

# PEER ASSISTANCE AND REVIEW

A nationally recognized teacher evaluation model for Ohio and the nation.



## PAR

PEER ASSISTANCE AND REVIEW

*Assisting new teachers  
in developing the tools  
to become a success  
in the classroom.*

## *History*

Evaluation has been a major source of confrontation between teacher organizations and administrations throughout the nation. Columbus was not atypical. Although the contractual evaluation process was clearly defined, it was neither positive nor successful.

As public concern about teacher quality grew, the CEA leadership faced the question of what role teachers would play in the improvement of their profession.

In the mid 1980s, Columbus Superintendent James Hyre approached Columbus Education Association President John Grossman with an idea of the administration and CEA working together to solve problems in the district. The evaluation process was a problem that both sides felt needed reform. A joint committee was formed, and it examined a series of different approaches. The committee was very interested in the very innovative *Toledo Plan*.

The joint committee developed a Columbus model based on the concept from Toledo. The name Peer Assistance and Review (PAR) was selected to capture the essence of the program. After more than a year of work, the proposal was presented to the entire school district. It was ratified by a 96 percent vote of the CEA Legislative Assembly and a unanimous vote by the Columbus Board of Education.

In the fall of 1985, the PAR Program was implemented. Consulting teachers were selected from the teaching staff of the district after an elaborate process of recommendations and interviews.

The PAR Panel was established to govern the PAR Program. Four members are appointed by CEA, and three members are appointed by the superintendent. The CEA President and the Executive Director of Human Resources co-chair the PAR Program. All decisions must pass by a two-thirds vote. After more than 20 years, the depth and detail of the information provided has resulted in only a few votes that were not unanimous.

PAR is a great example of collaboration between the union and management. In a system with fewer than 5,000 teachers, PAR has served nearly 8,000 teachers since it began. PAR is an ideal model of how teachers and administrators can work together as peers to solve major problems.

## *Intern Program*

The Intern Program is mandatory for all teachers newly hired by Columbus Public Schools, even those with previous experience. The PAR Panel assigns a teacher consultant (PAR Consulting Teacher) to each intern.

The consulting teachers are released full time from classroom duties in order to visit interns assigned to them. Each consulting teacher devotes many hours to direct classroom observations and conferences. The number and length of visits may vary to meet individual needs. The recommended observation length is 45 minutes. The minimum number of observations is 20 for an intern (40 for an intervention). The minimum number of conferences is 10 for an intern (20 for an intervention). Additionally, consulting teachers have district resources available to help new teachers begin their careers successfully.

During the year, PAR Consulting Teachers prepare at least one interim report for each intern. A final appraisal includes a recommendation on whether the intern should receive a contract for the next year. PAR Panel members who hear evaluation reports make final employment recommendations to the superintendent.

## *Intervention Program*

The Intervention Program is designed to assist experienced teachers who are having difficulties. An elaborate process of checks and balances governs the referral of a teacher to this program. A referral can be initiated by either an administrator or another teacher. These referrals must be approved by the principal, senior faculty representative, Association Building Council (ABC) and PAR Panel. A teacher may also self-refer to obtain PAR Program assistance.

Each ABC determines its own voting requirements (e.g. majority, unanimous or some other percentage) before making a referral decision in executive session. It is suggested that the ABC address the voting requirements at its first meeting of the school year.

Once a teacher is approved for intervention, a PAR Consulting Teacher is assigned. Since there is no time limit, assistance is continued as long as the teacher is progressing at an acceptable rate. Formal evaluations and/or special evaluations are not conducted by administration while a teacher is in intervention.



# *PAR Program Overview*

The Columbus Education Association and the Columbus Public Schools have developed and implemented a program in which highly successful teachers provide assistance to new teachers and to experienced teachers who are having serious difficulties. The primary goal of this program is to provide help to teachers entering the profession and to improve the performance of an experienced teacher who is not performing at an acceptable level. A strong induction and support program will improve the quality of the teaching force.

