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Administrator Sample Job Description

HIRED BY: Joint meeting of College of Teachers and Trustees

REPORTS TO: College and Board

GENERAL STATEMENT OF DUTIES: Provides administrative leadership to the faculty, board, and office staff; responsible for hiring, evaluation, and firing of office staff and support staff; assumes responsibility for the fiscal life of the school, including current finances and development work.

DISTINGUISHING FEATURES OF THE POSITION: This position is a key faculty position, and as such requires the depth and commitment expected of all key faculty members. This means commitment to the study of Anthroposophy, and of striving to keep the spiritual foundations of the school intact. The essential nature of the work is resource management, including but not limited to money and non-teaching personnel. Direction comes from the College of Teachers and the Board of Trustees, in the form of policies and procedures which must be executed. This position is frequently the link between the school and public agencies. Internally, this position is entrusted with responsibilities which are highly sensitive, such as interactions with parents regarding late payments of bills, referring angry parents to the right place, etc. This position has considerable influence in many areas, including the public relations image of the school.

EXAMPLES OF DUTIES PERFORMED: Depending upon assignment, duties may include, but are not limited to, the following:

- (1) Participate, as a member of the College of Teachers, in the development and direct implementation of goals, objectives, policies, and procedures of the school, including curriculum development, staffing needs and program modifications.
- (2) Direct and manage the preparation and administration of the school budget.
- (3) Interpret, analyze and explain policies, procedures and programs.
- (4) Coordinate the work of the Administrative Committee; participate in meetings with the faculty, parent council and other groups and individuals having an interest or potential interest in the affairs of the school.
- (5) Represent the school in community and professional meetings as required, and to other agencies and government.
- (6) Respond to the most difficult complaints and requests for information.
- (7) Select, supervise, train and evaluate non-faculty staff; participate in the selection and assignment of faculty staff.
- (8) Administer all insurance plans.
- (9) Oversee the Development function.

- (10) Play a major role in fundraising and capital campaigns.
- (11) Write grant proposals and reports to Waldorf affiliated foundations.
- (12) Provide assistance to staff on computer problems

REQUIRED KNOWLEDGE, SKILLS, AND ATTRIBUTES: Considerable knowledge of Waldorf school philosophy, including administrative and educational principles, techniques, and methods. Knowledge of principles of school administration, including finance, budgeting, and personnel administration. Knowledge of principles of effective public relations and interrelationships with community groups, private and public agencies, parents, and the general public. Some familiarity with computers and skill with spreadsheet program is required. Ability to work in an extremely busy environment, and to keep several projects going at once. Ability to analyze, interpret, summarize and present administrative and financial data in an effective manner. Ability to communicate effectively both orally and in writing. Ability to deal with people tactfully and courteously.

DESIRED TRAINING AND EXPERIENCE: Any combination equivalent to experience and education that could likely provide the required knowledge and abilities would be qualifying. A typical way to obtain the knowledge and abilities would be : Experience: Five years of progressively responsible experience in administrative, managerial or teaching capacity in a school organization involving responsibility for the planning, organization, implementation and supervision of varied work programs. Education: Equivalent to a Bachelor's degree from an accredited college or university. Completion of the two year Waldorf teacher training course is desirable.

Business Manager Sample Job Description

APPOINTED BY: Board, upon recommendation from and ad-hoc Faculty/Board group

TERM: Indefinite, with annual review by the Faculty

AREAS OF RESPONSIBILITY:

- (1) Ensure proper and efficient operation of all business related matters to include:
 - a. Financial, legal and insurance matters;
 - b. business office operation;
 - c. overseeing plant manager in the maintenance of buildings and grounds;
 - d. purchasing and contracting;
 - e. staff personnel matters and liaison between faculty and business office staff;
 - f. meeting all health and safety standards;
 - g. maintaining student and staff medical records;
 - h. annual review of all non-teaching & maintenance staff;
 - i. maintain policy books and records of decisions.
- (2) Make decisions based on existing financial policies and procedures as drafted by appropriate committees.
- (3) Be sufficiently knowledgeable in the areas of insurance, state and federal regulations, legal and other matters to be in a position to advise, along with other members with particular expertise, the Board and Faculty Chair in such matters.
- (4) Serve on the Board, the Faculty and the Faculty Finance Committees, Investment, Financial Aid and on such other committees as may be appropriate.
- (5) Review and implement school policies and practices as they effect or determine business and administrative functioning of the school.
- (6) Monitor approved capital expenses and budgets.
- (7) Insure dissemination of information where it would be important for overall school operation.
- (8) Be involved with the formation of grant requests, bequests and fundraising.

