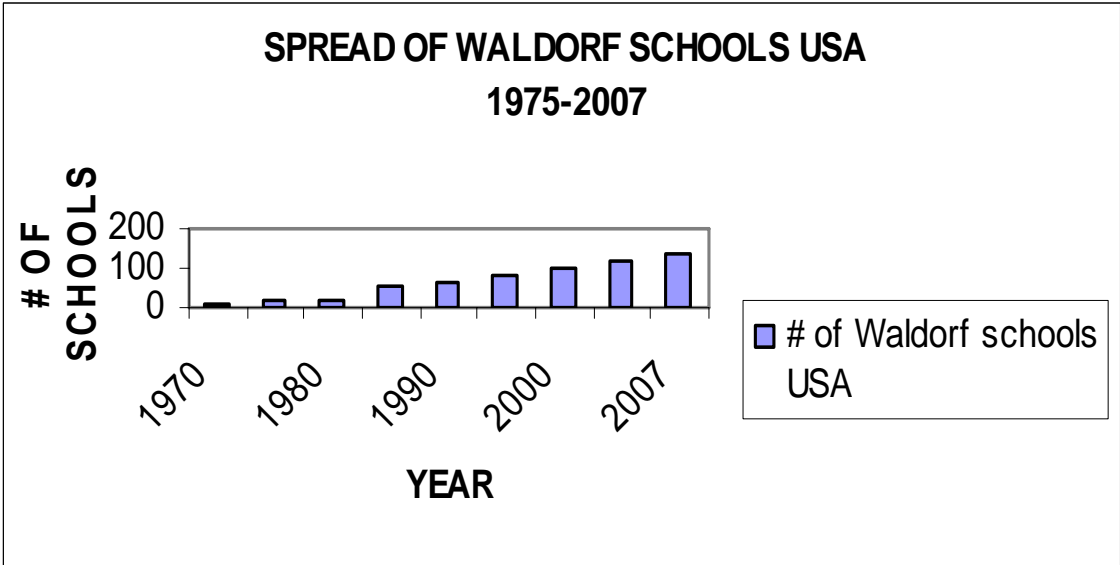
Source: <http://www.waldorfschule.info/index.39.67.1.html>



²³ Note: For a regularly updated table charting international (Figure 9) and by-country (see Figure 10 for US data) spread of private Waldorf schools recognized by the Stuttgart/Germany-based “Bund der Freien Waldorfschulen [Waldorf School Association], see “Ausbreitung der Waldorfschulen weltweit” [Spread of Waldorf schools worldwide] <<http://www.waldorfschule.info/index.39.67.1.html>>.

