



Peer Assistance and Review (PAR) Handbook

Teacher Effectiveness Initiatives (TEI) Department

June 1, 2017

Revised June 3, 2019

Purpose:

The purpose of this handbook is to familiarize participating teachers and others about the responsibilities of participating teachers, the peer consultant teacher, the administrator and the PAR Panel in the district and in Peer Assistance and Review (PAR).

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I. Purpose

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.

II. PAR Connection to the Teacher Appraisal Plan (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.

III. Definitions

Administrator (Admin) is the administrator who completes the summative evaluation for the PT according to the TAP Document.

Panel Support Team is one administrator and one teacher from the Panel who jointly support one or a small group of PCTs. The Panel Support Team may troubleshoot about problems, confer with the PCTs about their caseload and reports, and provide feedback in practice presentation.

PAR Pair One administrator and one teacher from the Panel, selected by Co-chairs, who jointly support PCTs.

PAR Pair Share The meeting that occurs at least quarterly between the PAR Pair and PCT that may troubleshoot about problems, confer with the PCTs about their caseload, reports, and provide feedback.

PAR Panel (Panel) is the group of eight (8) members. Four (4) teachers appointed by ETA and four (4) administrators appointed by the Superintendent or Designee to oversee all aspects of the PAR Program. All Panel members must be certified appraisers through ISBE by completing the teacher training and assessment modules.

Participating Teacher (PT) is a teacher who chooses and is selected to participate in the PAR Program.

PAR Team Team members include Teacher Leader for TAP and PAR, Systems Manager for TAP and PAR and full time Peer Consultant Teachers

Peer Consultant Teacher (PCT) is an experienced teacher selected by the PAR Panel.

A rigorous process ensures the PCT is an educator who is able to communicate knowledge and strategies about best practices in the context of the Framework for Teaching (FFT) to adult learners. PCTs complete extensive training to develop and refine their observations and analysis of teaching practices. PCTs must be certified appraisers through ISBE by completing the teacher training and assessment modules.

Professional Development Plan (PDP) is a document related to the PT's identified area(s) of development. This plan drives the support and review emphasis of PAR.

Reconsideration is the process by which a PT requests that the Panel review and reconsider the summative ratings given by the Admin.

IV. Eligibility and Selection Process

a. Eligible Candidates

- All teachers in years 2-4 not formally matched through the Mentor Program may self-nominate for acceptance into PAR.
- All teachers with a Basic TAP rating and no mentor are eligible.
- All tenured teachers may self-nominate for acceptance into PAR as part of TAP PD option 4.0 per Elgin Teachers Association/School District U46 contract.
- PAR may be selected as part of TAP Professional Growth Option 4 Seeking System Support for Framework Implementation.
 - According to the TAP Document, the summative conference occurs “at least once every 2 years, the same year as the formal observation”. (p. 14) For teachers choosing PAR for *Option 4 Seeking System Support for Framework Implementation* who are notified on or before Sept 30 that they will be having a summative conference, PAR participation will include the Joint Observation. For teachers choosing PAR for *Option 4* who are not having a Summative Conference, PAR will include a Joint Observation only if a Joint Observation is mutually agreed to by the PT, Admin, and PCT.

b. Spring and Fall Visits

Visits by current PCTs or PAR Panel members offer the opportunity for interested teachers to receive information about the program. Parameters of visit include:

- The interested teacher initiates all visits by contacting the PAR Office through email at paradm@u-46.org.
- General information and questions about PAR will be discussed.
- Any additional information shared will be at the teacher's discretion.
- The interested teacher and PCT Pair will mutually agree upon the time of visit.
- Visits do not indicate application to PAR, acceptance into PAR, and/or matching with a PCT.

c. Admission Process

The Panel will use the following guidelines to review PAR program requests:

- All teachers not formally matched through the Mentor Program may self-nominate for acceptance into PAR.
- All teachers with a Basic TAP rating and no mentor are eligible for PAR.
- All tenured teachers may self-nominate for acceptance into PAR as part of TAP PD option 4.0 per Elgin Teachers Association/School District U46 contract.