AREAS OF RESPONSIBILITY (Advisory): Serve as resource for Faculty Chair, Admissions Office, parents, Development Office, Faculty and staff personnel.

ADVICE PRIOR TO DECISIONS: Confer with Faculty Chair and other relevant persons/committees.

ACCOUNTABILITY: Business Manager is accountable to the Board and Faculty Chair.

Development Officer Sample Job Description

Parent Relations:

Record relational activities - work toward smooth transition of leadership - maintain ongoing review of management systems to ensure they are meeting needs.

Volunteer Enlistment:

Track enlistment - provide background on prospects to enlists - prepare job descriptions - evaluate volunteer job performance.

Alumni Relations:

Assist in planning, coordinating and evaluating events - provide catalyst to develop sense of family.

Solicitation, Annual Fund Campaign:

Track solicitation process - provide background on prospects to solicitors - prepare reports regularly to inform workers of progress - train volunteers - ensure effective interface with office - provide all necessary written materials - manage annual fund drive - develop donor lists, biographies, update giving records - receive, record and acknowledge all gift income - prepare annual report - monitor budgets of all events and notify of potential over-run.

Computer:

File management and maintenance.

Events:

Transition leadership - assist in planning, coordination, budget and evaluation.

Meetings:

Attend Development, Board and Faculty meetings, as well as related committee meetings as needed.

Assist Admissions:

School tours, open houses, observation mornings.

THE WALDORF SCHOOL

Child's Name _____ Sex _____ Birthplace _____

Applying for (circle): K 1 2 3 4 5 6 7 8 Birthdate _____ Present Age _____

Fathers Name _____ Business Name _____

Address _____ Address _____

Phone _____ Phone _____

Mother's Name _____ Business
Name _____

Address _____ Address _____

Phone _____ Phone _____

Parents: Married _____ Separated _____ Divorced _____

Names and Ages of other children in the family:

1. _____ Age _____ 4. _____ Age _____

2. _____ Age _____ 5. _____ Age _____

3. _____ Age _____ 6. _____ Age _____

If child has had previous schooling, please answer the following:

Name of last school _____

Address _____ Dates Attended _____

Present Grade, or Last Grade Attended _____

Please state where you heard of the Waldorf School. _____

Parent's Signature _____ Date of Application _____

(Please note: This application form is not a binding contract.)

Please write, and attach to this form, a biographical sketch of your child – describing the pregnancy, birth, early childhood, health & illness, eating and sleeping habits, social interaction and any other information which you believe will help us come to a better understanding of your child's needs.

Admissions Director Sample Job Description

HIRED BY: The College of Teachers

REPORTS TO: The College and the Administrator

GENERAL STATEMENT OF DUTIES: Provides first contact with Waldorf School to the public. Creates initial interview with the parents to explain the Waldorf philosophy. Generates interest in the Waldorf School by advertising and outreach.

EXAMPLES OF DUTIES PERFORMED: Depending upon assignment, duties may include, but are not limited to, the following:

- (1) Take and return phone calls from prospective parents.
- (2) Mail out school information packet.
- (3) Arrange and conduct school tours.
- (4) Arrange and conduct school interviews.
- (5) Arrange subsequent interview for class teachers and visits for students.
- (6) Bring recommendations for admissions to the College.
- (7) Keep track of applications in progress and overall awareness of the school's enrollment situation.
- (8) Be responsible for re-enrollment and tuition aid
- (9) Conduct exit interviews with parents of children leaving the school.
- (10) Plan and oversee in-house public events such as: open houses, talks on Waldorf Education, parent orientation, parent education evenings, visitor's days, etc.
- (11) Plan and arrange publicity for the above.
- (12) Arrange ongoing advertising for the school in consultation with the Development Officer.
- (13) Update and refine and order school "PR" materials such as: brochures, flyers, posters, books, etc.
- (14) Collect material for school displays for talks conducted outside of the school.
- (15) Participate as a colleague in office meetings, faculty meetings, college meetings, enrollment committee meetings, tuition aid committee meetings, Board meetings, etc.

REQUIRED KNOWLEDGE, SKILLS, AND ATTRIBUTES: Considerable knowledge of Waldorf school philosophy, including administrative and educational principles, techniques, and methods. Knowledge of principles of effective public relations and interrelationships with community groups, private

and public agencies, parents, and the general public. Ability to communicate effectively both orally and in writing. Ability to deal with people tactfully and courteously.

