

Gradalis Waldorf Consulting & Services, LLC

STANDARD IV-A, B, C, D— CURRICULUM DESIGN & DEVELOPMENT

GENERAL PURPOSE

The purpose of these policies is to establish guidelines for program and course design and development. This clearly articulated process and policies will include annual review of coursework and means by which to receive feedback from instructors and students. The main purpose for this policy is to ensure excellence and maintain high standards for improvement in the area of course delivery, design and development over time for all programs and professional development of GRADALIS Waldorf Consulting & Services, LLC (“GRADALIS”).

IV-A EDUCATIONAL GOALS & OBJECTIVES POLICY

GRADALIS shall have clearly articulated Program Goals that state the desired outcomes for students who enroll in the Program. Each course shall have Objectives called Student Learning Outcomes that are clearly stated in each course syllabus. Curriculum content and learning experiences shall be pre-planned and present a sound, systematic, sequential education methodology. Sufficient and appropriate knowledge and skill elements shall be included to meet the specific and measurable performance outcomes expected for the courses within the program. GRADALIS shall ensure that course content and related learning experiences shall be appropriately organized and sequenced to support Program Goals and Course Objectives.

As GRADALIS Students shall primarily be full-time full-service class teachers, GRADALIS homework and assignments shall be designed to help students reach the goals of the program while becoming more and more knowledgeable about Waldorf principles, philosophy, and artistic approaches, as relevant to use in the classroom. Courses shall be designed to stimulate personal growth—building such capacities as playing instrumental music, singing, visual arts, planning Waldorf lessons, observing students through an anthroposophical lens to meet students’ needs, inner development, and gaining the foundations of Rudolf Steiner’s world view and view of the developing human being.

Program Goals and Course Objectives will be stated in the Candidate-Teacher Handbook available to students upon enrollment. Course objectives shall also be posted in Taskstream, the student and course management system, as Student Learning Outcomes. An Academic Senate (AS) shall be created to monitor courses and course content. The Academic Senate shall review program goals and objectives annually as well as course content and make any recommendations for adjustments or changes to the syllabi to the Stewards for approval and adoption. The Academic Senate shall include the educational Stewards as well as select faculty members of GRADALIS.

IV-B PROGRAM/INSTRUCTIONAL MATERIALS POLICIES

Program materials including syllabi, lesson plans, instructional guides, and assigned texts shall demonstrate the appropriate scope, sequence and depth to support program goals and course objectives. Instructional materials including textbooks, software, learning activities, visual aids, electronic links, and other teaching tools shall support the program goals and course objectives. All program materials shall be up-to-date, readily available, and assist in facilitating positive student learning outcomes.

ACCET Standard IV – Curriculum Design & Development – GRADALIS

ACCET IV-ABCD Curriculum & Design Policies & Procedures

Approved: 05/30/2016

The Executive Director (E.D.) will be responsible for ensuring instructors have the materials and equipment they need to deliver instruction for all face-to-face components of the program as in Practicum Weekends and Summer Intensives. Interactive Distance Learning (IDL) faculty, including Grade Level Instructors and Philosophical & Pedagogical webinar leaders, shall have their own computer and shall be responsible to keep this updated with fast internet access to deliver highly professional webinars. The E.D. shall provide sufficient written instructions and oversight to assure consistency among instructor developed webinars during the school year and course content during the Summer Intensives for courses with multiple instructors.

Department Chairs shall be responsible for the completion of course syllabi in their Department to send on the E.D. for review and finalization. Syllabi shall then be sent to the Academic Senate for recommendations for approval by the GRADALIS Stewards. The E.D. shall oversee development of course syllabi for seven (7) semesters in accordance with the GRADALIS syllabus template. The Academic Senate shall review the syllabi at least one time per year to make recommendations for any changes it deems appropriate to assure the highest possible coursework is available to students.

IV-B.1 Instructional Materials Up-to-Date

Instructional materials used by instructors shall be up-to-date and facilitate student learning outcomes.

