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# PCTF Survey Results

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# LS Survey Conclusions

Issue	Ways to Address
Leadership / Accountability	<ul style="list-style-type: none"> <li>• Agree to shift to a somewhat more hierarchical system, vest the leadership group with authority and then actually follow the expectations</li> <li>• Need a protocol for addressing complaints about a teacher's performance</li> <li>• Improve structure and functioning of key administrative committees</li> <li>• Pedagogical lead that is lateral to Admin Director</li> <li>• A new governance structure incorporating collaboration, delegation, support, respect, and good-will</li> </ul>
Philosophical tension	<ul style="list-style-type: none"> <li>• Requires a shift in the entire cultural landscape of the school</li> </ul>
Teacher support	<ul style="list-style-type: none"> <li>• Workload for class teachers need to be evaluated – overwhelming</li> <li>• Mechanisms for teacher support / mentorship; clear process for performance evaluation and remediation</li> <li>• Meaningful but fair consequences for faculty and staff members who undermine group decisions, fail to follow protocols, etc.</li> <li>• A real and meaningful commitment to student services</li> <li>• A consistent discipline policy/ program.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• More transparent communication to the community</li> <li>• Enable a system of transparency and support for teachers in trouble</li> <li>• Ombudsman/communications facilitator needed</li> </ul>
Organization aldynamics	<ul style="list-style-type: none"> <li>• Address current negative culture – perhaps professional intervention</li> </ul>

# HS Survey Conclusions

Issue	Ways to Address
Communication	<ul style="list-style-type: none"><li>• Define and communicate processes and protocols</li><li>• Speed in response to concerns, and full communication of resolution.</li></ul>
Organizational dynamics	<ul style="list-style-type: none"><li>• Take measures to improve employee morale</li><li>• Focus on school/students, not on self.</li><li>• Respect for the rules.</li><li>• Mutual respect among and more respect for teachers (several responses).</li><li>• Conflict-resolution resource needed</li><li>• Waldorf training for Board and administrators.</li></ul>
Parent Education	<ul style="list-style-type: none"><li>• More Parent education.</li></ul>
Leadership	<ul style="list-style-type: none"><li>• Pedagogical group and/or Chair-person to co-ordinate our efforts and reduce confusion.</li><li>• Headmaster with executive group in support.</li><li>• Managerial effectiveness.</li><li>• Leadership needs to be part of Pedagogical Group, not separate.</li></ul>
Quality of teaching	<ul style="list-style-type: none"><li>• More study on pedagogy (not curriculum).</li><li>• More trained teachers.</li></ul>

# Admin Survey Conclusions

Issue	Ways to Address
Communication	<ul style="list-style-type: none"><li>• Improve communication to parents on the standing of their children</li><li>• Communication between ECC/LS/HS</li><li>• Follow communication protocol</li></ul>
Teacher support	<ul style="list-style-type: none"><li>• Teachers feeling safe – assessments, rubrics and guidelines that we give to students so we can say we are hitting those guidelines</li><li>• Educating teachers on tools and not to fear them vs. having to reinvent all the time.</li></ul>
Organizational dynamics	<ul style="list-style-type: none"><li>• Instill sense of being on one team</li></ul>
Leadership / Accountability	<ul style="list-style-type: none"><li>• An executive Committee – all parts of the school are represented</li><li>• Accountability – here's what you need to do and doing it</li><li>• An Office Manager – a point person for everyone to go to for information, direction, etc.</li></ul>

# BOT Survey Conclusions

Issue	Ways to Address
Communication	<ul style="list-style-type: none"> <li>• Communication of major decisions is needed</li> <li>• Communication between all stakeholder groups needs to be more consistent</li> <li>• Transparency in communications to parents</li> <li>• Regular assessments of students shared with parents</li> <li>• Implement a service level agreement with respect to timely acknowledgement and response to parent concerns</li> </ul>
Parent Education	<ul style="list-style-type: none"> <li>• Educate parents with respect to curriculum and what to expect</li> <li>• Hold parents accountable for communicating with teachers, attending class meetings, doing their best to incorporate their teacher's suggestions for supporting their child's Waldorf education in the home</li> </ul>
Quality of teaching	<ul style="list-style-type: none"> <li>• Need adequate assessment and support for teachers and students</li> <li>• More transparency needed with respect to teaching in the lower grades</li> <li>• Clarity needed with respect to demonstrable achievement and academic performance students should attain for each grade</li> <li>• Update curriculum and other programs to reflect changing times and to incorporate the cultures that live in our community</li> <li>• Focus on pedagogical issues and child studies</li> </ul>
Leadership / Accountability	<ul style="list-style-type: none"> <li>• Leaders with formal management training are needed</li> <li>• Identify practices that would foster the outcomes important to us</li> <li>• Regular review of teachers; accountability for the quality of their teaching</li> <li>• Non-teaching tasks assigned and rotated – need someone to manage and balance across faculty</li> <li>• Single accountable leader needed – pedagogical chair with Waldorf AND management training and an involved faculty to support</li> <li>• Reassess governance structure</li> </ul>
Organization dynamics	<ul style="list-style-type: none"> <li>• Define and practice “professionalism” at all levels</li> <li>• Agreement, as a school, on standards of performance and conduct everyone will hold each other to in order to be a healthy school and achieve desired outcomes</li> <li>• Faculty workshops to improve dynamics</li> <li>• A comprehensive “social inclusion” program/framework (as proposed by Kim Payne) to address bullying, social difficulties, conflict resolution, mediation, etc., (for the entire community)</li> </ul>

