

Ohio's Model Peer Assistance and Review (PAR) Program

Recommendations Submitted to the General Assembly by the
Ohio Department of Education, Center for the Teaching Profession
and
Ohio Educator Standards Board

May 27, 2011

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Plan for the Expansion of PAR in Ohio
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Ohio's Model Peer Assistance and Review (PAR) Program: *Plan for the Expansion of PAR in Ohio*

I. Overview:

Frequent and varied publications attempt to capture and summarize the educational frenzy that has both motivated and paralyzed American education for more than two decades. More and more sophisticated technology provides new lenses for viewing student achievement; exposing shortfalls and proposing remedies. After years of proposed initiatives, educational researchers and reformers continue to search for simple answers to the complex question, "Why do American students continue to lag behind their counterparts in international benchmarking?" For awhile, it seemed that the "silver bullet" to student success lay in strategies; learning strategies for students and pedagogical strategies for teachers. While strategies are important, when they began to be taught as academic disciplines rather than tools for independent thinking processes, the results were disappointing.

In most recent years, the lens has become focused on the teacher, on the relationship between student achievement and teacher effectiveness. American educators have intuitively understood this relationship all along, but have lacked the shared vision and commitment to implement and sustain practices that both **honor** the teaching profession and **challenge** it to continually improve.

PAR: Peer Assistance and Review, has been in operation for over twenty-five years. Ohio led the nation in this cutting edge movement that recognizes the importance of effective teachers, recognizes the need for teachers to work in peer collaborative environments, recognizes the need for new teachers and veteran teachers to be continually learning and improving their craft, and recognizes that the power of *teachers teaching teachers*, is more effective than any other type of professional development.

As this document will show, **PAR** is a carefully constructed plan for teacher growth. It provides shared responsibilities among teachers and administrators, meets legal standards, and creates ongoing dispositions of professionalism in practicing districts.

There are many personal testimonies that reveal the impact of PAR, but perhaps the greatest one is an attribute that seems almost impossible to attain in the *educational silver bullet quest*, **sustainability**. PAR programs, once adopted, have been sustained and have flourished.

As is often true of cutting edge movements, school districts have been slow to recognize their need for a program such as PAR.

PAR: A Program Whose Time Has Come

PAR works to create a professional culture committed to instructional improvement. Roland Barth describes such a culture as “teachers in a learning community, engaging in continuous inquiry about teaching. They are researchers, they are students of teaching...they are professionals.”

While PAR programs have been in place for several decades, they have yet to realize their full potential.

Request for a PAR model occurs at a time when Ohio is preparing a four-year residency program for all new teachers, and has developed mentoring standards to populate the program. Ohio has also incorporated teacher leadership within the four tiered licensure structure and has created a rigorous, standards based teacher evaluation model that includes specific support for beginning as well as veteran educators. Such an evaluation system is the cornerstone to continued teacher growth overtime. The design of the Ohio Teacher Evaluation System (OTES) is research based, transparent, fair and adaptable to the specific contexts of Ohio's districts. Like PAR and the adaptations found in this document, OTES is not a prescription but is instead a resource model that may be used in whole or part, in current or adapted form.

PAR – Legislative Requirement HB1 from 128th General Assembly Section 265.70.50

The Department of Education, in consultation with the ESB, shall develop a model peer assistance and review program and shall develop recommendations to expand the use of peer assistance and review programs in school districts throughout the state.

- In developing the model program required under this section, the Department shall review existing peer assistance and review programs in Ohio school districts and shall consult with the districts about the operation of those programs. The model program shall include the following elements.
 - Releasing experienced classroom teachers from instructional duties for up to three years to focus full-time on mentoring and evaluating new teachers and underperforming veteran teachers through classroom observations and follow-up meetings;
 - Professional development for new and underperforming teachers that is targeted at their instructional weaknesses;
 - A committee comprised of representatives of teachers and the employer to review teacher evaluations and make recommendations regarding the teachers' continued employment.
- The recommendations required under this section shall include the following:
 - Identification of barriers to expansion of peer assistance and review programs, including financial constraints, labor-management relationships, and barriers unique to small school districts;
 - Legislative changes that would eliminate barriers to expansion of the programs
 - Incentives to increase participation in the programs
- The Department shall provide copies of its model program and recommendations to the Governor, the President and Minority Leader of the Senate, the Speaker and Minority Leader of the House of Representatives and the chairpersons and ranking minority members of the standing committees on education. The Department also shall make the model program and recommendations available to school districts and shall post them on its web site.

Document Purpose: This document conveys a sense of urgency coupled with vision and hope; its contents are two-fold:

- A detailed informational and operational framework for establishing PAR programs in districts.
- An invitation and roadmap for districts to begin conversations and First Steps in planning for teacher assistance and review programs. All students deserve highly effective teachers. Teachers deserve to work in school climates that honor academics and provide support for teachers at every juncture of their careers. This document will help districts to think about how to begin.

II. Support for a Statewide PAR Model

It is widely accepted that the quality of instruction delivered by teachers is the single most important factor contributing to student success, and that “improving practice can only be done by teachers, not to teachers.” (Wurtzel, 2007). Further, it is becoming increasingly apparent that breaking down the traditional barriers (e.g., positional authority) to achieve a higher level of collective professional practice is a prerequisite for increasing the quality and consistency of instruction delivered to all students and sustaining needed improvements in teaching and learning.

