

Eval Process Discussion

Outside thinking – bringing in ideas – using notes and prior thought would be more productive.

Feels icky speaking of teachers or others when they aren't there. Breeding ground for “bad feelings, bad ideas”. Felt negative even when class deals great and most wishes are grasping for straws.

Confusion about focus – teacher or school

Not a model for Sunnymont problem solving. Presentation of issues like kid level would be better – working together.

Class had some “eval” time early in year. Would help to do a little at a time. To sit for a whole meeting felt icky.

Quality of eval meeting Depends on how it was facilitated. Relies much on ACL and class dynamic.

Parents didn't have an understanding of the meeting. New parents expected a report.

Didn't have a “reply to eval forms” prior to meeting. Some parents wanted that.

Oral Eval Mtg was like a second eval and teacher wasn't prepared for this strange undercurrent – ideas were completely different than written evals.

Little eval discussions throughout year gives teacher time to respond to little problems usually just explaining is enough.

This program has been working well for years.

Has the forced “wishes” brought up stuff that doesn't need addressing?

Teachers have been able to handle feedback with grace.

Some people don't do a good job speaking up for themselves, but the eval meeting forum gives them a chance – takes facilitation though to keep it respectful – let old ideas rise up and get addressed.

New idea for Written eval – “how are things” prompting with open ended questions – talking points – get feedback that wouldn't come up issue by issue through yearly business. Families may need to get time to prepare ahead to make more meaning comments. Bring these notes to an open discussion meeting.

Not enough feedback to understand what is wrong with co-op jobs. Focus for future eval.

----- From here, these are comments from the AC meeting the following night -----

How do we choose from the broad spectrum of feedback, what to focus on... gets so distilled.

Each ACL could present their own report directly to the board – a quick narrowing focusing job on eval results. Including an subjective report on how the meeting went.

2-day class wanted to hear comments from written eval but we don't feel that's fair to eval writers or helpful. Need to keep families informed as to purpose and format of meeting ahead of time.

Parents wanted to “hear their own comments” to see if they are among the norm or “off-base” (reasoning for parents wanting to hear a report from written).

Does the Sunnymont Hierarchy make it hard for individuals to communicate their criticism? Inhibiting factors may include “elitism”, stay-the-course experienced parents, intimidating roles (president, VP's, teachers, etc.), sense of history in the class, lots of board members.

Frustration that eval meeting felt redundant. Wasting time when parents find it hard to get out to meetings, or would much prefer some adult ed.

Format of eval class meeting might encourage passive aggressive behavior, which is a high cost for comments.