Each candidate teacher completes a **Needs Assessment** Form. A teacher's completed Needs Assessment Form is considered a formal election of PAR support. The committee considers program capacity, clarity of practice need(s), job requirements and complexity of teaching assignment for invitation to PAR. The Panel will use an anonymous process as each self-nominated teacher's Needs Assessment is considered.

The following are consideration guidelines used when **matching** a PT with a PCT:

- Limit any potential bias
- Teaching assignment
- Location of teaching assignment
- Tenured status (Due to the expected number of observations)

Matching for Continued Support PTs

- All of the above
- Consideration for PT's request for continued support will be made on individual basis

V. Roles and Responsibilities

d. Participating Teacher

A *Participating Teacher* (PT) is a teacher who chooses and is selected to participate in the PAR Program.

- Completion of a Needs Assessment indicates a teacher's application to participate in the PAR program. Teachers will only be considered for acceptance into PAR once an interested teacher has completed the Needs Assessment and Panel has processed the application.

Responsibilities

- The greatest responsibility of the Participating Teacher is to the students in the classroom, ensuring students receive the best possible efforts from their teacher.
- Recognize PAR as a resource for teachers and students.
- Review PAR roles and responsibilities (outlined in handbook) with PCT in the fall.
- Register for the PAR Program on Coursewhere
- Develop a Professional Development Plan (PDP) with assistance from the Peer Consultant Teacher (PCT). The PDP must be in place before observations are conducted in order to inform the components of focus.
- Share the PDP with Admin and PCT at the Benchmark Conference as per the TAP Document.
- Update the PDP, when needed, with Admin and PCT input.
- If PT is a 3rd or 4th year teacher, *Form E: Goal Setting* must be completed and submitted by PT and aligned to the PDP. *Form E* will be discussed in conjunction with the PDP at the Benchmark Conference as per the TAP Document.
- If the PT is a tenured teacher, the PDP will be discussed and aligned with *Form G* at the Benchmark Conference as per the TAP Document.
- Engage in learning focused conversations with PCT and Admin.
- Customize a meeting schedule that meets the needs of the teacher's practice with the PCT.
- Participate in one (1) joint Administrator/PCT formal observation cycle including a planning conference, observation and reflection conference. Specifics on the joint observation of administrator and PCT can be found in the **PAR Appraisal Process** section.
- Additional Joint Observations may be conducted if PT, Admin, and PCT mutually agree.

- Collect evidence related to professional practice, which will demonstrate the PT's level of performance. As per TAP Document, PT may include PCT's collected evidence and documentation in PT's personnel file.
- Log contact hours in order to receive CPDU credit.

e. Administrator

An Administrator (Admin) is the primary appraiser or administrator who completes the summative appraisal for the PT according to the TAP Document.

Responsibilities

- The greatest responsibility of the Administrator is to the students in the PT's classroom, supporting the PT so that the students receive the best possible efforts from their teacher.
- Recognize PAR as a resource for teachers and students.
- Review PAR roles and responsibilities (outlined in handbook) with PCT in the fall.
- All teachers who are currently in PAR or have previously participated in PAR have a reasonable expectation of confidentiality. Releasing any information related to their participation in PAR is only done at the discretion of the PT.
- Meet with the PT and PCT for a Benchmark Conference as per TAP Document to discuss the Professional Development Plan (PDP).
- Adhere to the PDP focus (that was established at start of year or as updated), with PT, for informal observations and formal observation cycles. The PDP must be in place before observations are conducted in order to inform the components of focus.
- Align the support to the PT with the PT's PDP and collected evidence of practice.
- Complete one (1) Joint Administrator/PCT formal observation cycle including a planning conference, observation and reflection conference. Specifics on the Joint Observation of Admin and PCT can be found in the **PAR Appraisal Process** section.
- Engage in learning focused conversations with PT and PCT.
- Maintain transparency of evidence with the PT.
- Coordinate appraisal cycle observations and professional development supports with PCT.
- Communicate regularly with PT and PCT about teacher progress and share any specific next steps from observations not conducted jointly.
- Provide input when updating the PDP.
- Additional Joint Observations may be conducted if PT, Admin, and PCT mutually agree.