## *PAR Program's Major Characteristics*

- A seven-member panel directs the PAR Program. CEA appoints four members of the PAR Panel, and the superintendent appoints three.
- The PAR Panel selects the teachers (PAR Consulting Teachers) who will be working with the intern (beginning) teachers and with any other teachers identified by the panel for assistance from a PAR Consulting Teacher.
- Newly employed teachers are considered intern teachers and will be assigned to a PAR Consulting Teacher for their first year in the Columbus Public Schools.
- Experienced teachers assigned to the intervention segment of the PAR Program will continue in the program until the PAR Consulting Teacher determines that no further assistance is needed or will be productive.
- The contractual and legal rights of intern and experienced teachers assigned to the PAR Program for intervention will be honored.
- Program support will be furnished by the Board of Education. Either the superintendent or the CEA President may terminate the PAR Program at any time with a 30-day written notice to the other party.

## *PAR Panel*

- Administers the PAR Program
- Consists of seven members: four teachers and three administrators
- Selects PAR Consulting Teachers
- Meets with PAR Consulting Teachers periodically to receive reports
- Evaluates requests for intervention
- Makes employment recommendations based on PAR Consulting Teachers' reports
- Oversees training of PAR Consulting Teachers
- Alternates position of chairperson yearly between administration and CEA
- Evaluates the PAR Consulting Teachers
- Determines policies and procedures that govern the program



## *PAR Consulting Teachers*

- Serve full-time
- Serve for a maximum of three consecutive years to maintain the peer concept
- Mentor colleagues by demonstrating, observing, conferencing, referring and providing assistance
- Plan and present new teacher reception and orientation
- Plan and present a graduate-level Peer Assistance and Review/The Ohio State University course (PAR/OSU)
- Conduct workshops for new teachers on teaching performance, pupil relations and management activities
- Assess colleague performance and make recommendations to the PAR Panel regarding future employment
- Receive supplemental contract equal to 20 percent of the base salary

# Components

## ***The PAR Program***

Columbus Public Schools continuously strives to provide the highest possible quality of education. For students to succeed in learning, teachers must succeed in teaching. The PAR Program has been designed to improve the quality of instruction by assuring that all teachers are experiencing professional success in an urban setting. The program has two components.

## ***Intern Component***

The intern component of the PAR Program is designed to offer all newly hired teachers the support, advice and

direction necessary to make the first year's experience in the Columbus Public Schools as successful as possible. Consulting Teachers work with newly hired teachers to assist and evaluate their classroom performance.

PAR is mandatory for teachers newly hired by Columbus Public Schools, even those with previous experience

PAR Panel assigns a PAR Consulting Teacher to each intern. The term *intern* is used to identify full-time bargaining unit members new to Columbus Public Schools.

Formal evaluations are not conducted by the administration while a teacher is in PAR.

## ***Intervention Component***

The intervention component of the PAR Program is designed to offer all available resources within the school system to improve experienced teachers who are having difficulties in the performance of their professional classroom duties. In close cooperation with the building principal, the PAR Consulting Teacher works to identify weaknesses in teaching, to develop specific performance goals, offer supports, and monitor progress of each PAR Program participant. Other school system personnel will assist in the program when needed.

PAR is designed to assist experienced teachers in the Columbus Public Schools who are exhibiting difficulties in the classroom. Teachers must have five or more years of teaching experience in the district to receive service from PAR.

An experienced teacher may enter the PAR process in the following ways:

1. Self-referral.
2. Recommendation made by a vote of the Association Building Council.
3. Recommendation made by the administrator.

The PAR Panel assigns a PAR Consulting Teacher to each intervention. Formal evaluations and/or special evaluations are not conducted by the administration while a teacher is in PAR intervention.

## ***Intervention Strategies***

- Prior to working with a teacher newly identified for intervention, the consulting teacher will meet with the building principal to discuss the case. The building principal will identify problems and work with the PAR Consulting Teacher to provide the support needed for improvement.
- The consulting teacher will meet with the participating teacher to discuss the PAR Program intervention and goal setting process.
- The consulting teacher will observe the participating teacher and assess teaching performance for the purpose of determining performance goals.
- During the participant's stay in the PAR Program, the consulting teacher will frequently observe the participant, having both pre-observation and post-observation conferences as often as practical. Subject area consultants and special program area supervisors may be used by the consulting teacher for additional materials and training.
- The consulting teacher may arrange for the participant and consulting teacher to view a master teacher's classroom.
- The consulting teacher will meet regularly with the principal to address issues of the participant's performance.
- The consulting teacher can discuss any problems with the Executive Director of Human Resources and the CEA President to provide assistance.