REQUEST FOR RECORDS

To the Principal or Headmaster, _____

With regard to: _____

The above named student is applying to the Waldorf School for entrance into the _____th grade. Would you please send us a transcript of record, including any standardized test scores that are available. If your policy permits we would also appreciate a descriptive statement about this student by you or a counselor who knows the student well.

(Recommendation forms will be given to the student for his/her English and Math teacher.)

I hereby give my permission to _____ School to release the records of _____ and other requested information to the Waldorf School.

Signature of the parent

Date

REQUEST FOR INFORMATION

COMMUNICATION

Caller's Name: _____ How did caller hear about
the Waldorf School?

Address: _____ Friend , Newspaper ,
Phone bk , Radio ,

City _____ State _____ Zip _____ Other _____

Home Phone: _____ Business Phone _____

Child's Name _____ Sex _____ Birthdate _____

Entering Grade _____

Comments:

FOLLOW UP

Information sent by: _____ Date mailed: _____

Follow up phone call by: _____ Date called: _____

Comments:

Teacher Interview scheduled? Yes ___ No ___ Teacher _____

Date/Time of Interview: _____

Enrolled? Yes ___ No ___ Date _____

Entered on Computer Mailing List? Yes ___ No ___

BOARD OF TRUSTEES COMMITTEES

THE GREAT BARRINGTON RUDOLF STEINER SCHOOL

I. Efficient means for Board to do its work

- A. Delegation to committees
- B. Specialization by committees
- C. Ideally all Trustees serve on one or more committees
- D. Representation of broader school community

encouraged:

Parents

Faculty

Friends

- E. Trustees should chair committees
- F. Develop committee mission
- G. Report at each Board Meeting
- H. All meetings are minuted

II. Committees

- A. Human Resources
- B. Development
- C. Executive/Finance
- D. Buildings and Grounds
- E. Educational Support

III. Human Resources

- A. Compensation
- B. Benefits
 - Pension
 - Disability
 - Health
 - Tuition Remission
- C. Personnel Policies
- D. Employee Contracts

IV. Development

- A. Coordinator
- B. Annual Giving
- C. Capital Campaign

- D. Public Relations
- E. Alumni
- F. Long-Range Planning
- G. Parent–Teachers Association
- H. Publications
- I. Enrollment

SAMPLE FACULTY MEETING AGENDA

December 19, 1991

Snack and Clean-up: Sherry, Lorey, Yvonne

Next Meeting: Merilly, Anniken, David

Place: 4th Grade Classroom

If you are not able to attend the faculty meeting or will miss any portion of it it is your responsibility to notify the faculty chairperson prior to the meeting. Please be prompt.

Chair: Arthur

Verse

1:30 P.M.

- | | |
|--|-----------|
| 1. Who is not here? | 1:35-2:00 |
| Minutes | |
| College Report | |
| Board Report | |
| Administrative Report and Preview | |
| 2. Last minute announcements about Pageant | 2:00-2:10 |
| 3. Advent Singing | 2:10-2:25 |
| 4. Advent Reading – Stephen | 2:25-3:00 |
| 5. Child study (John S. from 5th grade) | 3:00-4:00 |
| 6. Wrap-up from Christmas Fair | 4:00-4:15 |
| 7. Closure: | 4:15-4:45 |
| Open Time | |
| Meeting evaluation | |
| SNACK | 4:45-5:15 |
| 8. College Study | 5:15-6:00 |
| 9. College Meeting (College Members –see
Agenda in envelope in your mailboxes.)
Meeting Evaluation and ending by 7:45 P.M. | 6:00-7:45 |

Note: Please submit to Catherine any business items which need to be listed at the bottom of the faculty agenda.

- A. Check early duty chart for February.
- B. The Christmas party will be at the Auers on Dec 23 @ 7:30PM
- C. All middle school report descriptions are due in the office by Dec 20
- D. Place all abandoned clothing in the bin in the hall before the break.
- E. Snack preparation must not keep faculty from being on time to the
faculty meeting!

Faculty Chairperson Sample Job Description

APPOINTED BY: College of Teachers

TERM: Two years, with annual review at Easter by the College

GENERAL DESCRIPTION:

The Faculty Chairperson is the external representative of the school. S/he stands before the full faculty, the parents and the children as the official spokesperson in all public gatherings and is the primary contact between the school and the community.