PAR programs can be used by districts to challenge these traditional norms of autonomous and isolated (“private”) practice by creating a professional culture where the continuous improvement of instructional practice provides the foundation for ongoing inquiry and learning as an organization. PAR can also be used to improve induction and support through intensive mentoring as well as address the problems of tenured teachers who are struggling. PAR programs, when supported by both teachers and administrators, can provide a vehicle for increasing collaboration and assisting the principal in spending his/her time in more meaningful, instructionally relevant ways. Finally, PAR programs can be used to promote the development of teacher leaders, as well as the ongoing development of all teachers in improving their practice (Center for American Progress, May 2010).

Ohio’s model PAR framework calls for the development or refinement of existing PAR programs to (1) provide support and evaluation for both new and underperforming veteran teachers, (2) allow for the release of experienced teachers for up to three years to provide such consulting teacher (CT) services on a full-time basis, (3) establish a governing structure comprised of teachers and administrators to review and make recommendations regarding teachers’ continued employment.

Based on an extensive review of PAR models in Ohio and in other states, critical components required for the development of effective PAR approaches have been identified. These include:

- A district *climate* that values and supports the use of PAR, not as a stand-alone or isolated program, but rather as an integral part of ongoing teacher growth and development;
- The use of a *governance* structure jointly led by teachers and administrators to oversee all aspects of PAR;
- A clearly articulated set of *processes and procedures* for guiding the use of PAR; and
- *Training* for all professionals involved in PAR (e.g., new and struggling teachers, consulting teachers, principals) that is directly aligned with district-identified standards or expectations for what constitutes high quality instructional practice.

The essential “must haves” associated with each of these components and questions for consideration by districts interested in developing a PAR program to improve instructional practice and student achievement are located in Appendix B.

III. Essential Components for Ohio’s Model PAR Program

The components identified can be characterized as features or elements that, broadly defined, are necessary for the planning and implementation of a sustainable PAR program. While these components and the associated “must haves” are operationalized in different ways to meet local needs, they form the foundation for an effective program and the parameters for Ohio’s model framework. (See Appendix A for details about current Ohio PAR programs)

Component #1: The districts’ stakeholders value and support a climate that includes the use of PAR as an integral part of ongoing teacher growth, development, and evaluation for the purpose of improved student achievement

Essential Must Haves:

- Clearly articulated purpose for PAR
- Clear understanding of PAR as an integral and supportive element of a strong professional culture for instructional improvement
- Existence and understanding of research-based best practice evaluation tool
- Use of PAR to provide assistance and as part of overall teacher evaluation
- Use of PAR for resident educators, new to district and veteran/struggling teachers
- Stable and sufficient funding source to sustain PAR over time

Component #2: A defined governance structure jointly led by teachers and administrators is used to oversee PAR and is based on the meaningful collaboration and engagement of all stakeholders

Essential Must Haves:

- Capacity for the PAR program should be built before implementation
- Shared responsibility on the part of the teacher leadership and district leadership in overseeing PAR development – PAR Panel
- Clear and ongoing support for PAR on the part of principals and other education leaders
- Clear and ongoing communication from the district administration and teacher leaders, teachers, principals, and others regarding the purpose/intent of PAR

Component #3: A clearly articulated set of processes/procedures guides the use of PAR

Essential Must Haves:

- Clearly defined role for district leaders as an integral part of the PAR program
- Clearly defined roles for the PAR panel
- Training for the PAR Panel

- Full-time release of consulting teachers (CTs) for up to three consecutive years to work intensively with assigned (new and experienced) teachers
- Training/orientation and ongoing opportunities for CT sharing/network to build consistency and quality of CT services provided
- Clearly defined selection criteria for the consulting teacher
- Clearly define criteria for referring veteran teachers for intensive support

Component #4: Training aligned with clear district expectations for instructional practice is used to support the ongoing growth and development of all professionals, including new and veteran teachers, consulting teachers, administrators, and others for the primary purpose of improving student achievement

Essential Must Haves:

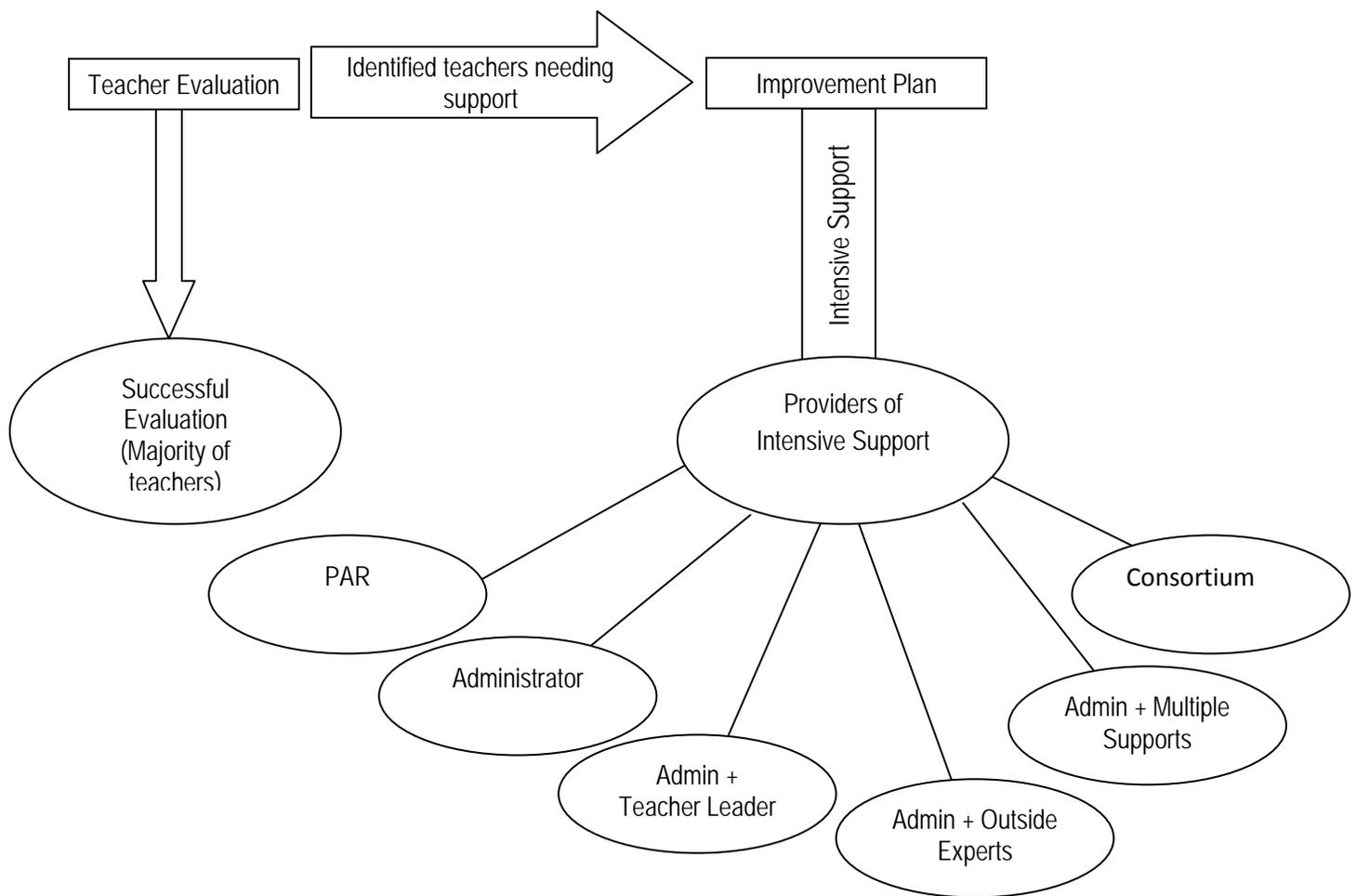
- Clear district-defined standards/expectations of quality instructional practice used to anchor all training provided through PAR
- CT training must include a deeper understanding of goal setting, evidence collection, observation techniques, and communication strategies for positive feedback as well as difficult professional conversations
- CT services (i.e....mentoring, guiding, modeling, observing, collaborating,) designed to assess, document, and provide intensive support* in addressing areas of teacher instructional weaknesses aligned with district standards/expectations for instruction

***Intensive Support**

The Ohio Teacher Evaluation System is a research-based system designed to measure teacher effectiveness. Within the system are provisions for beginning teachers and experienced teachers who are encountering difficulty to receive intensive support and assistance.

Intensive support is a highly organized, collaborative, coaching process by which struggling teachers are actively working with other professionals to improve their instruction. Intensive support is directive. Clear learning targets, high expectations, timelines for improvement and measureable results are key elements of this rigorous support system. Intensive support is an active process; the classroom is the laboratory. Classroom observations, followed by the reflection, feedback, implementation cycle are frequent and on-going. Intensive support provides struggling teachers a clear vision of effective teaching, provides a personal roadmap to effectiveness and provides opportunities for intense coaching and improved practice.

The implementation of a standards based, rigorous evaluation system leads to the need for districts to decide how they will offer intensive support to struggling teachers. The following chart depicts some organizational options.



*** Possible Providers of Intensive Support**

PAR (Peer Assistance and Review): A joint committee of teachers and administrators (often referred to as the “PAR Panel”), manages the district program of personalized plans for identified teachers in need of intensive support. The PAR Panel reviews the evidence of each teacher’s progress and makes recommendations to the district.

Administrator: Currently required by Ohio Revised Code (ORC) to prepare and implement an individualized improvement plan for each identified teacher in need of intensive support. The administrator recommends the employment status of each teacher.

Administrator and Teacher Leader: The administrator uses highly trained teacher leaders to assist with the creation and implementation of intensive support plans.

Administrator and Outside Experts: The administrator uses outside experts to assist with the creation and implementation of intensive support plans. (Could be retired teachers, university faculty etc)

Administrator may use Multiple Supports: (i.e..department and content leaders, collaborative peer panels, outside experts, consortiums) to assist with the creation and implementation of intensive support plans.

Consortiums: A group of districts combine their collective resources to offer assistance with the creation and implementation of intensive support plans. (Educational Service Centers (ESCs) or a group of districts)

IV. Barriers

The collaborative organizational structure of PAR is comprised of many moveable parts which are managed by the PAR Panel, a joint committee of teachers and administrators. When thinking about PAR, it is important to return to the purpose of this document: *All students deserve highly effective teachers. Teachers deserve to work in school climates that honor academics and provide support for educators at every juncture of their careers.*

PAR programs have proven to address these issues. Common barriers that are repeatedly cited to thwart the progress of PAR are catalogued into four primary areas: insufficient and unsustainable funding, the lack of a rigorous, standards-based evaluation process, school climates of trust, collaboration, and collegial dedication to change and high quality, on-going professional development and teacher leadership capacity. In each of these areas, **barriers can move from being obstacles to action plans for progress; adaptations and modifications.**