# Governance

## Teacher Panel Members:



Rhonda Johnson



Linda Edgar



Jan Bell



Dianne Stickel

## Administrative Panel Members:



Craig Bickley



Mira Wright



Walt Jeffreys

## The PAR Panel

The PAR Program is governed by the PAR Panel, which is composed of four teachers appointed by the Columbus Education Association President and three members appointed by the Superintendent of the Columbus Public Schools. All decisions must have a two-thirds majority vote to pass, which produces a positive synergy to work together. The chair rotates annually between the CEA President and the Executive Director of Human Resources. A panel year is defined as August 1 to July 31. Two-thirds of the panel members must be present in order to meet.

### Major responsibilities of the panel:

- PAR Program: The PAR Panel manages and determines the operation of PAR. The panel establishes operational procedures and develops all necessary forms and documents.
- PAR Consulting Teachers: The PAR Panel selects the consulting teachers based on specific criteria (see page 5). The selected teachers will be trained to offer peer assistance and will continue to receive professional development on specific components of the program. The panel will monitor and evaluate the effectiveness of those working in the program. It will recommend whether staff shall continue serving in the program from year to year.
- Intern and Intervention Participants: The PAR Panel has developed all guidelines for both segments of the program. The panel has created a specific *Intervention Referral Form*. If the Panel votes to include a teacher in intervention, the Panel will notify the teacher and the building principal and will assign a consulting teacher.
- Status Reports and Evaluations: The PAR Panel will monitor the progress of each participant by reviewing status reports and evaluations regularly submitted by the PAR Consulting Teachers. Except in very unusual circumstances, program participants will not be given notice of special evaluations while they are in the program.
- Intern Program: The Panel has developed a schedule for receiving and reviewing evaluations of interns throughout the school year.
- Intervention Program: When a final status report from the PAR Consulting Teacher states that a PAR intervention participant needs no further assistance or that further assistance will not be productive, a written report of the participants' performance status will be completed, passed and signed by all panel members. The co-chairs of the panel will then schedule a conference with the participant to review the report and receive his/her signature. Signing the report does not necessarily mean agreement but only that the participant has reviewed and received a copy of the report. The signed report is then forwarded to the Executive Director of Human Resources for inclusion in the participant's personnel file.

# *The PAR Consulting Teacher*

Each consulting teacher will work with both intern and intervention teachers.

## ***Selection Criteria***

Criteria for selecting PAR Consulting Teachers will include the following:

- Taught in the Columbus Public Schools for a minimum of five years.
- Demonstrated outstanding classroom teaching ability.
- Demonstrated talent in written and oral communications.
- Demonstrated ability to work cooperatively and effectively with other professional staff members.
- Extensive knowledge of a variety of classroom management and instructional techniques.

## ***Selection Process***

When needed, the PAR Panel will post the position of PAR Consulting Teacher. Applications will be accepted from those who meet the selection criteria.

In addition to submitting a completed application, each applicant is required to have the following documents submitted directly to the Executive Director of Human Resources:

- A reference from his or her building principal or immediate supervisor if the teacher is not assigned to a school building.
- A reference from his or her senior faculty representative.
- References from two other teachers from his or her building or from the program if the teacher is not assigned to a school building.

The President of CEA and the Executive Director of Human Resources will review the applications and identify teachers for consideration by the PAR Panel. In consultation with the panel, they will determine the list of individuals to be interviewed. In addition to the interview, applicants take a written test. The panel will select new consulting teachers from this group of applicants. All applications and references will be treated with the strictest confidentiality.

