

Chapter 1 : Teacher Effectiveness Initiatives / Peer Assistance and Review (PAR) Program

Teacher associations and school boards in a number of cities have led the way by developing Peer Assistance and Review plans that do exactly this - setting professional standards that put children first.

November Volume 70 Number 3 Teacher Evaluation: Peer review of teachers is controversial for several reasons. Some say peer reviewers encroach on the rightful domain of the principal as instructional leader. Others argue that, because peer evaluators are fellow teachers, they may be biased or unwilling to make hard decisions. Now that districts across the United States are rushing to implement new evaluation systems, many are taking a new look at peer review. They have good reason to do so. On the other hand, research suggests that without clear evidence of their expertise and deliberate support from administrators, peer reviewers may not have the credibility they need to ensure that their colleagues accept their judgment and advice Donaldson et al. Does peer review have the potential to be used widely and to improve teacher evaluation? Or is it too problematic to succeed and last? In PAR programs, peer reviewers often called consulting teachers leave the classroom for 3-5 years to provide intensive, individualized help to a caseload of 15-20 teachers. Most teachers in their caseload are novices, but some are experienced teachers who have been judged in need of improvement and referred to PAR by their principal. Subsequently, consulting teachers file a report about each teacher with the PAR panel, a joint labor-management committee overseeing the program. PAR provides teachers with expert advice for improvement and, if that effort fails, a clear path to dismissal. Because due process is ensured in all aspects of PAR, districts rarely encounter legal challenges to their decisions. We visited the districts, examined local policies, and interviewed 25-30 participants and stakeholders in each consulting teachers, union leaders, district administrators, principals, and panel members. First-year retention rates averaged 90 percent across the seven districts, far exceeding the national average for similar districts. The other two-thirds were either dismissed formally or chose to resign or retire. Dismissal proceedings for tenured teachers went smoothly because the PAR panel, which included both administrators and teachers, ensured that due process was provided. Finally, and perhaps most important, administrators and teachers widely reported that instruction improved throughout their schools as a result of intensive assistance and review by consulting teachers. Most consulting teachers in these districts reported finding their work challenging and rewarding. Teachers were inclined to trust and respect the consulting teachers because they were chosen in a rigorous, competitive process and because PAR was cosponsored by the teachers union. Because consulting teachers were expected to return to teaching after their three-year term, teachers continued to see them as peers who had proven themselves in the classroom and were committed to teaching. We identified the following actions that school districts can take to ensure that the consulting teachers are effective and that PAR achieves its potential Fiarman, Select Stars Teachers are often skeptical of any program that elevates one teacher above others because they have seen principals assign their favorites to plum positions. Competition for these positions was often intense; three of the seven districts reported having at least 10 applicants for each position. Prospective consulting teachers had to have 5-7 years of successful teaching experience and to provide references from colleagues and administrators. To demonstrate that they would be able to write clear and convincing reports, candidates either submitted a writing sample or were asked to respond to writing prompts in a testlike situation. The PAR panel then interviewed finalists and, in some districts, visited their classrooms unannounced to ensure that a teacher who looked like an expert on paper was truly an expert in action. This competitive, demanding process yielded an elite group of highly qualified educators. A principal from one district said, "Consulting teachers are like supermen, superwomen. For example, the program laid out a formal process for placing underperforming tenured teachers on intervention, a process that might lead to their dismissal. Once a principal had referred a teacher to PAR for unsatisfactory performance, most PAR panels assigned a consulting teacher to investigate whether the referral was justified. That consulting teacher then typically met with the principal, conducted unannounced classroom observations, and prepared a report for the panel, who decided whether to assign the teacher to PAR. Program guidelines set forth how often consulting teachers should visit teachers in their caseload, the types of assistance that they