V. Adaptations and Modifications

While it may be impossible for districts to create a full fledged PAR plan, it is possible to begin taking steps to achieve the mission of providing all students with highly effective teachers. District planning teams can:

- Organize district and building leadership teams focused on instruction and student achievement;
- Assess district instructional needs, identify target areas, and create an action plan and timeline for improvement;
- Work to create a school environment of professional trust that is conducive to ongoing teacher growth, collaboration, and evaluation;
- Create and begin to use an evaluation system that is rigorous and standards-based (refer to The Ohio Teacher Evaluation system model);
- Build teacher leadership capacity;
- Use highly effective teachers to assist in observations of their peers;
- Spare costs by contracting professionals to mentor struggling teachers in specific content and/or grade level as needed;
- Spare costs by partnering with university faculty to mentor struggling teachers in specific content or grade level areas;
- Spare costs by providing substitutes for mentor released time;
- Spare costs by using the expertise and services of retired teachers for mentoring;
- Provide specific and extended services by establishing consortiums;
- Create a variety of opportunities for teachers to become professionally transparent: participate in professional inquiry and collaboration, observe other teachers and be observed, critique their practice and the practice of colleagues, strive to become lifelong learners.

(Note: See chart on page 6)

VI. Considerations for Moving Forward

- Adopt PAR as one component of a rigorous standards-based teacher evaluation and support system;
- Articulate and communicate the integral nature of the program as part of the district's ongoing commitment to support continuous development and growth of staff, and improve instruction and achievement;
- Work toward the identification of a funding stream, which may require restructuring or integrating existing efforts (e.g., mentoring), to sustain the program;
- Fully engage principals and all stakeholders at the beginning of program design/development;
- Ensure that program design and implementation are shared responsibilities of, and jointly coordinated by, teachers, principals, and district leadership;
- Build in structured mechanisms to support ongoing communication about the purpose (e.g., a "program by/with/for teachers, not done to teachers") and benefits of the program with internal/external stakeholders;
- Implement PAR in phases, as needed, and prioritize which teachers receive CT assistance first;
- Consider using job sharing or a combination of part- and full-time CTs, especially in small districts;
- Clearly articulate the roles of the principal and the CT regarding the referral of veteran teachers;
- Define all operational issues (e.g., selection, training, assignment of CTs, etc.) as part of a clearly articulated process for PAR implementation;
- Build in structured opportunities to support ongoing communication and collaboration between CTs and principals;
- Develop and align PAR with clear expectations by the district for what constitutes high quality instructional practice and what evidence will be collected to demonstrate it;
- Use PAR to promote a common understanding of the elements of good practice;
- Ensure that training/PD of CTs and others is based on district instructional standards and expectations.

I. Appendices

Appendix A: Features/Components of Ohio District PAR Programs

Appendix B: District Considerations

Appendix C: Resources and References

APPENDIX A: Features/Components of Ohio District PAR Programs

District Climate

	District Reviewed	Purpose of Program		Foundational Principles & Support for Program		Target Group (Who Receives Support?)		
		Assistance	Review	Value Base/Overall Intent	Stable/ Sufficient Funding	New Teachers	Low Performing Teachers	Self-Referral
DISTRICT CLIMATE	Berea City	✓	✓	Provide a variety of options to assist all teachers to grow professionally through cooperative evaluation process designed to improve the quality of instruction and student achievement	No, if \$ not available, 3 rd year T do not have CT assigned to them	Intern program for entry year/1 st yr, 2 nd yr, and 3 rd yr T; clinical supervision or alternative option for T with perm-anent cert. and 3 yrs in district	<i>Intervention Program</i> for teachers with 4 or more years experience	
	Brunswick City	✓	✓	Optimum student performance requires a qualified T in every classroom		"Entry Year Program" for 1 st yr T and all T new to district	"Intervention Program" for novice and experienced T	Self-Referral Program" – if T accepted, participation no longer voluntary (acceptance contingent on CT workload)
	Cincinnati Public	✓	✓	As part of CPS' Teacher Evaluation System (TES), district seeks to enhance T professionalism and support higher student performance	Not clear: while a program director and "consulting teachers' office" exist, not all new T receive assistance if CT caseload already full	"Apprentice Component" for T in their 1 st yr with district	"Intervention Program" for experienced T (3 or more yrs. in the district) "who exhibit serious instructional deficiencies"	
	Columbus City	✓	✓	PAR is a continuation of the teacher education process resulting in improved quality of instruction, and a more stable, better-qualified teaching force		"Intern component" for all newly hired T (1 st yr and new to district)	"Intervention component" for experienced T with 5 or more yrs continuous experience in the district (mandatory participation)	T may self-refer; PAR Panel makes decision on whether T is accepted
	Toledo Public	✓	✓	PAR represents a collaborative effort between union and management that is standards-based and crucial to quality control; PAR can be used to create a sense of community based on professional practice, promoting shared responsibility and collective pride and ownership	Yes, through local dollars	Interns	Mandatory intervention and mentoring for veteran/tenured T; "concerted mentoring" provided for T whose problems are less severe	✓

