

## 1: Three ways to make teaching evaluations more effective (essay)

*As in similar English words, the hyphen has become redundant. The usual spelling is reevaluate. However, some style guides still prefer re-evaluate.*

I remember it because HR sent me notices every month reminding me how late my appraisal was. As a new employee, I was scared to death that each notice was going to be accompanied by a pink slip. When he finally summoned me to his office, he shoved a four-page document across his sloppy desk and flatly said, "Sign at the yellow flag thing. You got all 5s. Everyone gets all 5s. This was my first job out of college and while I have never been one to need a grade to tell me how well I was doing in class, it was always nice to get a sign that someone at least thought I was worthy of employment. A new evaluation system complete with a new easier-to-read form was being tested, and I was called in for my session almost a year later to the day. I was handed the new form while it was explained to me that there was a new rating system guideline and I should carefully read and fully understand exactly what each number meant. All scoring had to be justified with a short write-up, and if improvement was needed there was a new section to list some annual goals. The one I was given was blank. I was to evaluate myself and the boss would sign it. I got all 5s. My write-ups were glowing. The running joke in our small office was that in order to get a 4 you had to kill someone. He used hundreds of dollars worth of supplies and the machine required recalibrating by a guy they flew in from Dallas. Getting a 4 was thought to be a career death-sentence. Not only was it a personal career-killer, but urban legend had it that supervisors with employees performing so poorly as to score an "Above Average" but not "Exceptional" could start packing the office into boxes as well. It was as if the organization only hired excellence, and people only performed up to their full potential. It reminds me of the scene in *The Incredibles* when Syndrome is monologuing about his plans to give everyone special powers, because when everyone is special, "no one is. If everyone got 5s, even computer guy, then evaluations meant nothing. A system with accountability. The other half of you are thinking that performance evaluations are a universal waste of time. Half of you are right. The new electronic evaluation system. The key to this one is a built-in feature that allows you to rate only 5 percent of your staff as excellent. The other 95 percent must be rated average or below, so the "excellent" 5 percent had really better stand out. And since they do, a 2 percent raise is proposed for all employees receiving that rating. Before we even saw the login screen, one of my fellow managers was writing the names of all her employees on a legal pad. She was divvying them up into small groups. The truth is, most of us are not who we are because of the evaluations we have received. They were designed to give managers a tool to work with bad employees. If you are a bad employee, please go read another blog; we only want 5s and better here. The very idea of it is moldy. The idea that I need an external motivational tool tied to a pin, a mug or a 2 percent raise is moldy. Want proof, all you little Lisa Simpsons who need to be rated and loved? If I took away your evaluation systems tomorrow, would you start to slack off? Would your performance stats plummet? Would you start playing mine-sweeper between smoke breaks and walks around the grounds? Good performers are good performers. At their core, evaluations are moldy because they concentrate on the employee. As managers, many of us have spent long hours filling out these report cards, fully aware that our good employees would come in and be rock stars and our bad employees are going to come in and be marginally adequate no matter how we scored either group. So what do we do about it? First, abolish the performance appraisal now. Get rid of them if you can. Tell your rock stars you appreciate them, and deal with your marginally adequate employees like a manager should -- one-on-one, without a rating, performance targets or coaching sessions. Second, quit thinking that the root causes of your performance problems are the employees. All the best employees in the world cannot compensate for a twisted-up pipe. Look at how the work is done and what performance is lost in the process first. The root cause of most of our issues lies in the pipes. Third, find a way to gauge the performance of your work as a whole and not individually. And do it for the right reasons And what they want to hear is how their role in the mission is working and what public great is being accomplished thanks to their efforts.

## 2: Reevaluation - Wikipedia

*the senator is arguing that the government needs to reevaluate its budget in light of the committee's findings* Synonyms of reevaluate readdress, reanalyze, reconceive, reconsider, redefine, reexamine, reexplore, rethink, review, revisit, reweigh.

