

FACULTY EVALUATION PROCEDURES
3½ day construct

Faculty Evaluation Design						
DEBRIEFING THE OBJECTIVE DATA	COMMENTARY ON SCHOOL	C E L E B N	ARENAS OF CONTRADIC'N	C L O S I N G	PROPOSED RECOMMEN- DATIONS	REPORT WRITING
Day One	Day Two	Day Three		Day Four		

DAY ONE

- I. The intent of this day's work was to debrief the faculty by brainstorming large quantities of objective data. By this time the faculty of 13 had been reduced to nine with one person from the Ivy City community only part-time.

The questions were asked first for individual brainstorm and then corporately, filling two chalkboards.

II. The Questions were:

1. List 10 key events of the HDTS
2. List 5 most talked about sessions
3. List 5 most sung songs
4. List 10 most memorable quotes from participants
5. List 5 unforgettable participants
6. List 2 most memorable breakfast
7. List 2 most memorable lunch leadership sessions
8. List 2 most memorable roundtables--which part?
9. List 2 most mentioned excursions
10. List 5 key happenings in the non-formal curriculum

In the time prior to lunch the board was filled with questions 1-5. There were 62 items listed under question #1 and 36 items under # 4.

- III. Art form conversation was held looking at the results on the chalkboard. There was some time spent on answering the decisional level question: "What have we said about what happened? What do we experience in getting this data before us?"

- IV. After lunch group again filled the chalkboard with answers to questions 6-10. Then the question was raised of the most memorable collegiums.

- V. Again an art form conversation was held.

- VI. Group disbursed at 4 PM to prepare for the faculty celebration (A catered meal, a movie "Being There", and an art form conversation)

Faculty Evaluation (continued)

DAY TWO

- I. The intent of this day's work was to articulate our commentary of this school. Again the vehicle was extensive brainstorms individually and corporate listing. The commentary was in four parts:

1. Commentary on the School
2. Commentary on the Students
3. Commentary on the Faculty
4. Commentary on the Support Faculty

This day was concerned with the reflective level of the HDTs

- II. Under Commentary on the School the brainstorm was done individually under six arenas.

1. 5 Happenings
2. 5 Struggles
3. Major turning points
4. General Trends
5. 5 Victories
6. 5 Learnings

Corporately a chalkboard list was made of # 1. Then the individuals talked thru why each was a happening. An attempt was made at consensus on the five happenings. Twelve were consensed on. Then a chalkboard list of #2 was created. Then a chalkboard list of #3 was created with the question "What is revealed in this list?"

This list was then put on a timeline and divisions created, but the sections were not named. Then #4 and #5 were listed. After these lists the question for reflection was "What do you see running thru this list?" Then a list of 37 learnings was created. The reflection question was "What did we learn about being a demonstration community?"

- III. Then the group broke for a 2 hour lunch.

- IV. In the afternoon the group did four brainstorms individually. These were put on 4x6 cards and put on the chalkboard. The questions were:

1. 5 Student Learnings
2. 5 Faculty Happenings
3. 5 Faculty learnings
4. 5 Support Staff Learnings.

Individuals selected two from each set of answers and then put up others that were different. There was minimal reflection on these lists. These lists tended to have little decisional insights in them probably because of the extensiveness of the previous brainstorms.

- V. After supper the group returned and put in sentence form all of the brainstrom. The writers worked in pairs and were cautioned not to gestalt or try to resolve any conflicting remarks.

Faculty Evaluation (continued)

DAY THREE

I. The intent of this day's work was to discern the arenas of contradiction facing the future Human Development Training Schools.

II. The questions were to brainstorm individually:

1. List places where you were irritated.
2. List anxieties you have
3. List arenas of issue where you have a recommendation

None of this data was shared corporately.

III. Brainstormed 10 issues under the arenas of

1. Issues where we have recommendations
2. Issues where we must think through
3. Issues where we have haze

These were then swirled contradiction-plenary fashion. Individuals sent their contributions on 4x6 cards to the board. Three from each list were put up marked with a 1, 2, or 3 (which valenced the individual's understanding of its relative timing). These 1,2,3 got turned into 1- we can do something, 2-someone can build a model, 3-we will have patience. All data was put on the board and twice the group attempted to name the swirls.

IV. Each swirl was given a tentative name. The number of items per swirl were counted to determine the valencing of the swirls.

V. The group divided:

Group A went to write the CSA work program and report
Group B worked on naming and ordering of the contradiction swirls and producing the other materials.

VI. The group met for a candlelight supper and a conversation on the Anticipations of the Future. The conversation began with a reflection on our evaluation time

1. Events, humor and comments remembered from our three days of evaluation.
2. Where did we struggle (sweated)?
3. Where were breaktru's (felt relief)?
4. Why have these sessions been important to us?
5. What do we intuit for the future?
6. Where do we need to be watchful?
7. How do you take care of yourself as we move into the future?
(discussion focused on caring for one another more than my own individual self)

DAY FOUR

The group met at breakfast and individually wrote down recommendations to address each of the contradiction arenas. These were then compiled in a folder with the contradiction data.