Governance Structure

	District Reviewed	Governance Structure						
		Joint Teacher/Admin Panel	Equal Number Teachers/Administrators on Panel	Teacher Majority on Panel	Length of Time Teacher May Receive Assistance	Requirement to Provide Assistance Before Dismissal	Appeals Process Established	PAR Part of Collective Bargaining Agreement
GOVERNANCE STRUCTURE	Berea City	District Review Board (DRB)	Yes (3 T and 3 administrators); teacher assoc. president and supt also serve as ex officio members	No	3 years covering entry year/1 st yr, 2 nd and 3 rd years contingent on renewal each year; approximate year-long process for T with 4/more years and T with permanent cert and 3 years in district –both groups evaluated once every 3 years	Yes, 3 rd yr interns and T with 4 or more years experience cannot be recommended for termination unless <i>intervention</i> has been offered	T may request meeting with DRB; grievances subject to procedural errors only	Yes
	Brunswick City	PAR Panel	Yes (3 T representing elementary, middle, and high school levels; and 3 administrators)	No	1 yr for self-referral T; 1 yr for 1 st yr and intervention T with possibility of 1 additional year of support	Yes for 1 st yr T. Intervention T may be recommended for non-renewal/terminated at any time in the PAR process	No, PAR Panel decisions not subject to challenge	Yes
	Cincinnati Public	Peer Review Panel (PRP)	Yes (5 T and 5 administrators); "PRP Pair" assigned to each CT	No	At each level of the Career-in-Teaching Program, the appraisee may be continued for a 2 nd year of comprehensive evaluation with the CT, or be non-renewed		Yes	Yes
	Columbus City	PAR Panel	No (4 T and 3 administrators)	Yes	Newly employed T receive 1 yr of support; no time limit for T in intervention who participate in PAR until CT determines support is no longer needed/productive			Yes
	Toledo Public	PAR Panel	No (5 teachers, 4 admin); representation from elementary, middle, and high school; SE; and HR on Panel; Panel co-chaired by TFT president and assistant superintendent over HR	Yes	1 yr PAR support for interns with 2 nd year probationary evaluation completed by P using same standards. Note: decision to provide 2 nd yr contract to intern is almost always made after 2 semesters with 3 rd semester used in rare occasions; no time limit for T in intervention	Yes, but no arbitrary time limits set; instead, CT decides when assistance/intervention ends	Yes	Yes

Clearly Defined Process and Procedures

PROCESS AND PROCEDURES	District Reviewed	Consulting Teacher (CT) Role/Responsibilities				Principal Role/Responsibilities			Support Provided to Teacher	
		Formal Training	Selection Criteria	Duration as CT (FT/PT)	Caseload	Compensation	Refer to PAR	Provide Support	PAR Connected to Evaluation	
	Berea City	Not specified; rather references to "CT orientation program" and Pathwise or "equivalent" training; additional training through "staff development workshops" also required	Must have 4 yrs experience in district/granted tenure by district, recognized as successful T, demonstrated ability to work with other staff, and be willing to participate in "CT orientation program" and in Pathwise training or its equivalent	Not specified, but CT one-year supplemental contracts must be renewed annually. CTs appear to be part-time. Retired T may serve as CTs for up to 3 years. CTs must have "successful" evaluations from interns to remain as CT	No more than 3 T at one time during a school year	+6% of base salary for each 1 st year T and T in intervention; + 4% for each 2 nd /3 rd yr T; +2% for clinical supervision. Note: re-lease time from classroom duties provided	Yes, can initiate referral to intervention program	Yes, classroom visitation and discussion with CT for 1 st , 2 nd , 3 rd -yr T; supervision of T using clinical supervision and supervision of alternative instructional options	Yes, program is a teacher evaluation system; admin. evaluates interns on non-instructional issues (e.g., traits)	1 CT assigned; intervention viewed the as joint responsibility of teachers and administrators in district
	Brunswick City	Must be Pathwise/ Praxis trained, district trained including shadowing, dialogue, conferences, and participation in district organizations	Must have taught in district 5 yrs; have masters degree; and have demonstrated outstanding teaching ability, effective working relationships, and classroom management and communication skills	CT assigned for school year and usually don't continue more than 3 yrs.; serves FT as T on special assignment	About 15 with intervention and self-referral counting as 1.5	Receive supplemental contract at .15 of base + compensation for training on non-scheduled days	T placed in intervention if receives "unsatisfactory" rating on any category of district evaluation instrument	P makes recommendation for improvement and for goals for intervention T	Yes, CTs evaluate 1 st yr and intervention T (intervention T exempt from regular P evaluation); P evaluates "self-referral" T who also participate in goal setting	1 CT assigned; subject area consultants and special program supervisors may be involved
	Cincinnati Public	None specified; however, PRP "oversees and approves PD provided to CTs prior to and	Must hold "lead teacher" status (<i>unless no lead T applicants are qualified/certified for the CT</i>)	Not specified; however PAEP Program Facilitator serves for a 3-yr term "non-	Maximum of 14 points with 1 st -year apprentice equal to 1 point, and	CTs receive lead T stipends consistent with Career-in-Teaching program and 5	Yes, may refer experienced T with deficiencies to	Orient new T to school policies and practices, may submit up to 2 formal observation	Yes, explicit decision rules established that connect PAEP to "comprehensive evaluation" as part	✓