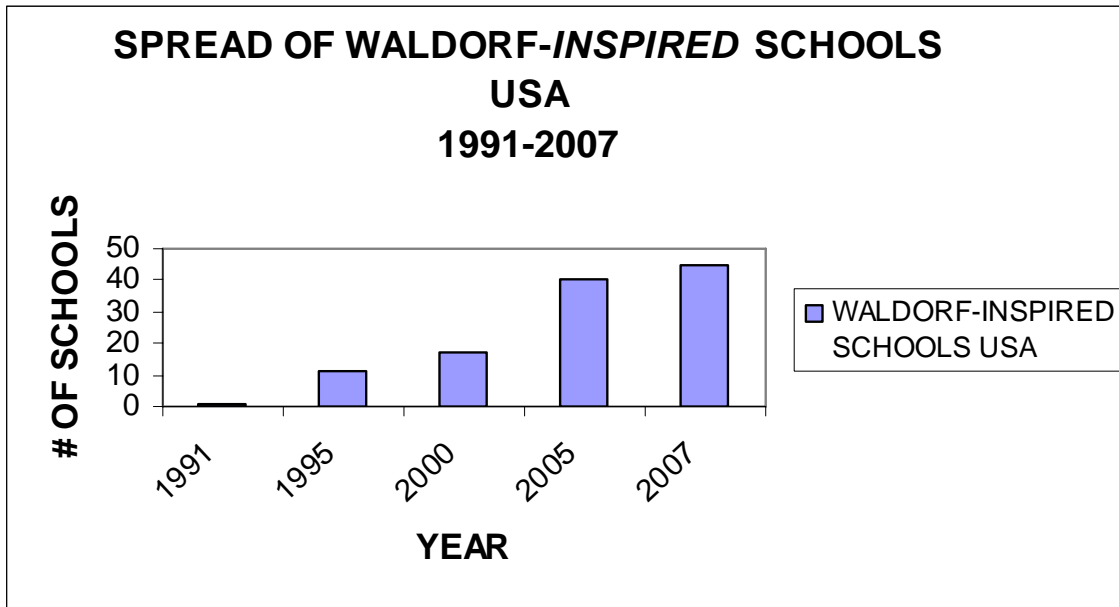
Appendix 1, Figure 10

Source: Source: <http://www.waldorfschule.info/index.39.67.1.html>



Appendix 1, Figure 11

Source: Compiled by author from WIPSA Roster (document sent in personal communication by Charter School Consulting Services founder, George Hoffer, July 18, 2007), personal interviews, and index of public Waldorf schools provided by "Waldorf Answers," managed by Robert Mays and Sune Nordwall <www.waldorfanswers.org/PublicWaldorf.htm>. Note: For an index charting by state the public Waldorf-methods, on this site called Waldorf-inspired, schools in the US, managed by Robert Mays and Sune Nordwall, see "Waldorf Answers" <<http://www.waldorfanswers.org/PublicWaldorf.htm>> .



APPENDIX 2

**Appendix 2, Table 2. September 1998
Public Waldorf Methods Schools Open and Running in U.S.**

Urban Waldorf School (* ²⁴)	Milwaukee, WI September 1991
Arts in Academics Academy (*)	Detroit, MI September 1992
Rachael House Homeless Shelter	San Francisco, CA September 1992
Family Alliance Charter School	Newark, NJ September 1993
Marysville Court and Community School (*)	Marysville, CA ²⁵ Converted September 1993
Westside Community School	New York, NY September 1994
Waldorf Program	Brownsville, Brooklyn, NY September 1994 ²⁶
Yuba River Charter School (formerly Twin Ridges) (*)	Nevada City, CA September 1994
Harriet Tubman Village School	San Diego, CA September 1994
Pine Forest Charter School (*)	Flagstaff, AZ September 1995
Sebastopol Independent (*) Charter School	Sebastopol, CA September 1995
Oak Ridge Elementary School	Sacramento, CA September 1996
Boulder Community School (*)	Boulder, CO September 1996
Novato Charter School (*)	Novato, CA September 1996
Full Circle School	Sebastopol, CA September 1996 ²⁷
Ten Bridges High School	Portland, OR September 1997 ²⁸
Terra Rosa School	Sedona, CA September 1997

²⁴ (*) indicates the school, founded before 1998 at the date recorded here is still in existence in 2007 as recorded in Table XVII.

²⁵ A juvenile detention center and probationary school

²⁶ Single-classroom/single-teacher initiative, run with principal and superintendent support

²⁷ Public-funded residential treatment program converted to Waldorf.

²⁸ On hold due to funds freeze.

Appendix 2, Table 3: Waldorf Inspired Public Schools July 2007 (source: Charter School Consultant Services)