Training and Resources

- Administrator will attend PAR Orientation at the beginning of the school year to become familiar with PAR protocols and procedures.
- Administrator should access District training and resources provided by the PAR Panel each fall.

f. Peer Consultant Teacher

A *Peer Consultant Teacher* (PCT) is an experienced teacher selected by the PAR Panel. A rigorous process ensures the PCT is a professional educator who is able to communicate knowledge and strategies about best practices in the context of the Framework for Teaching (FFT) to adult learners. PCTs complete extensive training to develop and refine their observations and analysis of teaching practices. PCTs must be licensed appraisers through ISBE by completing the teacher training and assessment modules.

Responsibilities

- The greatest responsibility of the Peer Consultant Teacher is to the students in the PT's classroom, supporting the PT so that the students receive the best possible efforts from their teacher.
- Direct all inquiries related to a potential PT's participation in the PAR application process (i.e. Inquiry, Spring Visit, requests for PAR, needs assessment, and/or matching) to the potential PT.
- All teachers who are currently in PAR or have previously participated in PAR have a reasonable expectation of confidentiality. Releasing any information related to their participation in PAR is only done at the discretion of the PT.
- Assist the PT in the development of Professional Development Plan (PDP). Meet with PT and Administrator at the Benchmark Conference (on or before September 30th) to discuss the PDP. The PDP must be in place before observations are conducted in order to inform the components of focus.
- Engage in learning focused conversations with PT and Admin.
- Complete one (1) Joint Administrator/PCT formal observation cycle including a planning conference, observation and reflection conference. Specifics on the joint observation of Administrator and PCT can be found in the ***PAR Appraisal Process*** section.
- Maintain transparency of evidence with the PT.
- Align the support to the PT with the PT's PDP and collected evidence of practice.
- Coordinate appraisal cycle observations and supports not conducted jointly with Admin.
- Provide input when PT is updating the PD Plan, in conjunction with the Admin.
- Additional joint observations can be conducted if PT, Admin and PCT mutually agree.

- Encourage PTs to form reflective partnerships with colleagues in relation to the SLO Process.
- Meet with PAR Pair, as jointly determined by members of the PAR Pair and the PCT at least quarterly
- Complete and submit a Mid-Year Review for each PT to the PAR Panel in January. The PCT will use the Mid-Year Review form, responding to the following questions:
 - As a result of your support activities, what changes have/or have not occurred? (*address specific instructional strategies you model/shared*)
 - Review current PDP Goals and next steps (*List strategies for second half of year*)

Training and Resources

- Complete and pass the ISBE teacher evaluation modules and assessments prior to participating in appraisal cycles.
- Complete Learning Focused Conversations training or a similar training.
- Utilize PAR Pair (one teacher and one administrative Panel member) as a resource.
- Complete district recommended PD training such as PDD 101/102.

g. Teacher Leader for PAR

A *Teacher Leader for PAR* provides district-wide leadership and training specific to the Teacher Appraisal Plan (TAP) and is the lead Peer Consultant Teacher (PCT) for the Peer Assistance and Review (PAR) program, in order to support teaching and learning in U-46. The Teacher Leader for PAR will also provide services as a PCT with a limited Participating Teacher (PT) caseload as assigned by the PAR Panel.

Responsibilities

- Builds and facilitates a professional learning community of PCTs who support teaching and learning in U-46 based on the Danielson Framework for Teaching, TAP, and PAR guidelines.
- Coordinates spring visits with potential Participating Teachers to share program overview.
- Observes potential PAR PTs for following year as directed by the Administrative Co-chair and/or Panel.
- Assists new PCTs in learning and application of the use of the mentor rubric, Framework for Teaching (FFT), PAR forms and PD opportunities.
- Coaches PCTs to support management of routine and problematic situations.
- Creates and coordinates with the PAR Panel an outline of training, duties, and responsibilities for PCTs.

