



# Peer Evaluation in Race to the Top Participating Districts

**November 15, 2012**



# Welcome



# Meeting Objectives

- Review the Race to the Top Participating District requirements for peer evaluation
- Learn about key considerations and decisions to inform peer evaluation planning
- Learn about existing approaches to peer evaluation
- Discuss next steps to further support peer evaluation planning



# RttT Peer Evaluation Requirement

- As a RttT Participating District, you agreed to establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation.
- In addition, RttT Participating Districts agreed to use positive performance evaluations as part of the basis for selecting peer evaluators (and mentors).
  - RttT Letter of Intent:  
[http://www.isbe.net/racetothetop/PDF/phase3\\_stmt\\_of\\_intent.pdf](http://www.isbe.net/racetothetop/PDF/phase3_stmt_of_intent.pdf)
  - RttT Expectations and Timeline:  
[http://www.isbe.net/racetothetop/PDF/rttt3\\_lea\\_expectations\\_timeline.pdf](http://www.isbe.net/racetothetop/PDF/rttt3_lea_expectations_timeline.pdf)
  - RttT Frequently Asked Questions:  
[http://isbe.net/racetothetop/PDF/phase3\\_lea\\_faq.pdf](http://isbe.net/racetothetop/PDF/phase3_lea_faq.pdf)



# RttT Peer Evaluation Requirement

- Each Participating District and its local teachers union have agreed to work together to develop a “peer evaluation system” including determining what a "significant portion" means in their local context.
- ISBE will review these determinations for reasonableness. If the district and union fail to come to an agreement, ISBE may get involved to facilitate a resolution.
- To the extent that ISBE determines that the Participating District is not working towards implementation, ISBE may take appropriate action up to and including grant termination and recovery.



# Implementation Timeline

- ISBE expects that peer evaluation systems can be in place on a "formative" basis during the 2013-2014 school year, provided that the peer evaluations are used summative evaluation ratings beginning in the 2014-2015 school year.
- The timeline for implementation of a peer evaluation system is not impacted by whether a Participating LEA is fully implementing PERA in 2014-15 or 2015-16.

<b>Peer Evaluation Pilot</b>	<b>2013-14</b>	<b>All RttT Participating Districts</b>
<b>Peer Evaluation Implementation</b>	<b>2014-15</b>	<b>All RttT Participating Districts</b>

[http://isbe.net/racetothetop/PDF/phase3\\_lea\\_faq.pdf](http://isbe.net/racetothetop/PDF/phase3_lea_faq.pdf)



# Peer Evaluation in the Illinois School Code

Peer Evaluators can be used when they meet two criteria:

- a) They are qualified under the State-approved training program
- b) The district and the union have agreed to those individuals serving as peer evaluators

See 105 ILCS 5/24A-2.5



# Question and Answer



# Why Peer Evaluation

- Enhance District Culture of Teacher Learning and Improvement
- Build District Capacity to Improve Teaching
- Promote/Increase Teacher Leadership Opportunities
- Increase the Reliability of Teacher Ratings



## Why Peer Evaluation - continued

- Support Principal Role as Evaluator and Building Instructional Leader
- Positively impact district teacher evaluation climate – make evaluation process more transparent
- Promote labor-management collaboration
- Professionalize teaching by bringing instruction to the forefront of employment decisions



# Possible Approaches to Peer Evaluator Role

Evaluator Only	vs.	Mentor <u>and</u> Evaluator
External to School Building	vs.	In School Building
Generalist	vs.	Content or Grade Matched
Full-Time (released)	vs.	Part-Time (released)
Other?	vs.	Other?



# Approaches to Peer Evaluation Participation

- Global - All Teachers Participate
- Targeted – Select Groups of Teachers Participate
  - For example:
    - Tenured Teachers
    - Non-tenured Teachers
    - “Excellent” Teachers
    - Struggling Teachers



# Role of the Principal

- High, Medium, or Low Collaboration with Principal in Evaluation Process
  - Collaboration is essential, however program design can include a variety of approaches to principal and peer evaluator interaction in the evaluation process.



