

PAR

Peer Assistance & Review

A Department Within TEI-Teacher Effectiveness Initiatives Department



Any U-46 teacher, counselor, diagnostician, instructional coach, instructional mentor, itinerant, library media specialist, nurse, psychologist, speech language pathologist, or social worker not formally matched through the district Mentor Program may self-elect PAR support.

Please contact paradm@u-46.org for more information!

What is PAR?

The PAR program is a yearlong process that involves frequent, ongoing, classroom-based assistance and a standards-based review of a teacher's practice. Aimed at improving teacher quality, a trained Peer Consultant Teacher (PCT) provides personalized assistance and instructional support for Participating Teachers (PT) who are interested in improving their professional practice and voluntarily request to participate.

PAR's Connection to TAP

The PAR program affirms the district's efforts to support and appraise teachers based on the guidelines of the district's Teacher Appraisal Process (TAP). PAR is fully aligned with TAP and utilizes the same domain rubrics, observation cycles and ISBE descriptors that define TAP. Participating Teachers (PT) in PAR use the same forms, follow the same timelines, complete the same events, and adhere to guidelines as outlined in the TAP document.

An Overview of a Year in PAR

Participating Teachers (PT) meet regularly with their Peer Consultant Teacher (PCT) to engage in learning focused conversations around classroom practices based on teacher generated goals.

As a means of promoting improvement in the PT's practice, the PT and PCT use classroom visits, reflective conversations, and the Danielson Framework to guide both teacher and students' growth. The PCT also supports the PT through the TAP process.