Core instructional materials shall be selected based upon the degree to which they:

- A. Demonstrate likelihood of impact as developed over time in Waldorf schools
- B. Enable implementation of the GRADALIS's developed curriculum and meet requirements of the course
- C. Provide sufficient flexibility to meet the varied needs and abilities of the students served
- D. Provide clear and appropriate differentiation components for English Language Learners, special education students, students with academic opportunity gaps, and highly capable students
- E. Where appropriate, present balanced but differing views of issues, controversial or otherwise, in order that students may develop critical analysis and informed decision-making skills
- F. Demonstrate consideration of appropriate format(s) (including technological, visual, and/or auditory components)
- G. Support an equitable access to learning and learning materials for all students; including the provision of appropriate, high-quality accessible instructional materials to all students with disabilities who require them
- H. Are free of stereotyping and gender, race, class, and other forms of bias, recognizing that under certain circumstances biased materials may serve as appropriate resources to present contrasting and differing points of view, and biased materials may be employed in order to teach students about bias, stereotyping, and propaganda in historical or contemporary contexts.

Identification of Core Instructional Materials Core materials shall be initially selected by the Academic Senate in coordination with the Department Chairs and recommended to the Board of Stewards for approval along with the Course Syllabus.

IV-B-1a Selection and Adoption of Instructional Materials

For the purposes of this procedure, instructional materials used in the training will be classified as core, supplemental and temporary supplemental and shall be selected according to the procedures that follow. The Department Chair is responsible for ensuring the continuing familiarity of his/her instructors with the requirement of this policy and procedure. The Executive Director will provide such technical assistance as may be necessary to accomplish this. Core materials including Required & Recommended Texts will be approved by the Board of Stewards prior to their use in classrooms. Texts selected previously shall be exempt from this requirement.

IV-B-1b Roles and Responsibilities in Selection/Adoption of Instructional Materials

The Academic Senate made up of faculty members of GRADALIS Waldorf Consulting & Services identify course content and instructional materials and prepare these for adoption by the Board of Stewards. These syllabi, created and adopted for each course, include delivery in many formats and may include textbooks, technology-based materials, or other educational materials. Waldorf materials are unique and are provided by such companies as Mercurius. A wide variety of high quality Waldorf instructional materials are available from supplemental to core instructional materials.

IV-B-1c Technology-based Resources

When instructional materials are technology-based, GRADALIS instructional staff with technology expertise will be consulted regarding the technological impacts of the suggested program. Equity of access for students and instructors must be considered for all core materials delivered in digital formats. All technology resources shall ensure technology utilized is appropriate for the course content and that instructors are sufficiently trained in how to work with the technology successfully. Mentors will be assigned to each instructor to support those new to the demands of the technology until the instructor is proficient at its use.

IV-B-1d Core Instructional Material Selection—ACADEMIC SENATE

The Academic Senate is formed to establish and monitor such procedures as may be necessary for the evaluation and recommendation of core materials used by the GRADALIS training. The Senate will act upon requests for core material approval and will evaluate and act upon citizens' requests for reconsideration of core materials. Senate meetings will be held on a schedule determined by GRADALIS Academic Senate. Special meetings may be called by the Senate chairman if necessary. The Senate secretary will provide department heads, Department Chairs, and program developers with copies of the Senate meeting schedule.

The Academic Senate will consist of members of GRADALIS faculty. Members will be appointed by the Board of Stewards or may volunteer for this important committee as determined by the Stewards. Membership must be approved by the Board of Stewards. Members other than Stewards will have three-year terms and may be renewed upon approval of the Board of Stewards. Temporary appointments of one year or less may be made to fill vacancies.