AREAS OF RESPONSIBILITY:

- (1) Official school representative "Figurehead" who presides/represents the school in public meetings.
- (2) Responsible for resolution of parent-teacher difficulties.
- (3) Carries overview of Kindergarten, Lower School and Middle School Meetings.
- (4) Oversees class evenings (plans calendar and is aware of class issues)
- (5) Is the embodiment of "Corporality Chair" for personnel and for children (makes sure school is clean!). Ensures timely arrival, participation in school activities for personnel.
- (6) Is a member of the Executive Committee and helps plan weekly Faculty Agenda. Is responsible for, or delegates chairing of Faculty meeting.
- (7) Serves as AWSNA Delegate, if possible.
- (8) Serves as a member of the Board and College.
- (9) Acts as host for all school visitors.
- (10) Is the liaison between the Pedagogical Coordinator and the Executive Committee.
- (11) Serves a two year term and rotates in alternate years with the College chair at Easter.

(12) Two hours/week administrative hours are scheduled along with time for Executive Committee.

ACCOUNTABILITY: The Faculty Chairperson is accountable to the College.

PROPOSED MANDATE

for

Committee

Date 20__

Chairperson:

Members:

A. Area of Responsibility:

B. Area of Responsibility: (Advisory):

C. Advice Prior to Decisions:

D. Accountability:

E. Recommendation for Change:

F. Responsibilities to be Added:

HIRING LETTER

April 12, 199?

Dear _____,

The College of Teachers at the Waldorf School would like to offer you a position as a class teacher and other related duties as determined by the College for the academic year 199?-199?.

We are excited about your joining us in this important work and we hope that your upcoming years will be rich and meaningful.

We are prepared to offer you a salary of \$_____ which is arrived at by taking our base pay \$_____ plus dependency allowance \$_____ plus and experience increment of \$_____ based on _____ years experience. Additionally you will receive as benefits medical insurance \$_____ per month, dental insurance of \$_____ per month, and a pension allotment of \$_____ per month.

We would expect that you would agree to participate in all aspects of our self-evaluation process. Enclosed is a Teacher's Handbook which details the tasks of teachers at our school.

Please be so kind as to write a confirmation of your intention to accept this position which will acknowledge this letter and be kept as a permanent part of your personnel folder.

We are all very happy to have you join us.

Sincerely,

For the College of Teachers

EVALUATION CRITERIA IN HOUSE VISITATIONS

Date: _____

Teacher Visited: _____ By: _____

I. DISCIPLINE:

a. teacher's authority, presence before class
sympathy vs. antipathy in relation to children
holding the whole group

b. children's behavior

c. children's work habits

II. TEACHER'S SPEECH/ SPEECH WORK WITH CHILDREN:

clarity intonation variation projection

III. FORM AND CONTENT OF THE LESSON

a. threepart lesson: head, heart and will activities
how is the balance?
is it challenging?
circle work?

b. two day rhythm
presentation
review
book work (pictures, text)

c. work with and attention to individual children

IV. APPEARANCE, DECORUM, HYGIENE

a. classroom appearance, orderliness

b. teacher's and children's dress, general appearance

c. ventilation, etc.

V. EVALUATION OF CHILDREN'S WORK:

a. oral

b. written

COMMENTS

STRENGTHS:

AREAS IN NEED OF IMPROVEMENT:

RECOMMENDATIONS:

Evaluative Criteria For Teachers

The aim of the College is to promote ever higher standards in teaching through conversation with colleagues, visitation, and continual self-evaluation. The areas listed below should be seen as “signposts” — applicable to varying degrees depending upon the teacher, subjects taught, or grade level.

We ask that teachers speak with a colleague before and after a visit, using these criteria as a framework. Please also report to the Teacher Development Committee within a week of the visit.

I. Content of Lesson

- a. Appropriate for age level?
- b. Challenges the student?
- c. Clarity of presentation
- d. Enthusiasm in presentation?
- e. Responsiveness of students?
- f. Is there a “sense for the whole?”
- g. Artistry in presentation

II. Form and Discipline

- a. Is the lesson formed in a way that allows the students to receive the content?
- b. Teacher’s authority and presence before the class, i.e. the whole group.
- c. Teacher’s response to individual disciplinary problems, difficult situations.
- d. Threefold balance of head, heart, and limbs in lesson
- e. Appearance of room, students and teacher.

III. Teacher/Student Relationship

- a. Is there a “breathing” in the lesson?
- b. Warmth in teacher/student relationship?
- c. Student/student interaction.
- d. Does the teacher promote positive social interaction within the class?
- e. Is the teacher available for one-on-one help, conversation, etc.?