- Develops monitors and maintains in collaboration/consultation with the PAR Panel a PT webpage/library/Live Binder of support for PTs including available district and non-district supports.
- Develops, implements, and monitors professional development for PCTs each year as directed by the PAR Panel that reflects the changing dynamics of the program.
- Collaborates with district professional development programs to develop, implement and deliver professional development under the direction of the Administrative Co-chair and/or PAR Panel.
- Communicates and provides documentation as directed by PAR Panel of current and future work of PCTs for PAR Panel and other stakeholders.
- Plans and delivers presentations in coordination with PAR Panel and the Administrative Co-chair for various audiences to promote understanding of the PAR Program.
- Communicates changes/updates to the PAR program website in collaboration as directed by the PAR Panel.
- In addition to the roles and responsibilities listed above, the Teacher Leader for PAR will support a caseload as determined by PAR Panel that is less than that of a PCT in accordance with the roles and responsibilities of PCT.

Training and Resources

- Complete and pass the ISBE teacher evaluation modules and assessments prior to participating in appraisal cycles.
- Complete Learning Focused Conversations training or a similar training.
- Utilize PAR Pair (one teacher and one administrative Panel member) as a resource.
- Complete district recommended PD training such as PDD 101/102.

h. PAR Panel

The PAR Panel (Panel) is a group of eight (8) members. Four (4) teachers appointed by ETA and four (4) administrators appointed by the Superintendent or Designee to oversee all aspects of the PAR Program. All Panel members (ETA members and administrators) must be certified appraisers in accordance with ISBE regulations.

Responsibilities

- The greatest responsibility of the PAR Panel is to the students in the PT's classroom, supporting the PCT so that the students receive the best possible efforts from their teacher.

- At least one Panel member will serve as an appointed member of the Teacher Appraisal Plan (TAP) Oversight Committee.
- Manage and determine all operations and processes of the PAR Program.
- Adhere to the guidelines for Panel members set forth in Section V. c. of the PAR handbook.
- Make decisions through the consensus process.
- Establish and maintain a productive and reciprocal relationship with the TAP Oversight Committee as both groups have responsibilities linked to the Teacher Appraisal Plan (TAP) and teacher performance.
- Complete a PAR Program evaluation and analysis.
- Develop, maintain, and communicate PAR data with all stakeholders including program satisfaction of the participants, PCT, Admins, and PTs.
- Submit to BOE or Designee and TAP Oversight Committee, annually, a report evaluating PAR program, recommendations, modifications, and any refinements made to the PAR Program.
- Meet at least quarterly (but will meet more often if necessary) to complete the following duties:
 - Monitor the progress of all PAR participants by reviewing data as described in PCT job description along with additional data that may be applicable.
 - Establish and refine operational procedures and necessary documents and forms.
 - Establish and communicate additional program guidelines to TAP Oversight Committee, PCT, Admins and PTs as needed.
 - Oversee PCT selection, evaluation, and training.
 - Provide communication with the TAP Oversight Committee
 - Share information about the support PAR provides to both teacher and administrator groups and individuals
- If contacted by an interested teacher for a spring visit, with the teacher's permission, Panel Member will contact paradm@u-46.org.
- All teachers who are currently in PAR or have previously participated in PAR have a reasonable expectation of confidentiality. Releasing any information related to their participation in PAR is only done at the discretion of the PT.
- PAR Pair and PCT meeting times will be jointly determined by the PAR Pair and PCT and occur minimally quarterly.
- Conduct reconsideration of a summative rating when requested by a PT and TAP summative rating is not proficient or distinguished.

e. *PAR Panel Co-Chairs*

Responsibilities

It must be noted that the work of the co-chairs is conducted in a collaborative and a consultative manner. The co-chairs are to model for the program the trust and honesty required for a successful PAR Program.