IV-B-1e Supplemental Material Selection

Supplemental materials will not require approval or board adoption. The Board of Stewards shall delegate responsibility for examining, evaluating, and selecting all supplemental and temporary supplemental materials to the Department Chair or Executive Director of GRADALIS. Staff will rely on reason and professional judgment in the selection of high quality supplemental materials that align with course learning outcomes and that are appropriate for the instructional program and developmental level of their students. While supplemental materials do not require item-by-item approval of the Board of Stewards, staff are expected to thoroughly preview such materials and to give due consideration to the text complexity, developmental level of students; appropriateness of language or images; bias against racial, gender, ethnic, or other social groups; and other sensitive issues.

Supplemental instructional materials that can benefit students in their teaching and learning will be sent to the Executive Director (E.D) to enter into the Grade Level Libraries in Taskstream for student access. Instructors must scan all such resources and document, name them for easy recognition for students and e-mail them to the E.D. For multiple pages of similar nature, these will be scanned into one document before sending to the E.D. Such examples might include Form Drawings used at a particular Grade Level. Instructors may not send each one individually for uploading of such resources.

IV-B-1f Regularly Scheduled Core Material Updates

ACCET Standard IV – Curriculum Design & Development – GRADALIS

ACCET IV-ABCD Curriculum & Design Policies & Procedures

Approved: 05/30/2016

Any courses using core materials shall be updated and approved annually. GRADALIS instructors of the course are allowed to give input and recommendations to revise and improve the core material prior to adoption each year. Adaptations shall be based on instructor and student suggestions and data from GRADALIS surveys identifying areas of lower student performance. Revised versions of the core material will be implemented for the following school year. If the adaptations to the core material results in significant changes to course objective.

The Academic Senate meets to review syllabi and course materials during the Summer Intensive held each year. The Academic Senate makes recommendations to the GRADALIS Board of Stewards for approval of any changes and/or revisions to courses and materials used in the training.

IV-B-1g Timeliness in Delivery of Program Materials to Students & Instructors

All required texts are listed in the syllabi as well as in Taskstream (TS) for each course for each semester. Course descriptions, materials lists, assignments, grading rubrics and due dates are clearly articulated in Taskstream at the beginning of each of the seven (7) semesters. These are also provided in all Course Syllabi for all 7 semesters. Students must purchase their own basic books for each course. Articles are provided to supplement the content and are posted in Taskstream for easy downloading and retrieval. Grade Level Libraries in TS provide many resources to support students teaching at those grade levels and may be downloaded by students for personal use. They may not use these items for sale or public use. Those rights are reserved by GRADALIS.

IV-B-1h Syllabi for All Eight (8) Courses

Each course will be clearly articulated in the template for GRADALIS Course Syllabi. All syllabi will cover seven (7) semesters and include the following:

- Instructor and Contact Information

- Mission

- Course Components

- Clock Hours

- Course Description

- Program Goals

- Course Student Learning Outcomes

- Chart and matrix of which Program Goals are met in each Course

- Materials List

- Recommended & Required Reading & Resources

- Assessment of Learning in this Course (assignments, rubrics & scale for grading)

- Tentative Schedule of Content for All Lessons in the Course

- Sample Lesson Plan

IV-B-1i List of Primary Textbooks for all Seven (7) Semesters

A list of primary textbooks for all seven (7) semesters shall be maintained and adjusted for relevance to support program goals and student learning outcomes. Textbooks required and/or recommended for each course shall be posted in Taskstream and in the Fabulous Homework Timeline made available to students each semester and on Taskstream.

IV-B-1j IDL Webinars

It is the intention of GRADALIS that IDL webinars shall be copyrighted as applicable. GRADALIS shall purchase licensed software as applicable. Course instructors shall be required to purchase their own licensed software like PowerPoint and Microsoft Office to deliver webinars as requirements for the job. IDL instructors shall follow all copyright laws and avoid any copyright infringements in the delivery of webinars. Such instructors shall follow the Copyright Policy as published in the Employee & Operations Handbook.