## ***Assignment Status***

Applicants who are not accepted as consulting teachers will be notified. Those who are selected by the PAR Panel as consulting teachers will:

- Continue in current assignment until the PAR Panel determines the need for a consulting teacher. Identification by the panel as a consulting teacher is not a guarantee of active assignment.
- When assigned, work full-time as a consulting teacher until the PAR Panel determines the service is no longer needed. Generally, assignments will be for the school year and will not continue more than three consecutive years.
- Have a right to return to his or her previous teaching assignment if his or her assignment as a consulting teacher is for less than a full school year.
- Be given every available consideration to return to his or her teaching assignment if he or she is on active assignment as a consulting teacher for a full school year or more.
- Receive a supplemental contract for service as an assigned consulting teacher at a rate of 20 percent of the base salary per year. Partial years will be prorated. Supplemental contracts held by consulting teachers at the time of assignment will be paid if the services under the contract have begun. For purposes of determining years of continuous service under supplemental contracts, years served as a PAR Consulting Teacher may be applied to either Group A or B in Section 905.01 of the Master Agreement.



# *The PAR Program Participant*

## *The PAR Program Participant*

### ***Intern Participants***

All newly-hired teachers who have not previously participated in the PAR Program will be designated interns for one year for the purpose of professional development and evaluation. The PAR Panel will have the authority to exclude a teacher from the program because of special job-related considerations.

### ***Intervention Participant***

The process of enrolling a teacher as a PAR Program participant is initiated whenever a building principal and/or senior faculty representative (SrFR) believes that a teacher in the building is experiencing serious difficulty in the performance of professional duties and could benefit by intervention from a PAR Consulting Teacher. If the building principal is the initiating party, he or she should call the Executive Director of Human Resources and recommend the teacher as a candidate for the PAR Program. If the SrFR is the initiating party, he or she should call the CEA President with a similar recommendation.

If, after consultation, the Executive Director of Human Resources and the CEA President determine that the views of the building principal and the senior faculty representative concur and that substantive cause for concern exists, then the senior faculty representative will be notified to take the recommendation to the Association Building Council (ABC).

The ABC will meet in executive session as provided in Article 202.05 of the CEA Master Agreement to consider the recommendation. The executive session may be a part of a regularly scheduled ABC meeting, or the chairperson of the ABC may call a special meeting for the purpose of discussing this matter only. In the case of a special meeting, the chairperson will notify all ABC members of the date and time of the meeting at least five school days in advance. Executive sessions are limited to the five members of the ABC, except in buildings or units that have elected to expand the size of their ABC according to contractual limits.

If the ABC decides that the teacher being discussed should be recommended as a PAR Program participant, the *Recommendation for Intervention Form* will be completed, signed by both the building principal and the senior faculty representative, and forwarded to the PAR Panel.

Teachers not assigned to a regular school staff may be recommended for intervention by their program supervisor. The recommendation should go to the Executive Director of Human Resources. The remainder of the process will be similar to that above except that the CEA President will act in place of the Association Building Council.

The PAR Panel will review and vote on the recommendation. If the panel votes to include a teacher in the intervention phase, the panel will notify the teacher and the building principal. The co-chairs (or designees) will meet with the referred individual. The teacher's participation is not voluntary. The PAR Panel will assign a PAR Consulting Teacher to the new intervention participant. Service from the program does not have a time limit as long as progress is noted.

### ***Self Referral***

An experienced teacher may refer himself or herself to the PAR Program at any time. The term experienced teacher is intended to mean one who has a minimum of five years in the school district. The individual may self-refer by writing a letter directly to the CEA President. The action on the request will go directly to the PAR Panel.



# Intervention Component

The Peer Assistance and Review Program (PAR Program) has as one of its major components a plan to assist experienced teachers who are having serious difficulties in their teaching assignments. This assistance is to be provided by a peer referred to as a PAR Consulting Teacher. The consulting teacher will work with the referred teacher until such time as he or she determines that the teacher is either working successfully and needs no further assistance or determines the referred teacher is not showing reasonable growth in relation to the assistance provided. The major purpose of intervention is to assist the experienced teacher to overcome deficiencies and again become a successful teacher.

The building principal and the senior faculty representative (SrFR) are the key people in the school to provide input as to which teachers should be referred for assistance. The process of enrolling a teacher as a PAR Program intervention participant is initiated whenever a building principal and/or senior faculty representative believes that a teacher in his or her building is experiencing serious difficulty in the performance of professional duties and could benefit by intervention from a PAR Consulting Teacher. If the building principal is the initiating party, he or she should call the Executive Director of Human Resources and recommend the teacher as a candidate for the PAR Program.