For each plan, a Medicare Advantage Organization must: Develop, compile, evaluate, and report certain measures and other information to CMS, its enrollees, and the general public. Develop and maintain a health information system: Many plans have multiple platforms that make reporting “ the validity and accuracy of ” a nightmare! Yet, this is a vital piece to overall operational and quality success. Did your plan implement a new system or module upgrade in plan year , and do we know if it has improved our overall reporting and impacted any quality measures or our providers? As part of a system upgrade or new system implementation project plan, include overall success reporting to the QI Committee. Will there be new requirements for claims submission? A new provider portal sign-in process? I often see goals set for middle-of-the-road success at or below the 50th percentile. I also see many plans not include an improvement process or overall data analytics in their QI Work Plan showing how HEDIS measures actually improve overall population outcomes. Health plans often share data with providers regarding gaps in care but miss sharing any overall improved health outcomes so providers can see the successes of their efforts. The goal of the evaluation is to effect improvement changes both in plan operations as well as clinical outcomes. Correct all problems that come to its attention through internal surveillance, complaints, or other mechanisms: Many plans recognize they have multiple issues or problems which may come to their attention through internal monitoring and auditing, inter-rater reliability processes, or dashboard reporting. Clinical and non-clinical activities are part of the overall QI process. Many plans have instituted an incentive program designed to improve health outcomes, prevent acute readmissions, improve medication adherence, or improve preventive health services measures which reward physicians financially when goals are achieved. Yet, many of the goals within a provider incentive program do not align with the goals for Star Ratings, goals within a Model of Care MOC for SNPs, nor do these payments align with improved overall outcomes for a population. Overlay the benchmarks from your current provider incentive program to be sure they align with desired goals defined within your QI Work Plan and your Star Rating strategy. Also evaluate your population health outcomes to determine if your incentive program is driving the results your plan desires.

*Reevaluating Teaching Evaluations By: Susan D'Agostino and Jay Kosegarten College professors are not the only highly educated professionals who debate the value of evaluations from those in the demographic they serve.*

With the usual mixture of eagerness and trepidation, I waited for student evaluations. As I ended my second semester as an assistant professor last spring, I was acutely aware of the role these evaluations might play in my third-year review and, around the corner, my application for tenure. My anxiety was tempered, however, by the fact that I had been hearing from my students throughout the semester and had a pretty good sense of how the course worked for them. And because I had my own goals for the course integrating more student reflection and guiding a research paper with a new process, I was already able to start assessing how successful the course was and what I might try next time. Over the course of the past academic year, I tried to approach evaluation differently. I drew from a decade of varied teaching experiences -- from teaching over writing students in southwest China to a discussion group of 16 students at Stanford University -- and learned from countless others in conversation and in print. I found that rethinking evaluation opens up more options than simply ignoring student feedback or fretting over negative responses. Talk to any instructor about student evaluations, and our shared unease is almost universally immediate. They are made worse by the anonymous one-size-fits-all format, which sets students up to provide harsh or unhelpful comments. Those challenges make it all the more pressing to think more holistically about evaluation. How might we use evaluation to focus on our own teaching experience and intellectual growth? Enrich the evaluation options. Enriching evaluation means diversifying its form and increasing its frequency. Why rely only on the views of others? Self-evaluation can be an empowering exercise to set your own terms of assessment and move away from simple ideas of success and failure toward growth. You may want to focus on one or two main goals for yourself as you design each course. Next year, for example, I plan to experiment with more student-to-student writing engagement by revamping some of my in-class writing workshops and by integrating peer-based reading responses. At the end of the course, ask yourself the same questions. What do student evaluations reveal about those questions? In addition to their learning outcomes, what were yours? As I go, I keep a running document of notes about what is going well in the course and what I might want to change. These are very informal, brief impressions to think through issues that come up, document how an experimental approach seemed to work and jot down ideas for the future. When a class session feels like a bummer, the most likely reaction is to silently curse the students, drown our sorrows in a glass of wine and repair our armor to fight the good fight another day. But there are additional options. In a course that never quite jelled, I realized later that, at the beginning of the semester, I distributed too many resources in different formats about historical thinking, reading strategies and writing. As the term progressed, I noticed with frustration that students failed to take advantage of them when needed throughout the course. Before planning the next course, I reviewed my notes from last time and changed my approach. I streamlined the materials in the beginning, with more targeted reminders and interventions later. More students engaged with those resources on their own and implemented the key ideas. We should also encourage peer evaluation and observation, which gives us all the wonderful opportunity to learn from each other. If you find this scenario hard to imagine, consider this a call to change the culture of academic teaching to make it more collaborative. Getting feedback during the course allows you to actually make recommended changes. For example, office hours are a great time to get informal feedback. Let students know you value their thoughts and perspective by asking them how the class is going for them. It might feel awkward at first, but it lays the groundwork for engagement and encourages them to give honest feedback in other forums. I have found incorporating a five-minute evaluation every few weeks to take the pulse of the class particularly useful. What is one main takeaway you remember from the course so far? How do you feel about your participation in discussion this week? What works best for you in class? Is there something that we could change or add that would enhance your learning? Any other questions or comments? You can do this even in large classes. Think about student suggestions and see if you can build off what they suggest. The following week you can briefly synthesize the responses to the class