IV-B-1k Protest Procedure for Instructional Materials or Course Content

ACCET Standard IV – Curriculum Design & Development – GRADALIS

ACCET IV-ABCD Curriculum & Design Policies & Procedures

Approved: 05/30/2016

When a student or employee challenges any instructional materials or coursework used or restricted from use in the training, he/she shall follow the steps in the Grievance Policy published in the Employee and/or Student Handbook. Such steps shall include the following guidelines:

1. Concerns shall first be discussed with the instructor and/or the Department Chair. All parties shall be urged to resolve the concern at this level.
2. If concerns cannot be resolved through discussion at the administrative or Dept. Chair level, the steps in the Grievance Policy shall be followed and the instructional material will continue to be used until a decision is rendered.

IV-B-2 Teacher Made Instructional Materials

IDL webinars developed by GRADALIS instructors for delivery in the program shall be the property of GRADALIS and may be copyrighted. Any other instructional materials not readily available in the public domain and developed by the Instructor shall remain the property of the Instructor and may be shared with students to further their education as desired by the instructor.

IV-B-3 Copyright & Software Licensure

Copyright and Fair Use Policies (approved October 2, 2016)

What Is Copyright?

Simply put, "copyright is a legal device that provides the creator of a work of art or literature, or a work that conveys information or ideas, the right to control how the work is used" (Fishman, 2008, p. 6). The intent of copyright is to advance the progress of knowledge by giving an author of a work an economic incentive to create new works (Loren, 2000, para. 12).

What Cannot be Copyrighted?

- Works in the public domain:
 - Ideas are in the public domain.
 - Facts are in the public domain.
- Words, names, slogans, or other short phrases also cannot be copyrighted. However, slogans, for example, can be protected by trademark law.
- Blank forms.
- Government works, which include:
 - Judicial opinions.
 - Public ordinances.
 - Administrative rulings.
- Works created by federal government employees as part of their official responsibility.
- Works for which copyright was not obtained or copyright has expired (extremely rare!) (U.S. Copyright Office, 2008, p. 3).

What Does Copyright Protect?

Copyright provides authors fairly substantial control over their work. The four basic protections are:

- The right to make copies of the work.
- The right to sell or otherwise distribute copies of the work.
- The right to prepare new works based on the protected work.
- The right to perform the protected work (such as a stage play or painting) in public (U.S. Copyright Office, 2008, p. 1).

What is Fair Use?

Fair use is the most significant limitation on the copyright holder's exclusive rights (United States Copyright Office, 2010, para. 1). Deciding whether the use of a work is fair IS NOT a science. There are no set guidelines that are universally accepted. Instead, the individual who wants to use a copyrighted work must weigh whether the use is reasonable or if permission will be sought from the originator first.

What are the Rules for Fair Use for Instructors?

Copying by instructors must meet tests for brevity and spontaneity:

- Brevity refers to how much of the work you can copy.
- Spontaneity refers to how many times you can copy and how much planning it would take to otherwise seek and obtain permission from a copyright holder (U.S. Copyright Office, 2009, p. 6).

According to the rule, the need to copy will occur closely in time to the need to use the copies. If you use something repeatedly, it is less likely to be considered fair use. The expectation is that you will obtain permission from the copyright holder as soon as it is feasible. Using something over a period of multiple semesters or years is not within the spirit of the fair use exception. In addition, there are recommendations for what the U.S. Copyright Office calls "special" works.

- "Certain works in poetry, prose, or in 'poetic prose' which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety" (U.S. Copyright Office, 2009, p. 6).
- Special works will never be copied in their entirety.
- An excerpt of no more than two pages or 10 percent, whichever is less, is the rule for special works (U.S. Copyright Office, 2009, p. 6).

The use of the copies will be for one course at one school. The copies will include a notice of copyright acknowledging the author of the work (U.S. Copyright Office, 2009, p. 7).

In General, What Counts as Fair Use?