- Schedule PAR Panel meetings with Panel and PAR Team input.
- Communicate at least monthly with the Teacher Leader
- Develop and distribute PAR Panel meeting agendas with input from Panel members and the PAR Team
- Follow up on Panel recommendations as needed.
- Secure and distribute PAR Panel meeting minutes to PAR Panel members and PCTs.
- Responsible for jointly coordinating communication of PAR Program:
- Publish updates regarding the PAR Program including a summary of current work (*i.e. ETA Rep Assembly and District Communication*).
- Present to groups, including but not limited to, the Board of Education, Citizens Advisory Council, and ETA Rep Assembly.
- Communicate any PAR Panel personnel matters with ETA President and Superintendent respectively (*i.e. panel member attendance*).
- Ensure communication between PAR Panel and the TAP Oversight Committee

- Coordinates and oversees the professional development and training (*new and ongoing*) for the PAR panel members and PCTs.
- Match the PAR Pair, one administrator and one teacher, from the Panel who jointly support a PCT. The PAR Pair may troubleshoot problems, confer with the PCT about their caseload and reports, and provide feedback in practice.
- Collaborate to analyze and synthesize data in order to create a year-end report.

The Panel will make its ***decisions*** through the consensus process. Consensus is determined when members: 1) can support the decision, 2) will not undermine the decision, and 3) will publicly support the decision. Ultimately, a group reaches consensus when all members agree upon a single decision. In consensus, each group member can honestly say:

“I believe that you understand my point of view and that I understand yours. Whether or not I prefer this decision, I support it because it was reached fairly and openly, and it is the best solution for us at this time”

If an uneven number of members or if several members are not present, factors such as timeliness of decision and number of previous conversations will impact proceeding or

tabling the discussion. If an agreement cannot be reached, the Co-chairs may choose to table the discussion until the next Panel meeting.

As part of PAR's responsibility to **communicate** with teachers who are our stakeholders, the Admin Co-chair will act as the point person for applications and information updating Panel of interest. Each spring, the Admin Co-chair and/or Teacher Leader for PAR will invite eligible teachers to apply for PAR support. See Section V. Eligibility and Selection Process.

The PAR Panel has a relationship with the TAP Oversight Committee, as both groups have responsibilities linked to the Teacher Appraisal Plan (TAP) and teacher performance. The two-way communication between both groups occurs on a regular basis. At each meeting, the PAR Panel and the TAP Oversight Committee allocate time for updates.

VI. The PAR Appraisal Process

i. Professional Development Plan (PDP)

The Participating Teacher (PT) and Peer Consulting Teacher (PCT) will complete a Professional Development Plan (PDP) related to PT's areas for growth identified from formal observations, reflective conferences and summative discussion based on appraisal events from the previous year. This plan must be completed before the Joint Benchmark Conference.

j. Joint Benchmark Conference

The PT, Admin and PCT will meet as part of the Benchmark Conference in accordance to the process outlined in the TAP Document. The purpose of the meeting is to review the PT's Professional Development Plan (PDP), establish next steps for each of the three people and discuss how formal observation cycles and informal observations will be conducted for the year. This initial meeting is to build a working relationship among the three people within the established roles and responsibilities set forth by the Panel.

k. Joint Formal Cycle

At least one (1) formal observation cycle will be conducted jointly (with the PT, Admin and PCT) including a planning conference, observation, and a reflective conference.

Each cycle must include a Planning Conference and Reflective Conference and the three components of the observation cycle must occur within a two week calendar time frame. The Formal Observation is of longer duration than the Informal Observation and

occurring at a mutually agreed upon date and time, the appraiser will collect evidence on the components as discussed and agreed upon during the Planning Conference to inform the upcoming collaborative conversation. It is the second of the three inseparable components of the Formal Observation Cycle. There shall be a minimum of **three** weeks between all Formal Observation cycles.