# Existing Models for Peer Evaluation - National

- Peer Assistance and Review (PAR)
  - Montgomery County, Maryland
  - Ohio (Department of Education) Statewide Model
- Hillsborough County, Florida



## Poll Question:

Do you work in (or with) a Race to the Top Participating District that has a peer evaluation component as part of their teacher evaluation system?



# Peer Assistance and Review (PAR)

- In PAR expert teachers (often called “consulting teachers”) mentor and evaluate —typically all novice teachers and veteran teachers whose work has been judged to fall below the district’s standards.
- Focus is on ensuring that teachers receive timely evaluations, sufficient support, and due process.
- At the end of the year, the consulting teacher presents evidence and findings to a joint union and administration team (PAR Panel) which then recommends employment decision to the district school board.



# Common Elements of PAR

- PAR Panel
- Consulting Teachers
- Novice Program
- Veteran Program
- Role of Principal



# PAR Panel

- Equal or nearly equal numbers of union and district representatives form the PAR Panel and govern the program jointly.
- The panel's primary responsibility is to review the cases of participating teachers to recommend that the district retain or dismiss the teachers.



# Consulting Teachers

- Consulting teachers are chosen through a competitive selection process.
- Consulting teachers in most districts are released full time from classroom teaching for three to five years and are responsible for a caseload of 10 to 20 teachers.
- Consulting teachers mentor, support, and then produce reports and a final recommendation to the PAR Panel.



# Novice Program

- In many districts that adopt PAR, it functions as an induction and evaluation program for all new teachers.
- Consulting teachers help new teachers in a variety of mentoring capacities including detailed feedback.
- They present a mid-year and summary assessment to the PAR Panel



# Veteran Teachers

- Tenured teachers who are not meeting the district's standards for acceptable performance can be referred to PAR.
- The tenured teacher is assigned a Consulting Teacher and the focus is on improving the teacher's performance.
- The Consulting Teacher presents a summary assessment to the PAR Panel.



# Role of the Principal

- Principal support and buy-in is essential.
- Traditionally principals (and assistant principals) have the sole authority to evaluate teachers.
- PAR Programs can be a benefit for principals, but it requires work as it requires sharing authority.



# Peer Assistance and Review

- “Stakeholders credit PAR with easing some of the evaluation burdens for principals, creating a strong professional culture built around instructional improvement, promoting labor-management collaboration throughout the district, and creating new roles for teacher leaders.”

Moore-Johnson et. al. (2010) “Teacher to Teacher: Realizing the Potential of Peer Assistance and Review” - <http://www.americanprogress.org/wp-content/uploads/issues/2010/05/pdf/par.pdf>



# Montgomery County, Maryland PAR

- PAR program
- Consulting teachers serve in a mainly evaluative role.
- Other “resource” teacher (e.g. reading and math specialists) are available in non-evaluative role.
- Building principal is key to shaping culture and environment of peer evaluation.



# Hillsborough County, Florida

- Peer Observers are fully released from classroom
- Use electronic/on-line system to enter evaluation information
- Number of Peer Observations and Principal Observations determined by tenure status and previous year's rating
- All evaluators (and teachers) have access to evaluation information



# OH Dept. of Education – Statewide PAR Model

- Building upon history of PAR in OH districts
- Legislative mandate to expand/grow the use of PAR across the state.
- Focus on building the PAR programs gradually.
- Many districts are starting with “excellent” rated teachers to participate in the PAR programs first.
- Emphasis on PAR as an integral part of ongoing teacher growth and development in a district; not as a stand-alone or isolated program



# OH Dept of Education – Model Components

- **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
- **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