Keeping in mind the rules for instructors listed above, and that the source(s) of all materials must be cited in order to avoid plagiarism, general examples of limited portions of published materials that might be used in the classroom under fair use for a limited period of time, as discussed by the U.S. Copyright Office (2009, p. 6), include:

- A chapter from a book (never the entire book).
- An article from a periodical or newspaper.
- A short story, essay, or poem. One work is the norm whether it comes from an individual work or an anthology.
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.
- Poetry
- Copies of a poem of 250 words or less that exists on two pages or less or 250 words from a longer poem.
- Prose
- Copies of an article, story or essay that are 2,500 words or less or excerpts up to 1,000 words or 10 percent of the total work, whichever is less.
- Illustrations
- Copies of a chart, graph, diagram, drawing, cartoon, or picture contained in a book or periodical issue (U.S. Copyright Office, 2009, p. 6).

What Will Be Avoided?

- Making multiple copies of different works that could substitute for the purchase of books, publisher's reprints, or periodicals.
- Copying and using the same work from semester to semester.
- Copying more than nine separate times in a single semester (U.S. Copyright Office, 2009, p. 7).

When is Permission Required?

- When you intend to use the materials for commercial purposes.
- When you want to use the materials repeatedly.
- When you want to use a work in its entirety, especially when it is longer than 2,500 words (U.S. Copyright Office, 2009, p. 7).

Tips for Using Online Information

- Always credit the source of your information. **Credit Pinterest if using artwork from that source.** This can be done on the Title Page of your Webinar for instance. **If borrowing artwork from another teacher,** ask their permission and give them credit at the beginning of the webinar.
- If you do not see an individual named as the author, do not forget that the author may in fact be the organization responsible for the Web site. Credit the organization.
- Whenever feasible, ask the copyright holder for permission. If no copyright holder is specifically named, do not assume that the material is in the public domain. Assume that the copyright holder is the author, whether it be an individual or an organization. Keep a copy of your request for permission and the permission received.

Student Guidelines

- Students may incorporate portions of copyrighted materials when producing a project for a course.
- Students may perform and display their own projects and use them in their portfolio or use the project for job interviews or as supporting materials for application to graduate school (Lehman, 1998, p. 52).

Faculty Guidelines

- Faculty may include portions of copyrighted works when producing their own multimedia project for their teaching in support of curriculum-based instructional activities at educational institutions.
- Faculty may use their project for:
 - Assignments for student self-study
 - For online instruction provided that the network is secure and is designed to prevent unlawful copying (**send to students or upload only presentations that are in pdf, e.g. webinar handouts**)
 - For professional conferences, presentations, or workshops
 - For their professional portfolio (Lehman, 1998, p. 52).

Time Restrictions

The fair use of copyrighted material in multimedia projects lasts for **two** years only. After two years, obtain permission before using the project again (Lehman, 1998, p. 53).

When Will You Get Permission?

- When you intend to use the project for commercial or non-educational purposes.
- When you intend to duplicate the project beyond the two copies allowed by the guidelines.
- When you plan to distribute the project beyond the scope of the guidelines (Lehman, 1998, p. 54).
- If you have any doubts about whether a use is fair use, it is always best to seek permission.

What is software piracy?

It is the unauthorized duplication, distribution or use of computer software -- for example, making more copies of software than the license allows, or installing software licensed for one computer onto multiple computers or a server. Copying software is an act of copyright infringement, and is subject to civil and criminal penalties. It's illegal whether you use the copied software yourself, give it away, or sell it. And aiding piracy by providing unauthorized access to software or to serial numbers used to register software can also be illegal.

IV-C EXTERNSHIPS/INTERNSHIPS

GRADALIS Internships shall be a required part of the GRADALIS program. Internships shall be performed within the Field Work course of the Teacher Training. Internships shall be based on a preplanned outline of the specific knowledge, skills, and experience to be acquired. Written policies and procedures for the supervision and evaluation of internships shall be established and followed to ensure consistency and effectiveness. The Internship shall be intended to provide students an on-going opportunity to put into practice what they are learning in the teacher training program.