# Parent Survey Conclusions

Issue	Ways to Address
Quality control in teaching	<ul style="list-style-type: none"> <li>• College of Teachers</li> <li>• Standards and more frequent assessment (of teachers and students)</li> <li>• Review of lesson plans / classroom visits</li> <li>• Mentorship / Support for teachers</li> <li>• Assess recruitment practices (follow other schools' best practices)</li> <li>• Provide clear understanding of curriculum and grade level expectations</li> <li>• Supervision of teachers</li> <li>• More support for students in need of academic help (tutoring, etc.)</li> </ul>
Priorities	<ul style="list-style-type: none"> <li>• Focus on recruitment/retention of families</li> <li>• Focus on recruiting experienced, quality teachers and educating children</li> <li>• De-prioritize capital campaign and new buildings</li> </ul>
Administration disregards parents	<ul style="list-style-type: none"> <li>• Parents voices should be considered / treat parents as customers</li> <li>• Clear grievance process / defined place or person of authority to go to with questions and issues (beyond the class teacher)</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Clear , documented governance structure</li> <li>• More frequent student specific communication from teachers on academic progress / issues</li> <li>• Acknowledgement and resolution of parent questions /concerns in a timely manner</li> <li>• Transparent communication to all (example s: Board communication of task force, LT meeting minutes)</li> <li>• Parent education / enforcement of policies (i.e. Waldorf lifestyle)</li> </ul>
Leadership / Accountability	<ul style="list-style-type: none"> <li>• Principal /Headmaster or leadership body that teachers are accountable to</li> <li>• Discipline and behavior management</li> <li>• Professional management needed</li> <li>• Accurate documented governance processes for a variety of situations</li> <li>• Faculty needs to work as a coordinated team; demand professionalism</li> <li>• Effective, accountable governing body needed</li> </ul>

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# **Parent Survey Feedback & Recommendations**

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Feedback	Recommendation	Triage to:	Timeline
<ul style="list-style-type: none"> <li>• Lack of quality control in teaching</li> <li>• Lack of clear understanding of the curriculum and grade level expectations</li> <li>• Lack of pedagogical study/child studies</li> <li>• Concern with respect to school's academic performance; specifically with respect to college prep, math and science</li> <li>• Lack of consistency/collaboration amongst class teacher/specialty teachers/after care</li> <li>• Lack of cohesion among Faculty/within High School</li> <li>• Need for consistently applied procedure to address classroom conduct / parent participation at home to ensure appropriate manners/boundaries are not left to the teacher to deal with</li> <li>• Concern regarding the Spanish program</li> </ul>	<ul style="list-style-type: none"> <li>• All policies, processes and procedures need to be documented, communicated and consistently applied.               <ul style="list-style-type: none"> <li>• Curriculum document to provide guidelines for each grade</li> <li>• Policy/procedure for student assessment and parent meetings.</li> <li>• Policy/procedure for teacher assessment and oversight (probationary period for new teachers; regular evaluations for all teachers)</li> <li>• Policy/procedure for classroom conduct</li> <li>• Policies/procedures specifically addressing situations like bullying, drugs, sex, diversity, etc.</li> <li>• Policy/procedure for parent participation</li> <li>• Ensure appropriate training for teachers and consistent application of all policies/procedures by teachers</li> <li>• Ensure that after care teachers are supporting curriculum and Waldorf principles</li> </ul> </li> <li>• Identify students in need of academic help and formulate plans to address.               <ul style="list-style-type: none"> <li>• Consider implementing after school tutoring program/learning support resource on staff</li> <li>• Consider whether math/science instruction needs augmenting</li> <li>• Consider more frequent than 1/year for students who are struggling</li> </ul> </li> <li>• Continue to prioritize pedagogical study/professional development/mentoring               <ul style="list-style-type: none"> <li>• Initiate child studies &amp; make them a priority</li> <li>• Information sharing/review of lesson plans, ideas at teacher meetings</li> </ul> </li> </ul>	ISC/Pedagogical Chair	