should provide, how they should conduct evaluative observations, and what records they should keep. Rely on Teaching Standards and Rubrics In most of the districts, instructional standards were embedded in an assessment tool that included detailed rubrics for each standard. The consulting teachers relied on these rubrics to help them identify good teaching, assist teachers as they tried to improve, and explain and justify their evaluations. Another consulting teacher explained that, without having explicit standards, her assessments would have been based on "instinct, or your gut feeling, or your bias. Because opinion and hearsay were not regarded as acceptable evidence, the process had considerable credibility. To effectively coach and assess peers, consulting teachers also need to understand what it takes for teachers to abandon previously held practices and replace them with new, more successful ones. Consulting teachers need to know how to build trust with colleagues while maintaining high expectations. They need to handle a varied and demanding caseload, while also keeping records and completing reports. One consulting teacher described the challenge she faced: People come to this position at the top of their game. Consulting teachers are the leaders at their schools. This is sort of a kick to the ego because you have to learn so much in this job. Most consulting teachers had no gradual entry, no practice run. From their first day on the job, beginning consulting teachers were expected to carry out complicated responsibilities. One described the abrupt transition: You have a caseload of They also reviewed previous reports to see how other consulting teachers had incorporated evidence about the standards. Consulting teachers also had to learn how to manage the logistics that came with their new responsibilities, such as scheduling observations and follow-up conferences, keeping records, or writing and presenting reports. Much of that learning occurred informally, with fellow consulting teachers working together in shared office space. One consulting teacher contrasted her new role with her work as a classroom teacher: Before reporting to the PAR panel about their caseload of teachers, consulting teachers rehearsed their presentations with colleagues. In one district, consulting teachers took turns playing panel members who asked tough questions in response to a mock presentation. Accounts across the districts documented the value of rich, practical, ongoing training. I would say that it has been a remarkable professional development experience. I have learned so much, I cannot even believe it. Another consulting teacher expressed a view voiced by others: One consulting teacher captured the sense of personal responsibility that others agreed they felt acutely: Some panels also required an accounting of the observations and conferences the consulting teacher had conducted with each teacher. For example, one consulting teacher explained that if she claimed that a struggling teacher had improved, panel members would zero in and want more proof of progress. Another consulting teacher explained that whenever he reported that a teacher did not meet standards, he had to be prepared to answer some tough questions that panel members typically asked: What have you done to help her? Have you videotaped her? Have you taken her on a peer visit to see a master teacher? What resources have you given her? Is her staff development teacher helping her? Across the districts, consulting teachers kept the panel in mind as they did their day-to-day work. The benefits of peer review, however, depend on the consulting teachers providing not only evaluation but also support. Some policy analysts today advise school districts to use their evaluation process primarily to retain the best teachers and fire the weakest Hanushek, ; New Teacher Project, Such an approach, however, squanders an uncommon opportunity. Peer Assistance and Review is designed not only to ensure that the "right" teachers are retained, but also to support those teachers as they improve their own teaching and elevate the professional culture of their school. Papay, and Emily Kalejs Qazilbash. The conclusions are solely those of the authors. Angling for access, bartering for change: How second stage teachers experience differentiated roles in schools. Teachers College Record, 5 , " The experiences of Peer Assistance and Review consulting teachers Unpublished dissertation. Peer review and teacher leadership: Linking professionalism and accountability. Realizing the potential of peer assistance and review. Center for American Progress. Is PAR a good investment? Understanding the costs and benefits of teacher peer assistance and review programs. Educational Policy 26 5 , " Project on the Next Generation of Teachers. Retrieved from Harvard Graduate School of Education at www. Susan Moore Johnson is Jerome T.

Chapter 2 : Peer Assistance And Review

"Peer assistance and review is the first step on the path to becoming a real profession." – Dal Lawrence, Past President, Toledo Federation of Teachers.