GRADALIS students shall be primarily full-service teachers with their own classrooms thus assuring timely use of learning experiences in the program. In cases where GRADALIS students are enrolled in a concentration area other than class teaching, an internship shall be designed to provide the experience and practice in that area to complete the requirements of the internship in their area of concentration. The internship process shall be overseen by the Field Supervisor who works with Field Mentors to provide consistent mentoring services to all students.

GRADALIS Candidate-Teachers shall be awarded clock hours for work done in their classrooms in the course entitled FIELD WORK. This Internship shall require On-Site Supervision by a qualified evaluator at the School, in addition to Field Mentoring services provided two times per year during the training by qualified GRADALIS Field Mentors.

IV-C.1 Conducting, Monitoring, Supervising & Evaluating

GRADALIS shall provide meaningful oversight of Candidate-Teacher field work in the classroom. To do this, there must be sufficient oversight by a School Supervisor who annually evaluates teachers. School On-Site Supervisors shall work in coordination with GRADALIS to understand progress of Candidate-Teachers in meeting the objectives of the Internship. This coordinated effort provides the Student with the support he/she needs to succeed in the program. GRADALIS Field Mentors shall be tasked with visiting student's classrooms on their campus two times per year during the training to provide mentoring and oversight of quality of work being accomplished by students during their internship.

Field Mentors will be selected for their expertise as master Waldorf teachers who can provide high levels of insight and mentoring ability to support GRADALIS candidate-teachers to facilitate growth as classroom teachers. Such Field Mentors shall spend two (2) hours in observation of the candidate-teacher, followed by two (2) hours of mentoring.

Field Mentors shall also be responsible to provide a Field Mentor Report following the GRADALIS Field Mentor Report Template, making these available to students and the Executive Director of GRADALIS who will put a copy into the candidate-teacher's student file. Field Mentors shall also be responsible for grading Field Workbooks required in the Field Work course to monitor candidate-teachers regarding their own personal reflections of the quality of their work in the classroom.

IV-C-1a Field Mentors

All Field Mentors shall use the GRADALIS Internship formula that include a visit to each candidate-teacher's classroom two (2) times per year (fall and spring) throughout the training. Field Mentors will review the Field Manuals and other field documents provided by the Executive Director to familiarize themselves with all questions and expectations of candidate-teachers before, after and upon arrival of the Field Mentor. The formula for Field Mentoring will be followed. It includes two (2) hours of observation of the candidate-teacher teaching a two (2) hour main lesson or similar, followed by two (2) hours of mentoring.

The Field Mentor visit will be followed up with a written Field Mentor Report using the GRADALIS Field Mentor Report Template. This report shall be sent to the Field Supervisor for editing, then, upon approval of the Field Supervisor, be e-mailed to the candidate-teacher's after his/her Field Workbook has been submitted into Taskstream within two (2) weeks after the Field Mentor Visit.

IV-C-1b Memorandum of Understanding (MOU) with Schools

There shall be an internship agreement between GRADALIS and the administrator who oversees each candidate-teacher at his/her school in a Memorandum of Understanding. The following shall be included in this agreement:

1. MOU explaining the internship and the requirements of this agreement, including guiding principles in the relationship between the school and GRADALIS instructors and administrators. This MOU shall be sent to each school's administrator by the GRADALIS Executive Director prior to the beginning of the student's internship. A clear agreement of expectations for the Internship of GRADALIS students/candidate-teachers shall be clearly articulated in the MOU so the school shall be clear about the Duties of the On-Site Supervisor and the Criteria for Student Performance. The MOU shall be signed by the school's administrator with the designated On-Site-Supervisor listed. It shall then be signed by the Executive Director of GRADALIS with a copy sent to the school.