	during assignment as CTs	<i>position</i>). If CT position to be filled with non-lead T, then applicant must have license appropriate for subject area of CT assignment, have consistent evaluation ratings of "accomplished" or "advanced," and have served in applicable CT subject area within last two years within CPS	renewable annually by agreement of superintendent and CFT president." PRP may assign part-time CTs in areas where there are one or two appraisees or to conduct investigations. A FT CT is assigned as a mentor to the PT CT when possible	2 nd year apprentices and T in intervention equal to 1.5 points	additional days before or after school year. CT who is not lead T receives annual stipend of \$3,000. PT CTs receive extended hours with pay tied to contractual hourly rate and up to 12 substitute days/year	intervention component, and may refer novices who have passed apprenticeships per the New Hire Guarantee. P may also inform PRP at any time of concerns regarding CTs	reports of T to program facilitator and CT	of TES	
Columbus City	Applicants must take a written test and be interviewed by Panel; receive ongoing PD and networking provided with/through OSU using case study presentation, systematic observation	Must have taught in district for 5 yrs, demonstrated outstanding teaching ability, effective working relationships, and classroom management/instructional and communication skills	CT serve FT for maximum of 3 consecutive yrs		Receive supplemental contract = to 20% of base salary	Adm or another T can initiate referral to PAR but must be approved by P, senior faculty rep, & building assoc. committee; T can also self-refer		Yes; formal evaluations not conducted by P while T in intervention	✓
Toledo Public	CTs participate in intensive training throughout the year, most provided by exp. CTs; active and inactive CTs attend Board of Review	Must have 5 yrs T, work well with adults, communicate well, be respected as T and leader, be committed to a teaching career, and be able to terminate a contract; submit	3 years	CT released FT to work with 10 to 12 interns – matched to licensure/specialty area	Receive additional salary – not specified	P or school's union committee can refer T for intervention or no assistance needed	P solely responsible for evaluating/mentoring interns during their 2 nd year of probation	Yes, CT and P use same standards/process but responsible for different years (CT-yr 1; P –yr 2); after 2 nd yr, eval for non-tenured T conducted every 4 yrs; tenured T not evaluated	✓ CT assigned to observe T referred for intervention - can lead to intervention (for serious deficits), mentoring, or not

		sessions where employment decisions made	impromptu writing sample and have unannounced peer observations						
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Training (including observation, modeling, and other types of assistance)

TRAINING	District Reviewed	PAR Training Aligned to District Expectations and Teaching/Instructional Standards			Use of PAR with Novice vs. Experienced Struggling Teachers	
		Yes	No	Description	New	Experienced-Struggling
	Berea City				Entry/1 st yr T receive 20-36 hours and 2 nd and 3 rd yr T receive 13-24 hours from CT in classroom observation/conferences; hours are not prescribed for T with 4/more yrs and T with permanent cert & 3 yrs in district. <u>Note:</u> 1 st yr. T include exp. T new to district or absent for past 5+ yrs, T reassigned to new area, and other ed. personnel employed in that role for 1 st time (e.g., librarian, counselor)	Intervention program for T with 4/more yrs experience can be initiated by P or T who request conf. with DRB. If approved, participation of struggling T is mandatory and refusal is grounds for dismissal. Intervention is provided for a minimum of 6 months with intervention plan developed; CT spends 20-36 hours in classroom observation and conferences with T and P. DRB (with 5 of the 6 members in agreement) makes recommendation to Superintendent
Brunswick City	✓		Aligned evaluation with Praxis III, district evaluation instrument (based on C. Danielson's <i>Framework for Teaching</i>), and the <i>Ohio Standards for the Teaching Profession</i>	CT provides mentoring, guidance, modeling; observes and assesses T performance; provides assistance with difficult situations; and provides formative support/feedback to T. Networking and opportunities to meet with other new T provided	CT and Intervention T develop goal setting agreement (which becomes legally binding once all parties sign) to address deficiencies and an action plan. CT provides variety of services, including observation, progress reports, feedback and problem solving, assistance with lesson design and modeling instruction, monitoring and feedback, etc.	
Cincinnati Public	✓		Aligned to district-developed Teacher Evaluation System (TES), which is adapted from Charlotte Danielson's work. District uses TES standards, procedures, and a rubric to assess teacher performance	CTs orient new teachers to district; provide assistance through discussion, observation, demonstration of teaching, and related methods; plan and implement a practicum for new hires; evaluate appraisee performance; and meet monthly with PRP Pair to review performance of each appraisee, and submit monthly caseload progress reports to program facilitator and PRP Pair.	CTs work with T to improve instructional skill and bring them to a proficient level of performance as defined by TES rubric; complete at least 6 formal observations; conducts "investigations" of T referred for intervention to determine appropriateness of placement in intervention; and meet monthly with PRP Pair to review performance of each appraisee and submit monthly caseload progress reports to program facilitator and PRP Pair.	
Columbus City	✓		<i>PAR Teaching Performance Rubric</i>	CT provides minimum of 20 observations and 10 conferences for each assigned intern and prepare at least 1 interim report and a final appraisal; plan and deliver orientation, workshops, and graduate course for interns (not mandatory but university credit offered)	CT provides minimum of 40 observations and 20 conferences for each assigned intervention T; works with T to set performance goals, assesses performance and provides feedback, meets regularly with P	
Toledo Public	✓		Teacher-created standards of practice (representing "basic competence"); eliminated use of "needs improvement"	CTs observe, counsel, mentor, and evaluate interns about 20 hrs per semester with additional time spent in group sessions and report writing; complete and present 2 evaluations per intern to Panel	Ts with tenure are subject to mandatory intervention and mentoring.	

May 2011

Appendix B: District Considerations

Questions for consideration and preliminary recommendations are offered for each of the four components necessary for the development and implementation of an effective PAR program.