The governing board of a school district and the exclusive representative of the certificated employees in the school district may develop and implement a program authorized by this article that meets local conditions and conforms with the principles set forth in subdivision b. In addition, teachers receiving assistance may be referred pursuant to a collectively bargained agreement. A consulting teacher participating in a program operated pursuant to this article shall meet locally determined criteria and each of the following qualifications: The remainder of the panel shall be composed of school administrators chosen to serve on the panel by the school district. This evaluation may include, but is not limited to, interviews or surveys of the program participants. The panel may submit recommendations for improvement of the program to the governing board of the school district and to the exclusive representative of the certificated employees in the school district, if the certificated employees in the district are represented by an exclusive representative. In a school district in which the certificated employees are not represented, the school district shall develop a Peer Assistance and Review Program for Teachers consistent with this article in order to be eligible to receive funding under this article. For the purposes of this article, administrative expenses shall include expenditures for the personnel costs of program administration and coordination, the cost of consulting teacher selection, and indirect costs associated with the Peer Assistance and Review Program for Teachers. This article is applicable to all school districts that elect to receive state funds for the California Peer Assistance and Review Program for Teachers. Commencing with the fiscal year, funding shall only be made available for purposes authorized by this article. A school district that elects to participate in the program established pursuant to this article shall certify to the Superintendent of Public Instruction by August 1, , that it has implemented a Peer Assistance and Review Program for Teachers pursuant to this article. In addition to the certification, the Superintendent of Public Instruction may request a copy of the signature page of the collective bargaining agreement implementing the program required pursuant to subdivision a of Section A school district that fails to provide the required certification is not eligible to receive an apportionment for the Peer Assistance and Review Program for Teachers pursuant to subdivision a of this section or subdivision a of Section in the school year, or in any year thereafter. The school district, however, may be eligible to receive an apportionment for the Peer Assistance and Review Program for Teachers pursuant to subdivision c of this section and subdivision a of Section in the school year, and in each year thereafter, if the school district complies with the requirements set forth in subdivisions c and d. Any school district that provides this notification shall receive at least the amount that would be received pursuant to this section by a school district with one state funded mentor in the school year pursuant to Article 4 commencing with Section A school district that fails to provide the required certification is not eligible for any apportionment for the Peer Assistance and Review Program for Teachers received pursuant to subdivision c of this section, and subdivision a of Section in the school year, or in any year thereafter. Subject to the availability of funding in the annual Budget Act, the Superintendent of Public Instruction shall contract with an independent evaluator on or before December 15, , to prepare a comprehensive evaluation of the implementation, impact, cost, and benefit of the California Peer Assistance and Review Program for Teachers. The evaluation shall be delivered to the Legislature, the Governor, and interested parties on or before January 1, As a condition of receiving funding, school districts implementing programs pursuant to this article shall provide data, as requested by the Superintendent of Public Instruction, to provide baseline information for the evaluation. For purposes of this article, "school district" includes a county office of education. These codes may not be the most recent version. California may have more current or accurate information. We make no warranties or guarantees about the accuracy, completeness, or adequacy of the information contained on this site or the information linked to on the state site. Please check official sources.

Chapter 3 : Peer Assistance and Review – Teaching & Learning

*"In their book, *Teacher Peer Assistance and Review*, Anderson and Pellicer present a compelling case for involving teachers in the instructional supervision process. They also point out the challenges associated with peer assistance and review and provide the reader with a step-by-step guide for overcoming them.*

Chapter 4 : The Potential of Peer Review - Educational Leadership

The Peer Assistance & Review (PAR) program is mandatory for all new and non-tenured teachers. New teachers are teachers in their first year of employment with the School District who are not tenured in Pennsylvania.

Chapter 5 : PAR Archives - racedaydvl.com

Peer Assistance and Review (PAR) When a teacher has been determined to not meet two or more standards of the California Standards of the Teaching Profession, an Improvement Plan is created in consultation with referred teacher, administrator, and a Consulting Teacher.

Chapter 6 : Peer Assistance and Review / Peer Assistance and PAR

Peer Assistance and Review Programs Assembly Bill 1X (Chapter 4, Statutes of and Education Code Section) established the California Peer Assistance and Review (PAR) Program for teachers. This program was developed to assist teachers whose bi-annual personnel reviews were not satisfactory.

Chapter 7 : Teacher Peer Assistance and Review : Lorin W. Anderson :

Peer Assistance and Review, or PAR, is a promising program to improve the teacher evaluation system and teaching quality more broadly. Under PAR, an innovative approach that uses expert teachers.

Chapter 8 : Peer Assistance and Review / Peer Assistance & Review

Peer Assistance & Review The Los Angeles Unified School District/United Teachers Los Angeles PAR Peer Assistance and Review (PAR) Program was created in response to California State Assembly Bill 1X and is a collaborative effort of LAUSD and UTLA.

Chapter 9 : Peer Assistance and Review - Professional Standards (CA Dept of Education)

Peer Assistance and Review (PAR) PAR is the district's program to evaluate and assist entry-year teachers or experienced teachers having particular difficulties. PAR Consulting Teachers work closely with participants on observation and planning.