PLANNING CONFERENCE (PT, Admin and PCT at conference)

- PT will complete and share **Form A** with the PCT and Admin prior to conference.
- PT, Admin and PCT will use *Form A: Planning Protocol for Formal Observation* as a discussion guide.
- PT, Admin and PCT will jointly agree on focus components for the observation. The areas of focus will be aligned, but not limited, to the PT's Professional Development Plan (PDP).
- PT, Admin and PCT will jointly agree on the manner in which data is collected (i.e. Selective Scripting, Movement/Pattern Chart).
- PT, Admin and PCT will jointly determine when and how the collected data will be shared. Consideration should be made for the PT to have time to review and understand the evidence prior to the Reflective Conference.

OBSERVATION (PCT and Admin in classroom/environment collecting evidence of PT's practice)

- PCT and Admin will collect evidence using the jointly agreed upon data collection system.
- PCT and Admin will collect evidence aligned to the jointly agreed upon focus components as discussed in the Planning Conference.

REFLECTIVE CONFERENCE (PT, PCT and Admin at conference)

- Admin and PCT will share evidence collected during the observation with all parties prior to the Reflective Conference.
- PT will complete and share **Form B** with the PCT and Admin prior to conference.
- PT, Admin and PCT will use *Form B: Reflective Protocol for Formal Observation* as a discussion guide.
- PT, Admin and PCT will jointly agree on the Next Steps.

I. Joint Informal Cycle

A Joint Informal Observation will only be conducted if mutually agreed upon by the PT, Admin and PCT.

The observation component is approximately 15 to 20 minutes in length and may be unannounced, but must be conducted openly and with the full knowledge of the teacher. The limited duration and unannounced nature of an Informal Observation is intended to collect evidence of limited scope to inform the upcoming formative collaborative conversation. It is the first of the two components of the Informal Observation Cycle. The second component of the Informal Observation Cycle is the Reflective Conference.

OBSERVATION (PCT and Admin in classroom/environment collecting evidence of PT's practice)

- A Joint Informal Observation may be requested by PT, PCT or Admin.
- The Joint Informal Observation Cycle complies with the TAP Informal Observation Cycle.
- Since an Informal Observation has a limited scope of evidence collection, during a Joint Informal Observation, consideration should be given, but not limited, to alignment of PT's PDP focus component(s).

REFLECTIVE CONFERENCE (PT, PCT and Admin at conference)

- Admin and PCT will share evidence collected during the observation with all parties prior to the Reflective Conference.
- Form D is mandatory as in the TAP process and should be collaboratively completed by the PT, PCT and Admin then submitted by appraiser.
- PT, Admin and PCT will jointly agree on the Next Steps.
- The Joint Informal Reflective Conference must occur within **three days** of the observations in alignment with the TAP document.

m. Summative Conferences

The Administrator and PCT will complete *Form J* and conduct an **independent** end of year summative conference with PT. The Admin and the PCT will assign **separate** TAP and ISBE ratings to the PT.

n. Reconsideration

Reconsideration is a process that occurs at the request of the Participating Teacher (PT) when the PCT and Admin's Summative ratings differ.

- TAP Summative ratings of Proficient or Distinguished **will not** be reconsidered by the Panel.
- The Participating Teacher has **15** calendar days (*upon completion of both Summative Conferences*) to request a reconsideration of the TAP and ISBE Ratings.
- Reconsideration requests are made by emailing paradm@u-46.org.
- The Panel will conduct a review of the ratings through presentation (as determined by Panel) and redacted documentation from both the Admin and the PCT.
- The PT has the opportunity to submit additional evidence to the Panel. This additional evidence **must** pertain to formal and/or informal observations completed by the Admin and/or PCT.
- When Reconsideration is requested, the PCT's collected evidence & documentation will be included in PT's personnel file.
- The Admin and/or PCT may be asked by the Panel to review and respond to evidence submitted by the PT for the reconsideration process. The Admin and/or PCT must make themselves available to the Panel, as needed and determined by the Panel.
- The Panel will determine the TAP and ISBE summative ratings.
- The TAP and ISBE summative ratings determined by the Panel in the Reconsideration process will be accepted by Human Resources.
- Human Resources will use the TAP and ISBE summative ratings determined by the Panel to make employment decisions.
- Human Resources will notify all parties involved of the Reconsideration results.