8:30
REPORTS

CONVERSATION

TRANSITION

INDIVIDUAL
PARAGRAPHS

1. Have volunteers put 4 x 4's on board during break after breakfast.
2. Ask each volunteer to state the audience and read through the 4 x 4.
3. What is the rational objective of any of these talks?
4. What poetry could be used to introduce these talks?
5. What board images? What things to hand-out?
6. What did you learn from these three samples about your own talk?

Let's sing a song on page _____ and move to the next step.

Context: This morning we will be working on the rep-rt of this school.

Ritual: Please repeat after me: "The task before us now/ if we would
not parish/ is to shake off our ancient prejudices/ and
build the earth."

Lecturette:

1. Our method of training is
 - a. Demonstration--ANALYSIS
 - b. Create notes)
 - c. Practice)--PLANNING
 - d..Do --IMPLEMENTATION

Our concern has always been implementation.

2. Our steps in evaluation are concerned with both direct and indirect means, verbal and on-verbal means, objective immediately afterwards and action that you do in the future.

This school has been evaluating throughout the event. Now we are doing a systematic approach. We are concerned with the future. We are using the Art Form method you were taught in week one. The evaluation steps are:

a. ART FORMING THE EVENT

Last night we did a conversation on the school. We went thru the objective: naming the events; the reflective: choosing from our individual lists; the interpretive: selecting the high and low points; the decisional: naming each week and the whole school.

b. DECIDE HOW DO DIFFERENTLY: BUILDING THE FUTURE SCHOOLS

- 1) Our questions last night were
 - What one part keep
 - What add
 - What leave out
 - What refinements would you make

WORKSHOP

2) This morning we will do written recommendations.

c. INDIVIDUAL REPORTS OF WHAT HAPPENED

Last night and this morning creating a 4 x 4 for a talk

d. ALLOW OTHERS TO REPORT WHAT HAPPENED

Written statement to put in the report of this school. This is your statement to be put beside your name in the report book. This is your public statement.

1. Hand out work sheets with 4 questions. All faculty and students answer these questions.
short course: Fill the boxes. The questions are guidelines. Our concern is how to make this school more helpful in the future.
(allow about 30 minutes so everyone has time to answer)
2. Hand out the blank sheet with context and space for each person to write (allow about 30 minutes so everyone has time to answer)
Be sure this sheet has all the pertinent information.
3. Hand in first sheet to one faculty member (check to be sure all pieces are in).
4. Hand in second sheet to another faculty member. These sheets will go to a group for "editing". The task is to be sure that there isn't anything that would be grammatically misunderstood, and that words are spelled correctly. Then this group will bring your typed paragraph to you for your signature, so you can check any corrections.

CONVERSATION

Let's talk a bit about writing reports or documenting what has happened.

1. Who has done documentation? (let participants raise hands)
2. What did you do in documenting?
3. As we've been working on this documentation, what have you learned?
4. What would you say the function of documentation is?

GROUP WORK

Work as three groups:

1--Group of three to plan and implement the procedures for the celebration tonight which we can all participate in at 3 PM

2--Group of four to work on production of this report so we will have copies by our commissioning in the morning.

3--Create the center page, highlights and other written contextual pages in the report.

PROCEDURES
FOR WRITING
GROUP

11:00

1. ART-FORM CENTER PAGE PARAGRAPHS
(that are prepared by deanery ahead of time)
 - What struck you?
 - Where are sentences unclear?
 - Where is data wrong?

(This a corporate rewrite--that one person then takes into production)
2. Look at opening paragraph
 - How does this sound?
 - What needs to be changed?

(This corporate rewrite is taken to production)
3. Look at reworked copy of the last page("Phasing, Student & Faculty Profile, Funding") that has been prepared by the deanery.
 - What is not understnable? This corporate rewrite is taken to production)
4. Writing the highlights
 - a. Look at the chart of the school created last night.
 - What comes fresh this morning as a highlight?
 - Where do you want to tell a story?
 - b. Look at the highlights from another school's document.
 - What do you note now that might be highlight arenas for lthis school?
 - c. Everybody write down your set of 6 paragraph title (6 is an arbitrary number, the concern is relative to the report lay-out; this data is to cover two pages)
 - d. Get up 3 sets--consense on titles for paragraphs
 - e. Break into writing groups. Use data from the"4 question reports" this morning to assist group's brainstorm. Then group renames the assigned paragraphs as necessary. Key to this writing is naming highlights, not abstracting to generalizations

Writing group gets lunch from buffet table and continues working.

f.

Plenary:

After 30-45 minutes have groups come together, read paragraphs to each other.

1) Then assign new groups who will be re-writing so particular group can take careful notes.

2) Read one paragraph at a time then get group input:

-What did you hear?

-What sounded incorrect?

-What do you want to add?

-What should be taken out?

g. Have new groups rewrite the paragraphs.

h. Come back together

1) Read paragraphs again.

2) Let one person take notes

3) Send to editing and production

RECONFIGURE
3:00 PM

1. Meet as all three groups

2. Hear reports from groups

3. Make assignments for celebration, preparation and document production