The MOU shall include:

- Duties of the On-Site School Supervisor as follows:
- **Rationale:** GRADALIS seeks to provide meaningful oversight of Candidate-Teacher work in the classroom. To do this, there must be sufficient oversight by a School Supervisor who annually evaluates teachers. School On-Site Supervisors work in coordination with GRADALIS to understand progress of Candidate-Teachers in meeting the objectives of the Internship. This coordinated effort provides the Student with the support he/she needs to succeed in the program.
- **Requirements for On-Site Supervision of Candidate-Teachers: Periodic Drop-in Observations of Candidate-Teacher's Classroom & Practice**
Designated On-site Supervisor periodically drops into the Candidate-Teacher's classroom to observe throughout each semester (fall and spring) and takes anecdotal notes on the form provided for Internship Observation. On-Site Supervisors are encouraged to share these observations with the candidate-teacher. On-Site Supervisor meets with Field Mentor or the GRADALIS Executive Director to share areas of strengths and areas needing improvement witnessed during Drop-in Observations. The Field Mentor is then able to support the candidate-teacher in their striving if needed.
- **Formal Observation for Evaluation Purposes:**
The On-Site Supervisor fills out the Criteria for the Internship form in the Spring, and sends it to the GRADALIS Executive Director by May 1 of each year. This form shall be reviewed by the Field Mentor and Department Chair to assess adequate progress in the Internship. Adequate Progress is considered an overall score of 3 or above on the Criteria for Internship below.
- **Criteria for the Internship of each Candidate-Teacher:**
All teachers have areas of strength and areas where they need to improve. To be a Waldorf teacher in grades ECE through Grade eight, courage and striving are needed. Becoming a Waldorf teacher is a path of continual growth.
- **Full Charge and Assistant Candidate-Teachers:**
A Full Charge teacher is one who has his/her own class and plans all his/her own lessons as well as delivering them and directing the children under his/her care.

- GRADALIS accepts into our program Assistants whose lead teachers are willing to allow the Assistant to take periodic charge of the class, especially during Field Mentor Visits. Assistants receiving Waldorf training must meet periodically with the Class teacher to understand the lesson planning process used by the Class teacher to support the Waldorf approach. This sharing is essential for the success of the Assistant who will be prepared to become a Full Charge teacher one day. On-Site Supervisors do drop-ins for Assistants and evaluate them in their positions as Assistants. The On-Site Supervisor may meet with the lead teacher to discuss the strengths and areas needing improvement in order to fill out the Criteria for Internship form.
2. A FORM SHALL BE CREATED INCLUDING CRITERIA FOR STUDENT PERFORMANCE DURING INTERNSHIP OF CANDIDATE-TEACHERS. THIS FORM SHALL BE FILLED OUT BY THE SCHOOL'S ON-SITE SUPERVISOR AND SHALL BE SENT TO THE EXECUTIVE DIRECTOR OF GRADALIS BY MAY 1 OF EACH YEAR DURING THE TRAINING. THIS FORM SHALL BE AS FOLLOWS AND MAY BE ADJUSTED PERIODICALLY BY THE FIELD SUPERVISOR TO BETTER MEET CHANGING NEEDS:

• CRITERIA FOR STUDENT PERFORMANCE DURING INTERNSHIP OF CANDIDATE-TEACHERS

All teachers have areas of strength and areas that are not as well developed. GRADALIS teachers are taught to have courage and endeavor to learn all that is needed to be a competent generalist in all areas of elementary teaching. The following scale is used to score performance.

1 - Emerging
(Almost Never)

2 - Developing
(Sometimes)

3 - Proficient
(Most of the Time)

4 - Exceeds Expectations
(Consistently)

Observation Criteria are articulated as objectives. They are as follows:

Candidate-Teacher...