Component #1: Climate

The districts' stakeholders value and support a climate that includes the use of PAR as an integral part of ongoing teacher growth, development, and evaluation for the purpose of improved student achievement.

Essential "Must Haves"	Questions for Consideration
a. Clearly articulated purpose for PAR	<ul style="list-style-type: none"> • <i>Is the program viewed/valued as an integral part of the district's "core" work in improving instruction and achievement?</i> • <i>Is there communication among all interested stakeholders and a willingness to work together in the development/use of PAR?</i>
b. Clear understanding of PAR as an integral and supportive element of a strong professional culture for instructional improvement	<ul style="list-style-type: none"> • <i>Is PAR seamlessly integrated into the district professional development culture?</i> • <i>Is PAR recognized as a vehicle for building teacher leader capacity?</i>
c. Existence and understanding of research-based best practice evaluation tool	<ul style="list-style-type: none"> • <i>Do teachers and administrators have a clear understanding of the purpose, elements, and processes, of the evaluation tool?</i> • <i>Have teacher leaders and administrators been trained in the evaluation process?</i>
d. Use of PAR to provide assistance and as part of overall teacher evaluation	<ul style="list-style-type: none"> • <i>Is the program part of a comprehensive career path/ladder and/or tied to licensure renewal for teachers?</i>
e. Use of PAR for resident educators, new to district and veteran/struggling teachers	<ul style="list-style-type: none"> • <i>Is the program used to support all teachers in the district (e.g., new/ novice teachers, teachers new to the district, experienced/ veteran struggling teachers, and/or teachers who voluntarily request such support)?</i> • <i>Is there a commitment to the full-time release of consulting teachers (CTs)?</i>
f. Stable and sufficient funding source to sustain PAR over time	<ul style="list-style-type: none"> • <i>Is there a commitment from stakeholders to work toward a stable funding stream to support sustained implementation of the program?</i> • <i>Is the program incentivized by the state education agency (SEA)?</i>

Recommendations to Districts:

- Adopt PAR as one component of a rigorous standards-based teacher evaluation and support system
- Articulate and communicate the integral nature of the program as part of the district's ongoing commitment to support continuous development and growth of staff, and improve instruction and achievement
- Work toward the identification of a funding stream, which may require restructuring or integrating existing efforts (e.g., mentoring), to sustain the program

Component #2: Governance

A defined governance structure jointly led by labor and management is used to oversee PAR and is based on the meaningful collaboration and engagement of all stakeholders

Essential "Must Haves"	Questions for Consideration
a. Capacity for the PAR program should be built before implementation	<ul style="list-style-type: none">• <i>Does the district have teacher leader capacity to carry out the program?</i>• <i>Do stakeholders support the program?</i>
b. Shared responsibility on the part of the teacher leadership and district leadership in overseeing PAR development – PAR Panel	<ul style="list-style-type: none">• <i>Is there a governance structure (e.g., PAR Panel) comprised of both teachers and administrators?</i>• <i>Are there guidelines for the recommended make-up, how members of the governing body are selected, who chairs meetings, how long members serve, the structure of the meetings (e.g., who presents information), and how often the governing body meets?</i>• <i>Are there guidelines delineating the role the governing body plays in making recommendations to the superintendent regarding employment (positive release, continue support, termination or seek resignation)? Are timelines included?</i>• <i>Are there guidelines dictating the role of the governing body in reviewing the work of the CTs/ support providers, and making recommendations for their training?</i>
c. Clear and ongoing support for PAR on the part of the principals and other education leaders	<ul style="list-style-type: none">• <i>Have principals been involved in developing the program?</i>• <i>Is the operation of the program understood and supported by principals and other education leaders?</i>
d. Clear and ongoing communication from the district administration and teacher leaders to teachers, principals, and others regarding the purpose/ intent of PAR	<ul style="list-style-type: none">• <i>Is there a process for evaluating and making improvements to the program over time?</i>• <i>Is there a common understanding regarding the level of performance that initiates a referral to PAR?</i>• <i>Is there a specified length of time during which a teacher may receive assistance/support through the program? If yes, is the amount of time</i>

	<p><i>different for new and experienced teachers?</i></p> <ul style="list-style-type: none"> • <i>Is there a defined process for increasing collaboration/cooperation between CTs and principals?</i>
<p>Recommendations to Districts:</p> <ul style="list-style-type: none"> ➤ Fully engage principals and teacher leaders at the beginning of program design/development ➤ Ensure that program design and implementation are shared responsibilities of and jointly coordinated by teachers, administrators, and district leadership ➤ Build in structured mechanisms to support ongoing communication about the purpose (e.g., a “program <i>by/with/for</i> teachers, not done <i>to</i> teachers”) and benefits of the program with internal/external stakeholders 	