## OH Dept of Education – Model Components

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



## OH Dept. of Education—Sample “Must-Haves”

- Clear district-defined standards/expectations of quality instructional practice to anchor all training
- PAR used to provide assistance and part of overall teacher evaluation
- Clear understanding of PAR as an integral and supportive element of a strong professional culture for instructional improvement



## OH Dept. of Education—Sample “Must-Haves”

- Existence and understanding of research-based best practice evaluation tool
- Capacity for program should be built before implementation
- Training/orientation and ongoing opportunities for CT sharing/network to build consistency and quality of CT services provided



# Recommendations

- Peer evaluation should be tied to the district's framework for teaching and but one component of a coherent human capital strategy.
- Research and consider a wide variety of models rather adopting another district's plan.
- Tailor the design to meet your district's needs and conditions.
- Inclusiveness is key. Principals and teachers should be included in planning to ensure that their concerns will be taken into account.



# Recommendations

- The *process* for introducing, designing and bargaining the program is of highest importance. Views will be shaped by first impressions.
  - Consider the right steps and sequence for introducing peer evaluation in your district.
    - Could the district and union make a joint or coordinated statement, announcement, or hold an initial meeting to set a collaborative tone?
  - Expect and plan for concerns from all stakeholders.
  - Think about each stakeholders' concerns and likely sticking points



# Common Concerns

- Funding
- Time
- Teachers “Judging” Teachers
- Union – management negotiations
- Convincing principals
- Convincing teachers
- Meeting legal standards



# Key Planning Questions

- How can Peer Evaluation best fit into your District efforts to implement new teacher evaluation systems?
- Should the work to implement PERA compliant teacher evaluation systems happen simultaneously with peer evaluation planning? Separately?



# Key Design Questions

- Should Peer Evaluators evaluate, support or both?
- How are Peer Evaluators selected?
- Once selected, how long should Peer Evaluators be in that role?
- Should Peer Evaluators be full-time or part-time?
- What is the initial training for Peer Evaluators?
- What is the on-going training for Peer Evaluators?
- What training will teachers require?



## Possible Next Steps

- Start researching - delay program design decisions for now
- Start discussions with union(s) about *how* to negotiate and implement the peer evaluation component
- Form a study groups or a task force
- Assess current conditions and readiness
- Develop a stakeholder engagement plan – teachers, principals, and others



# Peer Assistance and Review Resources

**AFT on Peer Assistance and Review** - This website provides a fact sheet, 3 AFT papers, and information on Ohio's PAR program.

<http://www.aft.org/issues/teaching/par/>

**Center for American Progress** - "Teacher to Teacher: Realizing the Potential of Peer Assistance and Review" - 2010 report on the research base on PAR programs, best practices, and policy challenges.

<http://www.americanprogress.org/issues/education/report/2010/05/11/7791/teacher-to-teacher/>



## Peer Assistance and Review Resources:

### **Harvard User's Guide to Peer Assistance and Review -**

This website that provides practical guidance concerning implementation, costs, and labor relations. This site also provides examples of PAR in practice at the district level.

<http://www.gse.harvard.edu/~ngt/par/>

### **Ohio's Model Peer Assistance and Review (PAR)**

**Program** - This is a 2011 document describing Ohio's plan for expanding its PAR programs in the state, with descriptions of the previous and planned models. *Will be posted on IL RttT Site -*

<http://www.isbe.net/racetothetop/htmls/training.htm>



## Next Steps

- Feedback
  - What districts already have done work on peer evaluation that they would be willing to share with other RttT districts?
  - Future Topics: What resources do you need to move your planning forward?
    - Example: How to integrate peer evaluation and induction and mentoring.



# Action Planning



# Question and Answer



# Evaluation



## Poll Question:

I have a better understanding of what is required for Race to the Top Participating Districts in terms of peer evaluation.



## Poll Question:

I learned new information about peer evaluation that will be useful to me.



## Poll Question:

Today's webinar was a good use  
of my time.



# Thank You

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