pointing out areas of difference between them , and quickly explain how you will address suggestions. You can also praise the students and encourage them to take responsibility for the discussion. If we come across as defensive, how can we expect them to take our feedback on their work? Or share issues with us before letting loose on the end-of-term evaluation? You can also experiment with ways to identify and practice with students what makes for meaningful feedback , which is a transferrable skill for the workplace and in the home, too. Through brief check-ins and appropriate comments on papers, you can model respectful constructive criticism. Incorporate student self-reflection in your evaluation questions. One of my colleagues became an evangelist for this approach after she raised these self-reflective questions on her midterm evaluation and immediately noticed increased student engagement. During the last week of class, I also devote class time for students to complete a reflection that includes questions about what they took away from the course as a whole, what they learned about themselves as thinkers and writers, and what advice they would share with future students. As I explain to my students, this metacognitive process helps clarify and solidify their own learning and provides me with an invaluable window into their experiences, including their frustrations, in a framework oriented toward growth more than judgment. Consider other important moments for reflection, such as at the end of a writing process. All of these strategies involve experimentation and risk taking, which can make teaching not just better but more intellectually stimulating and productive. In the field of product design, the process of creative problem solving called design thinking emphasizes prototyping to test assumptions and ideas. The expectation is that each idea will need to be refined and changed through iterations and feedback. In the classroom, collaborative and low-stakes experimentation -- from trying different seating arrangements to varying discussion formats -- followed by informal debriefings can create a community orientation toward learning and change, and communicate to students that their ideas matter. Allow words of praise make you feel fantastic -- they should. But what really shows our stuff as teachers is what we do with that feedback, and how we turn evaluation into a powerful tool for both pedagogical and intellectual enrichment.

## 4: Re-evaluation Counseling - Wikipedia

*The American Bar Association (ABA) sent a letter to the leaders of the Senate Judiciary Committee on Friday announcing that it will be reopening its evaluation of Supreme Court nominee Brett.*

Jackins says that, curious about the effect of this crying, he worked with others to develop a method of reciprocal counseling based on the recollection of psychological and physical traumas or "hurts" accompanied by various types of emotional catharsis. He called these effects "discharge", which he came to believe led to clear thinking or "re-evaluation". He held that rational thinking was prevented by the accumulation of past hurts, which could be removed by repeated discharge through co-counseling. The objective of RC became the dissemination of this method of creating rational thinking, calling the process "re-emergence". Re-evaluation counseling, holds that it can remove "oppression", which it considers to lie at the root of most of problems in the world. During the late s and early s, Jackins systematized his views, and in the s and s took RC from Seattle, where he first practised it, to the rest of the US and thence to Europe. Between and , he appointed local teachers, area representatives, regional leaders and representatives of groups such as blacks and gays. His policies were ratified by a biennial conference. Dennis Tourish and Pauline Irving in a article compared his system of management to the Communist state model of democratic centralism. Ideas Re-evaluation Counseling describes itself as "a process for freeing humans and society as a whole from distress patterns so that we may resume fully-intelligent functioning. No money is exchanged by the co-counselors but they pay a nominal fee to the Re-evaluation Counseling organization when attending classes or a means-based fee when attending workshops. Inappropriate or hurtful behavior is caused by the unconscious "restimulation" of past hurts that have not been properly discharged. If discharge can be completed, the behavior will not be repeated. RC believes that, as a result of these past hurts, the average person "is operating on about ten percent of his or her original resources of intelligence, ability to enjoy life and ability to enjoy other people. Client and counselor are expected to work co-operatively. The counselor is expected to listen in a non-judgmental way but also to "contradict" errors and other conditions associated with distress so as to facilitate discharge. Each co-counselor has to be emotionally healthy and well-versed in co-counseling in order to work effectively together. RC does not describe itself as psychotherapy and does not ally itself with any other self-help, counseling, or psychotherapy practice. RC opposes the use of psychiatric drugs and denies the existence of mental illness, [12] though it acknowledges that physical cerebral differences cause behaviors that are not the result of learned "hurts". The editor of the Brunner-Routledge series of books on "Advancing Theory in Therapy" says that while Re-evaluation Counseling is not generally regarded as a psychotherapy, "it has made and continues to make an important contribution to our understanding of human beings and human situations. The preservation of all existing species of life and the re-creation of extinguished species. The preservation of wilderness areas and the creation of a completely benign environment over most of the earth, the oceans, and the atmosphere. The exploration of, and eventually becoming at home in, space. He has been a co-counselor, leader and teacher of RC for most of his life. The International Reference Person appoints senior leaders, who appoint local leaders "reference persons" in consultation with local groups. Reference persons decide who can attend events, teach RC, lead groups, and, to some extent, who may counsel together. They are not paid. RC runs classes in co-counseling and local groups are set up by people experienced in the ideas and methods of RC who have been approved by the leaders. New members are invited to join "fundamentals" classes by existing members. They are expected to be well-functioning and emotionally healthy so that they can be effective counselors as well as being able to benefit from counseling. Fees are fixed at a low hourly rate per person, and there are scholarships for people on low incomes. Twenty-five per cent of fees are sent to the central body in Seattle. People who counsel together are prohibited from socializing with one another. Classes and local communities are organized into regions and loose, country-wide affiliations, although RC does not organize on national lines. RC is committed to spreading RC practices and insights "as widely as possible in the general population". RC does not seek publicity [16] and states that it keeps a "low profile". Local publicity has to be approved by the regional leader and national and international publicity by the leader of