Component #3: Processes/Procedures

A clearly articulated set of processes/procedures guides the use of PAR

Essential “Must Haves”	Questions for Consideration
a. Clearly defined role for district leaders as an integral part of the PAR program	<ul style="list-style-type: none"> • <i>Do district leaders understand their role in PAR?</i> • <i>Does the principal make the decision to refer teachers to PAR? What initiates the referral?</i> • <i>Does the principal conduct regular observations of teachers?</i> • <i>Does the principal retain sole authority for evaluation of teacher performance?</i> <p><i>Does the principal have any role in providing support to teachers through PAR?</i></p>
b. Clearly defined roles for the PAR Panel	<ul style="list-style-type: none"> • <i>What specific roles do PAR Panel members assume?</i> • <i>How is the Par Panel selected?</i>
c. Training for the PAR Panel	<ul style="list-style-type: none"> • <i>How often is the PAR Panel trained?</i> • <i>What are the training needs for the PAR Panel?</i>
d. Full-time release of consulting teachers (CTs) for up to three consecutive years to work intensively with assigned (new and experienced) teachers	<ul style="list-style-type: none"> • <i>Are procedural safeguards defined for teachers identified as being in need of assistance that include meeting with district leadership, reviewing the PAR program expectations, and being assigned a CT?</i> • <i>Is there a formalized process for assigning CTs to teachers (i.e., whether CTs work with new and/or veteran teachers; how they are “matched” to the teacher by grade/level, content area, school building, other factors; the CT’s caseload; whether job sharing is allowed, etc.)?</i>

	<ul style="list-style-type: none"> • <i>Are expectations for CTs defined and understood, including requirements for documenting visits/observations and other forms of assistance (demonstration, co-teaching) provided?</i>
e. Training/orientation and ongoing opportunities for CT sharing /networking to build consistency and quality of CT services provided	<ul style="list-style-type: none"> • <i>Is there a process for reviewing the work of CTs including who supervises/monitors their work, and how feedback is provided and by whom?</i> • <i>Are CTs housed together to promote shared learning, responsibility, and continuous improvement?</i>
f. Clearly defined selection criteria for the consulting teacher.	<ul style="list-style-type: none"> • <i>Is there a formalized process for selecting CTs that includes how teachers apply to be CTs, criteria used for selection and compensation, how long they may serve as CT, the process for renewal/reapplication if allowed, and where CTs go following completion of their term of service</i>
<p>Recommendations to Districts:</p> <ul style="list-style-type: none"> ➤ Implement PAR in phases, as needed, and prioritize which teachers receive CT assistance first ➤ Consider using job sharing or a combination of part- and full-time CTs, especially in small districts ➤ Clearly articulate the roles of the principal and the CT ➤ Define all operational issues (e.g., selection, training, assignment of CTs, etc.) as part of a clearly articulated process for PAR implementation ➤ Build in structured opportunities to support ongoing communication and collaboration between CTs and principals 	

Component #4: Training

Training aligned with clear district expectations for instructional practice is used to support the ongoing growth and development of all professionals, including new and veteran teachers, consulting teachers, administrators, and others for the primary purpose of improving student achievement

Essential "Must Haves"	Questions for Consideration
a. Clear district-defined standards/expectations of quality instructional practice used to anchor all training provided through PAR	<ul style="list-style-type: none"> • <i>Are principals required to participate in PD/training related to program implementation?</i>
b. CT training must include a deeper understanding of goal setting, evidence collection,	<ul style="list-style-type: none"> • <i>What professional development (PD) is provided to support the development of such knowledge, skills, and attributes?</i>

<p>observation techniques and communication strategies for positive feedback as well as difficult conversations</p>	<ul style="list-style-type: none"> • <i>What form does such PD take? Is it continuous and/or required for "renewal" or "reapplication" as a CT?</i>
<p>c. CT services (i.e., mentoring, guiding, modeling, observing, collaborating) designed to assess, document, and provide assistance in addressing, areas of teacher instructional weaknesses aligned with district standards/expectations for instruction</p>	<ul style="list-style-type: none"> • <i>Are CTs required to complete formal training aligned to district standards/expectations for instruction prior to serving as a CT?</i> • <i>Do CTs receive ongoing training to promote deeper understanding of critical areas (e.g., observation techniques, evidence collection, communication, how to have difficult conversations, etc.)?</i>
<p><i>Recommendations to Districts:</i></p> <ul style="list-style-type: none"> ➤ Develop and align PAR with clear expectations by the district for what constitutes high quality instructional practice and what evidence will be collected to demonstrate it ➤ Use PAR to promote a common understanding of the elements of good practice ➤ Ensure that training/PD of CTs and others is based on district instructional standards and expectations 	

Appendix C: Resources and References

Presenters

- **Representatives of existing PAR programs:**
 - Michael Mayell, Superintendent, Brunswick City Schools
 - Mira Wright, Director, Human Resources, Columbus City Schools

- **Representatives of Professional Organizations**
 - Rhonda Johnson, President, CEA
 - Bill Leibensperger, Vice President, OEA
 - Sue Taylor, President, AFT

- **Model PAR Programs**
 - Berea City
 - Brunswick City
 - Cincinnati Public
 - Columbus City
 - Toledo Public
 - Syracuse(NY)

- **Evaluation Models**
 - Colorado
 - Delaware
 - New Jersey
 - North Carolina
 - Ohio

- **Works Cited and Works Reviewed**
 - Danielson, Charlotte and McGreal, Thomas L. *To Enhance Professional Practice. Princeton, N.J. Educational Testing Service, 2000.*

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 - Goe, Laura, et al. "A Practical Guide to Evaluating Teacher Effectiveness. *National Comprehensive Center for Teacher Equality. April 2009.*

- Johnson, Susan M., Papay, John P., Fiarman, Sarah E., Munger, Mindy Sick, Qazilbash, Emily Kalejs. "Teacher to Teacher: Realizing the Potential of Peer Assistance and Review." *Center for American Progress*. May 2010.
- Van Lier, Piet. "Learning from Ohio's Best Teachers: A Homegrown Model to Improve Our Schools." A Report from Policy Matters Ohio, October 7, 2008.