IV. Academic, Artistic and Pedagogical Standards

- a. Is the class as a whole working hard, performing at grade level, eager to acquire new knowledge?
- b. Does the teacher promote high academic standards?

- c. Quality of good book work.
- d. Does the teacher follow through on homework, correction, etc.?
- e. Teacher's artistic work (blackboard paintings, singing, recorder.
- f. Does the teacher delve into the curriculum and thoroughly prepare his/her lessons?

V. Collegueship

- a. Is the teacher easy to work with?
- b. Communicates regularly?
- c. Willing to help others?
- d. Take on non-teaching tasks?
- e. Promotes good will and fellowship among colleagues?
- f. Can take advice?

VI. Parent Relations

- a. Regular conferences with parents?
- b. Accessable?
- c. Able to communicate goals and share program of students?

VII Teacher's Relationship to Anthroposophy

- a. Does the teacher appear to work out of Anthroposophy?
- b. Participate actively in faculty study?
- c. Willing to ask questions and hear the advice of other?

PROGRESS CHECK FOR HIGH SCHOOL STUDENT WITH ACADEMIC DIFFICULTIES

Name: _____

Date: _____

Advisor's Name: _____

To All Teachers:

In order to keep a close watch on this student's progress, and thus be able to help them in a more timely manner, I ask that you answer in an appropriate manner to the following questions. Please use the reverse side if you would like to make additional comments.

Name of class: _____

1. Has his/her effort been satisfactory?

Yes ☐ ☐ No

2. Has he/she been attentive?

Yes ☐ ☐ No

3. Are his/her assignments complete?

Yes ☐ ☐ No

4. Has he/she reported for extra help?

Yes ☐ ☐ No

5. Does the student use his/her time well?

Yes ☐ ☐ No

6. Has the student been tardy to class within the last five days

Yes ☐ ☐ No

7. How many classes has the student been absent in the last five days?

8. What is the students approximate grade thus far this term?

9. Can you determine if the student has been working adequately in study hall?

Yes ☐ ☐ No

Teacher's signature: _____

Students: Please take one copy of this form to each of your teachers and then return to your advisor.

To the College of Teachers:

By signing this letter I indicate my agreement to participate in an evaluation of my teaching at _____ Waldorf School.

I understand that I will be visited by _____ and that I will meet with him/her after each visit for a conversation, where I will get feedback about my strengths and areas in which improvement is needed.

I agree to write up my notes of this conversation and give them to the person evaluating my work to read and then sign.

I also agree to read and/or share in a verbal report all of this content with the College of Teachers at an agreed upon time and date.

This evaluation will then be placed in my personal file in the office.

Signature: _____

Date: _____

MIDDLE SCHOOL COURSE EVALUATION AND DESCRIPTION

Student:

Main Lesson: Chemistry

Grade: 7

Teacher:

Course Description:

Chemistry is the science dealing with the composition and properties of substances and with the reactions by which substances are produced or converted into other substances.

After an introduction to chemistry and a brief look at its historical background, the seventh grade looked at how substances combusted or burned. We observed the opposition of light and weight and observed many different types of flames, smoke, and ash. We contrasted the burning of sulphur and phosphorus and studied the consuming ember within carbon. While we were doing this the children were writing accurate observations. These were shared the next day and conclusions were reached.

We explored the nature of crystallization. The limestone cycle was studied and this led us into an understanding of acids and bases, how they react and how salts are formed.

The children wrote up their observations of the many experiments that we did in class as well as original essays from material that we discussed.

Key: *Outstanding, excellent, good, fair, poor, incomplete*

Homework:

Class participation:

Ability to observe:

Behavior:

Spelling tests:

Final Chemistry Test:

MAIN LESSON BOOK:

Appearance:

Aesthetics:

Completeness:

Quality of essays:

Comments:

Final Grade _____

Teacher's Signature _____

TEACHER EVALUATION POLICY

1. All teachers should evaluate themselves and maintain a written record of their reflections which is reviewed and updated once a year. These self-evaluations will be kept in the office personnel files in the College Chairperson's office.
2. All teachers should have, as a required part of their schedule, time to observe other teachers at Pine Hill (or in other schools when appropriate) and to discuss their observations and questions with the teacher visited. Each teacher will have at least one such visit scheduled per year.
3. Outside observers — master teachers — will be invited to observe and evaluate the teachers and discuss their findings with them, based on at least two visits in the classroom. Records of these meetings should be kept as part of the teacher's evaluation file and should be signed by the teacher and the outside observer. Outside observers — either class teachers or specialist teachers — will be invited in alternate years.
4. Teachers should share their self-evaluations in the College of Teachers at least once a year. Everyone in the College is free to comment on these presentations in the spirit of mutual growth, affirming strengths and helping to improve weaknesses.
5. New teachers should have a mentor to assist them with self-evaluation and to serve as liaison with the college. They should meet with the College by Thanksgiving and Easter to review their work. If by Christmas of the second year, any significant problems have not been worked out, the College should decide by February whether or not the teacher should continue the following year. The mentor should arrange regular meetings with the new teacher, and visit classes before Thanksgiving and Easter, in order to keep the College informed as to how things are going. In the case of a new class teacher, the mentor should also be a class teacher and, if possible, from the grade immediately ahead of the new teacher's.
6. The College of Teachers is the forum for evaluating teacher competence. Significant problems which raise doubts about competence should be presented in the college in the presence of the teacher concerned. An evaluative discussion should follow; whether or not the concerned teacher remains for that discussion should be left to the free decision of all. Either the teacher may decide to leave, or a College

member may ask that he leave; otherwise, he will take part in the discussion. A written record should be kept of recommendations and decisions, and these should be communicated to the teacher if he was not present for the discussion.

Parents and/or teachers wanting to raise questions about teacher competence should address them to the College Chairman or a College member, who will then arrange for a discussion to occur. Parents should be informed through the Parent Group and Handbook that they have this avenue to raise questions.

7. The main criteria for teacher evaluation, which should be addressed by teachers in their reports, are the following:

- a. Classroom management and discipline
- b. Teaching style — voice, self-presence, authority, give and take, children's reception
- c. Teaching methods — form, order and content of the lessons (correct rhythms, content for age group, artistic handling of the subject)
- d. Children's work — care for materials, order and form of workbooks, displays, etc.)
- e. Aesthetics and hygiene in the classroom — order, neatness, displays, dress, room temperature, circulation of air, etc.
- f. Parent interaction — quality of communication
- g. Colleague interaction — Do you have ability to work in a cooperative way with colleagues? How else are you participating in carrying the overall organism of the school?

Self-evaluation report should be written with the above criteria in mind. If the report is insufficient either in length or in quality, the College Chairperson will request that it be re-written.

Reports should conclude with some mention of those areas being worked upon and of anything the teacher thinks that he needs to improve his work.

8. The College Chairperson would serve as facilitator of the school evaluation plan.

TEACHER SAMPLE CONTRACT

Dear _____,

On behalf of the College of Teachers, we are please to offer you a position at the Waldorf School for the 199?-199? academic year.

Your salary of \$_____ per annum is calculated as follows:

Base salary	\$_____
Dependents allowance	\$_____
Experience increment	\$_____
Total	\$_____

In addition to this salary you will receive the following benefits:

Tuition Allowance for children. .	_____
Medical Insurance	_____
Dental Insurance	_____
Pension	_____

Pay will be given monthly, in advance over a 12-month period beginning on September 1, 199?.

The School's expectation is that you will follow the school work calendar which begins on the third Monday of August each year, two weeks prior to school opening and includes all professional days, faculty meetings and workshops. Duties will cease one week after the closing of the academic year, upon submission of your grades and reports and main lesson books, or at such time as the College of Teachers deems necessary.

It is understood that as a colleague in the Waldorf School you join a group of teachers who work under the direction of the College of Teachers with the philosophy, purpose, and curriculum of Waldorf Education and who seek excellence in the teaching of children. Further, a colleague participates in the life of the whole school, and contributes to its working as required, meetings of the whole, committee meetings, and other duties commonly expected of teachers, including activities such as self-evaluation, conferences with parents, Faculty work days, participation in teacher conferences, recess duty, receiving colleagues into your classroom, occasional substitution, and the filing of student reports in good order and in a timely fashion. Main lesson teachers agree to be in their classroom at least 20 minutes prior to the beginning of the academic day. It is expected that each January you will make clear to the College your intention for the upcoming academic year. Exceptions to any of the above must be agreed upon by the College chairperson.

It is further expected that you will fulfill any legal obligations required by the school, such as medical tests. Your performance as a teacher will be

evaluated by the College of Teachers whose determination will be final and binding upon you. If you agree with the above expectations and conditions, kindly sign and return both copies of this letter. One will be returned to you for your records.

Accepted (signed) _____ Date: _____

Received by the College of Teachers by: _____