VII. Timeline

Spring – Fall

- All teachers in years 2, 3, or 4 not formally matched through the Teacher Mentor Program will receive an invitation and may self-nominate for acceptance into PAR.
- All Tenured and Pre-tenured Teachers who have a Basic TAP Rating and no mentor will receive an invitation and can voluntarily participate in the PAR Program.
- PAR can be a resource for teachers and administrators completing a PDP for an ISBE Needs Improvement rating.

Fall

- All tenured teachers may self-nominate for acceptance into PAR as part of TAP PD option 4.0 per Elgin Teachers Association/School District U-46 contract by completing Needs Assessment.

Spring-Fall

- PAR Panel reviews all Needs Assessments submitted by teachers and PDPs submitted by administrators to determine acceptance into PAR Program for upcoming year.
- Administrative Co-Chair and/or Teacher Leader for PAR notify Teacher Nominee upon acceptance or non-acceptance into PAR.
- Administrative Co-Chair and/or Teacher Leader for PAR notify Teacher Nominee's Immediate Supervisor, Site Administrator, ETA President, and Human Resources if Teacher Nominee will be part of PAR for the upcoming school year. (**Indication of PAR participation in the TAP online system.**)

Fall

August 1 - September 30

- PCTs are sent list of matches by start of school year by Admin Co-chair and/or Teacher Leader for PAR.
- Admin Co-Chair and/or Teacher Leader for PAR notify teachers of their PAR Program PCT match.
- Needs Assessments for each teacher shared with the assigned PCT.
- PCT makes initial contact to establish plan to meet.
- All pre-tenured teachers who have been recalled after the end of the school year may self-nominate for acceptance into PAR by completing a Needs Assessment.
- All tenured teachers who have been recalled after the end of the school year may self-nominate for acceptance into PAR as a part of TAP PD option 4.0 per Elgin Teachers Association/School District U-46 contract by completing a Needs Assessment.
- Panel reviews all additionally submitted PAR Option 4.0 applications/Needs Assessments.
- Panel notifies TAP Option 4.0 teacher nominee upon acceptance or non-acceptance into PAR.

- PCTs are notified of any PTs added to caseload by Admin Co-chair and/or Teacher Leader for PAR.
- Panel provides a PAR Overview for all PAR Administrators.
- PCT provides a PAR handbook orientation using the same materials for all PTs.
- PDP shared to be reviewed by Admin and PCT before Benchmark Conference.
- PDP reviewed by PT in consultation with PCT; PT and PCT meet with Admin for Benchmark Conference/PDP Review as per TAP Document.

VIII. History of PAR

School District U-46 and The Elgin Teachers Association (ETA) have a shared interest in making sure that every child has an effective teacher. As *What Matters Most*, the 1996 report of the National Commission on Teaching and America's Future, stated: "What teachers know and can do makes the crucial difference in what children can learn."^[1] School District U-46 and the ETA share the common goal of improving student achievement by supporting teachers as they continually build on what they know and what they do inside the classroom. To meet this goal, U-46 and the ETA have worked together to create and support an award-winning Teacher Mentor Program and a Teacher Appraisal Program based on the work of Charlotte Danielson. Although these programs address and identify the learning needs of many of our teachers, we may still have some struggling teachers who are not effectively serving students. The goal of a Peer Assistance and Review (PAR) program is to fill this gap to assure all students receive the most effective instruction possible.

PAR programs have existed since the 1980's and have been successfully implemented in several states. In the current NEA report on teacher effectiveness, common goals of successful programs shared these traits:

"All teachers participate in peer review programs that (1) furnish the support needed for early career teachers to become effective: (2) implement improvement strategies for struggling teachers to become more effective: (3) identify professional learning opportunities for effective teachers to become highly effective: (4) include a process for teachers who are deemed ineffective to be recommended for dismissal."^[2]

Collaborative Work

Fall 2010 – Downers Grove, IL

First NEA Foundation Conference with all school districts selected for NEA Foundation Institute for Innovation in Teaching and Learning grants. The conference allowed us to explore possible projects. A discussion with team continues as we narrow interest to PAR and measures of student growth. We begin to make initial plans to gather district data on students and staff.