Feedback	Recommendation	Triage to:	Timeline
<ul style="list-style-type: none"> <li>• Lack of responsiveness to parent concerns / parents disregarded, not respected</li> <li>• Lack of regular communication to parents regarding students progress</li> </ul>	<ul style="list-style-type: none"> <li>• Implement service level agreement/procedure for responses to all parents concerns (should apply to administration and teachers)</li> <li>• Ensure that parents feel their voices have been heard</li> <li>• Reinitiate exit interviews for all exiting families</li> <li>• More frequent parent/teacher conferences, assignments sent home</li> </ul>	Jim/Administration	
<ul style="list-style-type: none"> <li>• Lack of leadership/accountability/professional management</li> <li>• Lack of proactive communication with respect to governance/policies/ and procedures</li> <li>• Headmaster needed; lack of a single point of contact/decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to engage parents via meetings with Board, Faculty, LBX, etc.</li> <li>• Clearly define governance structures and where to go with questions/concerns</li> <li>• Assess adequacy of parent/teacher handbooks</li> <li>• Hire a leader with professional management experience</li> <li>• Publish minutes from leadership body meetings</li> <li>• Address decision making and conflict resolution processes</li> <li>• Consider professional intervention with respect to organizational dynamics issues – trust, communication, collaboration, etc.</li> </ul>	Board/ISC/Administration	
<ul style="list-style-type: none"> <li>• Parent participation / father participation needs improvement</li> <li>• School is not enforcing media-free policy</li> </ul>	<ul style="list-style-type: none"> <li>• More frequent and consistent parent education</li> <li>• Enforced policies on parent participation and cooperation</li> <li>• Consider/value parents as a resource – look for opportunities to leverage the expertise of parents</li> </ul>	PERC Admin/ISC/Faculty ?	
<ul style="list-style-type: none"> <li>• Lack of sufficient library/study area facilities/community resource center</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to focus on long term master plan and proactively communicate plan and progress to parents</li> </ul>	Board/Administration	
<ul style="list-style-type: none"> <li>• Administration is top heavy / find a way to do more with less people</li> <li>• Need to focus on teacher recruitment/retention/training as a priority</li> <li>• Lack of eurhythmy teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Consider consolidation of administrative positions to allow gaps in teaching positions to be filled</li> <li>• Study best practices in hiring and recruitment other Waldorf schools</li> </ul>	Administration/Board	

Feedback	Recommendation	Triage to:	Timeline
<ul style="list-style-type: none"> <li>Lack of student services (hot lunch, extracurricular programs, AP classes, summer program for working parents)</li> </ul>	<ul style="list-style-type: none"> <li>Reconsider summer program at a future time</li> <li>Add extracurricular programs as funding becomes available</li> <li>Consider hot lunch options</li> </ul>	Admin/Board/Pedagogical leadership	
<ul style="list-style-type: none"> <li>Not focusing on school mission/vision</li> </ul>	<ul style="list-style-type: none"> <li>Reconsider school vision/mission/values/goals – do they encompass everything that is important</li> </ul>	Board/ISC	
<ul style="list-style-type: none"> <li>Consideration needed on how curriculum can be adapted to today's world/challenges</li> </ul>	<ul style="list-style-type: none"> <li>Consider current use of computers/technology in high school – are children being prepared adequately?</li> <li>Are current trends/recommendations within the Waldorf community being adopted?</li> <li>Is the school adequately preparing students for college and today's competitive college admissions (AP classes, study skills, etc)?</li> </ul>	ISC	
<ul style="list-style-type: none"> <li>Safety and security concerns/lack of yard supervision</li> </ul>	<ul style="list-style-type: none"> <li>Documented processes/procedures for safety and consequences for aggressive behavior among students</li> <li>Increased supervision especially for use of potentially dangerous items</li> <li>Ensure gates locked when required – consider use of gate codes at Amestoy entrance and more secure pick-up/drop-off procedures for student safety</li> </ul>	Admin	
<ul style="list-style-type: none"> <li>Active recruitment of new families needed</li> </ul>	<ul style="list-style-type: none"> <li>Look at beszzt practices from other Waldorf schools</li> </ul>	Admin	