1. Objective #1: Plans lessons based on daily Waldorf rhythm for ECE; 2- day rhythm in older grades; 2-3-day rhythm in early grades
2. Objective #2: Is on task with their Annual Block Plan
3. Objective #3: Demonstrates good Classroom Management
4. Objective #4: Is growing in their ability to tell imaginative stories
5. Objective #5: Plans age-appropriate circle activities
6. Objective #6: Receives feedback in a healthy way and endeavors to readily improve his/her teaching
7. Objective #7: Meets the needs of diverse learners
8. Objective #8: Demonstrates thoughtful and successful transitions between classes
9. Objective #9: Works well with colleagues and parents
10. Objective #10: Is growing in their ability to observe children and appropriately address individual needs
11. Objective #11: Plans meaningful lessons
12. Objective #12: Is continually striving in artistic work

AVERAGE SCORE = _____

ACCET Standard IV – Curriculum Design & Development – GRADALIS

ACCET IV-ABCD Curriculum & Design Policies & Procedures

Approved: 05/30/2016

GRADALIS students shall be primarily working class-teachers who are able to perform their internships in their own classrooms. In cases where GRADALIS students are enrolled in a concentration area other than class teaching, an internship shall be designed to provide the experience and practice in their area of concentration to complete the requirements of the internship. Locating sites for internships shall not be a problem for GRADALIS since students are in-service, actively teaching in their own classrooms.

IV-D CURRICULUM REVIEW/REVISION POLICY

The Board of Stewards shall implement effective written policies to continuously monitor and improve the curriculum. Policies shall include both soliciting and utilizing feedback from relevant constituencies including faculty, students, graduates, employers and advisory/certification boards. Stewards shall also analyze student outcomes including student completion rates, and if applicable, job placement results. GRADALIS policies for curriculum review and revision shall focus on a comprehensive review of the curriculum as it relates to the expected learning outcomes.

GRADALIS will establish a regular cycle of course design review and development that includes recommendation by the Academic Senate made up of faculty members working for GRADALIS and/or members of the Advisory Board of GRADALIS Waldorf Consulting & Services, LLC. This review cycle shall be based on student needs as well as the fundamental understanding of the basic works by Rudolf Steiner with attention to changing demographics and the needs of public and private Waldorf schools. The cycle shall cover each content area to ensure current course relevance.

IV-D-1a The Course Design Process Review Criteria

- Relevance, rigor, and alignment to GRADALIS Program Goals
- Efficacy of core, alternative core, and intervention instructional materials that support student learning
- Processes and resources used to assess student progress and address instructor professional learning.
 - Recommendations of this review may lead to
 - Affirmation of continued use of current processes and instructional materials
 - Establishment of a timeline for completion of recommended tasks
 - Creation and assignment of tasks to the Academic Senate as required to select, write, or revise the course design
- Recommendation of new instructional materials selection to the GRADALIS Stewards
- Design of course implementation and staff development plans
- Identification of projected budget needs in accordance with established time
- Maintained communications with impacted stakeholders

IV-D-1b Approval of New Courses or Major Modifications to Existing Courses

New course offerings or major course modifications that propose significant changes to course objectives or scope will be reviewed by the Board of Stewards or designee prior to being scheduled to ensure that the course is rigorous, utilizes appropriate instructional materials, and is a carefully considered part of a relevant Waldorf training. When the implementation of new or modified courses requires the adoption of new instructional resources, those resource recommendations will be forwarded to the Executive Director for consideration by the process outlined below. New courses or major modifications to existing courses will be proposed to the Academic Senate and sent to the Board of Stewards for final approval.

IV-D-1c Communication of New Courses or Major Modifications to Existing Courses

ACCET Standard IV – Curriculum Design & Development – GRADALIS

ACCET IV-ABCD Curriculum & Design Policies & Procedures

Approved: 05/30/2016

Communication of new courses, content and/or major modifications to existing courses will be made to students and GRADALIS faculty through the Executive Director at the soonest possible opportunity. Such times might include face-to-face Practicum Weekends; Summer Intensives; and/or faculty meetings or webinars. When course modifications will impact students and/or faculty, such communication must be timely and sufficient to provide a thorough understanding of this impact. Instructional Guidelines for faculty to provide consistency across the curriculum and throughout the instructional model will be provided by the Executive Director or his/her designee. Course syllabi will be made available to students upon enrollment or at the earliest opportunity. Course content and expectations will be articulated on Taskstream for students and faculty to access by Semester. This includes the syllabi and rubrics used for grading each assignment.