Spring 2011 – St. Louis, MO

Team attends NEA conference where other NEA teams review initial plans and give input. Work begins with NEA coach who attends meetings in District to facilitate work and provide resources. We share our final project overview with our NEA partners.

Summer 2011- Washington, DC

NEA provides 2 day conference on PAR. Presentations from Susan Moore Johnson and panel discussions from PAR program participants. Resources shared with a variety of U-46 staff during TAP and administrative meetings.

Fall 2011 – Columbus, OH

NEA Fall conference on Teacher Effectiveness in Ohio supports the team’s work in creating a model for the first stage of PAR in U-46.

Winter 2011

Team meetings in December and January finalize this report.

ORIGINAL TEAM

Hilda Curda	ETA	Melanie Meidel	U-46
Abbie Eklund	ETA	Nan Ochs	U-46
Andrea Erickson	U-46	Sylvia Rodriguez	U-46
Heather Fodor	ETA	Tony Sanders	U-46
Maryellyn Friel	ETA	Ushma Shah	U-46

Co-Chairs

Kathryn Castle
Dr. José Torres

NEA Foundation Coach: Armin Blaufuss

IX. Appendix
a. PAR Forms

Professional Development Plan

Teacher Name:

Job Role/Grade Level/Subject:

School Site(s):

Years in Current Assignment:

Years of Educational Experience:

Date:

(COMPLETED BY TEACHER with Support from PCT)

- A. Goal (#1) to focus on for the upcoming year.** *[Should be related to areas for growth identified from formal observations, reflective conferences and summative discussion and reflect proficient level from ISBE Descriptor.]*
- B. Rationale for Goal (#1)** *[Describe importance of goal; include evidence from Form C and Form D that relates to the goal]*
- C. Assessing and Documenting Goal (#1)** *[What does success look like? What will serve as evidence of success?]*
- D. Action Steps and Supports for Goal (#1)** *[What will the teacher, PCT and evaluator do to meet the goal? Describe specific resources, activities, and events.]*

Assessing and Documenting Goal (#1)

Evidence of Action Steps and Supports (Completed by Teacher)

Source of Information/Support	Notes
Event: Date: Component Area of Focus: Evidence of Support Provided YES <input type="checkbox"/> NO <input type="checkbox"/>	
Implications for My Practice: 	

Documentation of PDP for Goal (#1)

Reflection and Summary:

Mid-Year Review

Teacher _____
 Position _____
 PCT _____ DATE _____

As a result of your support activities, what changes have/or have not occurred?
(address specific instructional strategies you model/shared)

Review current PD Plan Goals and next steps for second semester.

(List strategies for second half of year)

Final Summative Report (assessment or review)

Participating Teacher _____

School _____

Position _____

Peer Consultant Teacher _____

Data Entered PAR: _____

Area(s) of Component Focus: Domains 1 -4 _____

Strengths:

Areas for Growth:

Interventions/Supports:

Number of Visits:

Next Steps/Current Status Regarding Meeting Standards:

Observation Dates included in the basis for this mid-year summary

Formal Observation Dates:	
Informal Observation Dates:	

TAP Rating of Certified Staff's Performance

- Unsatisfactory Basic Proficient Distinguished

Teacher's signature indicates that teacher has read and reviewed the report, not necessarily that the teacher concurs with the contents.

Peer Consultant Teacher's signature: _____ Date: _____

Teacher's signature:

_____ Date: _____

b. Flow Charts

PAR Flow Chart—

Reconsideration Flow Chart—

Leave of Absence

If a PT takes a leave of Absence district guidelines will be followed.

TAP Document

<https://intranet.u-46.org/public/TAP-2015.07.29.pdf>

[1] National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future*. NY, 1996.

[2] Commission on Effective Teachers and Teaching, *Transforming Teaching: Connecting Professional Responsibility with Student Learning (A Report to the NEA)*. Washington, DC, 2011.