<p>Blue Oak Charter School - 2001 746 Moss Ave K-5 Chico, CA 95926 (130) (530)879-7483 Suzanne Hermansen, co-director Stephen Work, co-director blueoak@sbcglobal.net</p>	<p>Lighthouse School - 2002 93670 Viking Lane, Suite 1 K-7 North Bend, OR 97459 (160) (541)751-1649 Alane Jennings, director lhjennings@nbend.k12.or.us</p>	<p>River Oak Charter School - 1999 555 Leslie St. K-8 Ukiah, CA 95482 (216) (707)467-1855 David Taxis dtaxis@tresd.k12.ca.us</p>
<p>Cedar Creek Community School - 2007 Cleveland, OH K-4 (216)288-7977 Vanessa Gilbert, interim director mossqgilbert@sbcglobal.net</p>	<p>Live Oak Charter School - 2001 100 Gnoss Concourse, #1 K-8 Petaluma, CA 94952 (180) (707)762-9020. Bonnie River, dir. of ed. programs bonnieriver@gradalis.com Will Stapp, director director@liveoakcharter.org</p>	<p>Sebastopol Independent Charter - 1995 200 S. Main Street K-8 P.O. Box 1170 (263) Sebastopol, CA 95473 (707)824-9700 Susan Olson, executive director seolson@sonic.net</p>
<p>Coastal Grove Charter School - 2002 PO Box 510 K-8 Arcata, CA 95518 (197) (707)825-8804 Bettina Eipper, director coastalgrove@coastalgrove.org</p>	<p>Monterey Bay Charter School - 1998 1004 David Ave, Bldg. B K-8 Pacific Grove, CA 93950 (185) (831)655-4638 / 4634 David Hill, administrator davidhi5@yahoo.com director@mbcharterschool.org</p>	<p>Stone Bridge School - 2000 P.O. Box 5509 K-8 Napa, CA 94581 (231) (707)252-5522 Bill Bindewald, administrator billb@stonebridgeschool.org</p>
<p>Desert Marigold School - 2002 6210 South 28th St. K-8 Phoenix, AZ 85042 (195) (602)243-6909 Amy Bird, administrator amyb@arizonawaldorf.org</p>	<p>Mtn. Mahogany Community Charter School - 2005 5014 4th St. NW K-2 Albuquerque, NM 87107 (60) (505)341-1424 Kay Birukoff, director kbirukoff@msn.com Esther Leisher, governing council eleisher@aol.com secretary@mountainmahogany.org</p>	<p>SunRidge Charter School - 2002 487 Watertrough Rd. K-7 Sebastopol, CA 95472 (186) (707)824-2844 Mark Rice, administrator mrice@sunridgeschool.org</p>
<p>Desert Sky Community School - 2006 122 N. Craycroft Rd. K-3 Tucson, AZ 85711 (48) (520)-321-9081 Shelly Adrian, administrator shelly@desertskyschool.org</p>	<p>Mountain Oak School - 1999 124 N. Virginia St. K-8 Prescott, AZ 86301 (163) (928)541-7700 Cindy Roe, principal principalmtnoak@cablone.net</p>	<p>Urban Spring School - 2008 7010 W Hwy 71, #340 PMB 135 Austin, TX 78735 (512)415-0906 James Klein, treasurer traumspiel79@yahoo.com</p>
<p>Golden Valley Charter School - 1998 6838 Kermit Ln. K-8 Fair Oaks, CA 95628 (224) (916)962-3104 Debi Lenny, principal dlenny@tresd.k12.ca.us</p>	<p>Novato Charter School - 1996 940 C St. K-8 Novato, CA 94949 (242) (415)883-4254 Rachael Bishop, director rbishop@nusd.org</p>	<p>The Village School - 1999 2855 Lincoln St. K-8 Eugene, OR 97405 (190) (541)345-7285 Martha Collins, administrator martha.collins@eugenevillageschool.org rivendell98@yahoo.com</p>
<p>John Morse Waldorf Methods School - 1996 1901 60th Avenue K-8 Sacramento, CA 95822 (315) (916)433-5467 Cheryl Eining, principal cheryl-eining@sac-city.k12.ca.us ceining@sbcglobal.net</p>	<p>Ocean Charter School - 2004 12606 Culver Blvd. K-8 Los Angeles, CA 90066 (271) (310)827-5511 Alex Metcalf, co-director alx@earthlink.net Kami Cotler, co-director</p>	<p>Walden Charter School - 2007 (916)863-0902 Vickie Boyd vickieboyd@sbcglobal.net Randolf McCready rgmcc@sbcglobal.net</p>
<p>Journey Charter School - 2000 23431 Knollwood K-7 Aliso Viejo, CA 92656 (181) (949)448-7232 Tim Connolly, administrator connollytim@cox.net</p>	<p>Pine Forest Charter School - 1995 1120 West Kaibab Ln. K-8 Flagstaff, AZ 86001 (226) (928)779-9880 Michael Heffernan, principal michael.heffernan@pineforestschool.com</p>	<p>Winterberry Charter School - 2005 508 W. 2nd Ave. K-6 Anchorage, AK 99501 (119) (907) 742-4980 Shanna Mall, administrator mall_shanna@asdk12.org</p>
<p>Lagunitas Waldorf-Inspired Program - 2004 PO Box 308 K-1 San Geronimo, CA 94963 (33) (415)488-9421, (415)226-3400 Darryl Centers, teacher dcenters@gmail.com Anastasia Sheldon anastasias@mac.com</p>	<p>Portland Village School - 2007 PMB 500 K-3 4110 SE Hawthorne Blvd. Portland, OR 97214-5246 (503)490-7362 Ruthanne Noll, teacher ruthanne@portlandvillageschool.org steve@portlandvillageschool.org seth@portlandvillageschool.org</p>	<p>Woodland Star Charter School - 2000 17811 Arnold Drive K-6 Sonoma, CA 95476 (170) (707)996-3849 Chip Romer, administrator admin@woodlandstarschool.org</p>
<p>La Vida Charter School - 2001 16201 N. Hwy 101 K-12 Willits, CA 95490 (97) (707)459-6344 Ann Kelly, director aakelly@sbcglobal.net</p>	<p>Yuba River Charter School - 1994 13026 Bitney Springs K-8 Nevada City, CA 95959 (255) (530)272-8078 Caleb Buckley, director director@yubariverschool.org</p>	