RC. On one occasion, Jackins claimed that more than a million had attended RC "Fundamentals" classes. Re-evaluation counseling encourages its members to play an active role in public life [18] and has set up groups to promote its ideas, which it calls "naturalized" groups. The organization is said to be sensitive to criticism, either external or internal, which it tends to regard as an attack on the organization. It says that "An attack is not an effective way to resolve disagreements or difficulties. John Heron, once an RC leader and teacher, who left the organization in to set up his own co-counseling organization, Co-Counseling International, said he parted company with RC because it "systematically conditioned its members to associate a certain kind of beneficial human development with centralized authoritarian control of theory and community policy. It was clear to me that this was pseudo-liberation.

### 5: American Bar Association to reopen Kavanaugh's evaluation - Washington Times

*The American Bar Association informed the Senate Judiciary Committee that they are reevaluating Judge Kavanaugh's fitness to serve on Friday, just before the first key vote on his nomination to.*

### 6: Reevaluating Evaluations - The Compliance & Ethics Blog

*Student evaluations frustrate both students and teachers, but some are suggesting that they have more weight enough to get a professor fired, in fact.*

### 7: Reevaluate Synonyms, Reevaluate Antonyms | www.enganchecubano.com

*Reevaluating Teaching Evaluations Talk to any instructor about student evaluations, and our shared unease is almost universally immediate, writes Annelise Heinz, who provides three basic recommendation to improve the evaluation process.*

### 8: Is re-evaluate or reevaluate the correct spelling

*Re-evaluation Counseling (RC) is an organization directed by Re-evaluation Counseling Community Resources, Inc., that practices "co-counseling", a peer-based counseling procedure that aims to help people and bring about social reform.*

### 9: Reevaluating Employee Evaluations

*The nation's largest legal organization is reopening its evaluation of Supreme Court nominee Brett Kavanaugh based on his performance during a Senate hearing last week.*

*His Legacy Avenged (Hunters League) The Problem of Perishable Paper PRAXIS/CST Technology Education (Industrial Arts) Proceedings of the British Society for Cell Biology the Company of Biologists Limited Symposium Federal tax regulations, 1989 The international reception of Samuel Beckett Christmas Every Day Cassette Modern approach to management Teaching Mathematics Vocabulary in Context History of the race idea The image in form Research topics in data mining Discovering Your Souls Goal Reflections on therapeutic storymaking Modern trust company Caillou at the Beach The coincidence of callie and kayden Essentials of sociology chapter 1 Wiley S. Holland. Claims transmitting a copy of the findings of the court in the case of Wiley S. Holland The invention of private life A coal and iron community in the Industrial Revolution, 1760-1860 Urban myths and ideologies The gorgons gaze Retrieval from full text Building a China stock guru portfolio Loire (Philips Travel Guides) Animal sleepyheads Fruit Chan: Hong Kong independent Encyclopedia of soil science Post-chapter 11 performance Re-union of the sons and daughters of Newport, R. I. August 23, 1859. Reel 20. Middlesex County The new world of Russian small arms ammo Learn humility from our Lord Hellenization revisited Jens lehmann madness is on the pitch Creepy-crawlies at the Insect Zoo The ultimate marriage makeover The Woolsack Conspiracy Mas annual report 2016 17*