If the SrFR is the initiating party, he/she should call the CEA President with a similar recommendation. Conversations between the SrFR and principal about the possibility of recommending a teacher for the PAR Program must be held in the strictest of confidence and in a professional manner.

If, after consultation, the Executive Director of Human Resources and the CEA President determine that the views of the building principal and the senior faculty representative concur and that substantive cause of concern exists, then the SrFR will be notified to take the recommendation to the Association Building Council (ABC).

The ABC will meet to consider the recommendation. The executive session may be a part of a regularly scheduled ABC meeting, or the ABC chairperson may call a special meeting for the purpose of discussing this matter only. In the case of a special meeting, the chairperson will notify all ABC members of the date and time of the meeting at least five school days in advance. Executive sessions are limited to the five members of the ABC except in buildings or units that have elected to expand the size of their ABC according to contractual limits.

If the ABC decides that the teacher being discussed should be recommended as a PAR Program participant, the *Recommendation for Intervention Form* will be completed, signed by both the building principal and the senior faculty representative, and forwarded to the PAR Panel.

## ***Guidelines for Intervention***

Teachers not assigned to a regular school staff may be recommended for intervention by their program supervisor. The recommendation should go to the Executive Director of Human Resources. The remainder of the process will be similar to that above except that the CEA President will act in place of the Association Building Council.

The PAR Panel will review and vote on the recommendation. If the panel votes to include a teacher in the program, the panel will notify the teacher and the building principal. The teacher's participation is not voluntary. The panel will assign a PAR Consulting Teacher to the new program participant.

Please note that a teacher may send a letter to CEA requesting to be placed in PAR intervention (self-referral). When a letter of self-referral is received, all of the steps above are bypassed. The action on the request will go directly to the PAR Panel.



# *Intervention Indicators*

## *Potential Characteristics*

Staff members are often aware when a colleague is having serious difficulty. The more common indicators of performance problems may include any of the following:

- Serious discipline and classroom control problems
- Frequent conflicts with students
- Noisy, unproductive classroom atmosphere
- Children frequently out of the classroom
- Total lack of student interest in classroom activities
- High incidence of discipline referrals
- Unduly harsh and unreasonable treatment of students
- Frequent parent complaints and difficulty resolving programs with parents
- Lack of planning and preparation for instruction
- Disorganized about meeting professional responsibilities
- Extremes in grading as reflected in grade inflation or excessive failure rates
- Lack of student growth and achievement
- Tardiness and high absence rates
- Sarcasm and/or demeaning comments to students
- General negativism toward all facets of the job
- Difficulty with routine tasks
- Failure to comply with district policies and administrative requests
- Problems in the individual's life outside of work that are impacting teaching performance

It is important to understand that teachers referred for assistance are not categorized as unsuccessful teachers who must be removed from the profession. Teachers referred to the program are viewed as valued professionals. Through the PAR Program, resources are provided to enable these teachers to improve classroom performance to a successful standard.

The PAR Panel, composed of four members appointed by the CEA President and three members appointed by the superintendent, is charged with the responsibility of managing the PAR intervention component. The panel will monitor the progress of each participant by reviewing status reports regularly submitted by the PAR Consulting Teacher. When the PAR Panel receives a final status report from a consulting teacher stating that the PAR intervention participant needs no further assistance or that further assistance will not be productive, a written report of the participant's performance status is completed and signed by all seven PAR Panel members. In turn, the co-chairs of the PAR Panel have a conference with the participant to review the report and receive his or her signature. Signing the report does not necessarily mean agreement but rather that he or she has reviewed and received a copy of the report. A signed copy of the report is forwarded to the Executive Director of Human Resources for inclusion in the participant's personnel file.

# Master Agreement

## Contract Language

Below is the text from the evaluation section of the *Agreement between the Columbus Board of Education and the Columbus Education Association*. This contract language has been developed over the last few contracts since the creation of the PAR Program. By design, the language in the *Agreement* has been kept to a minimum.

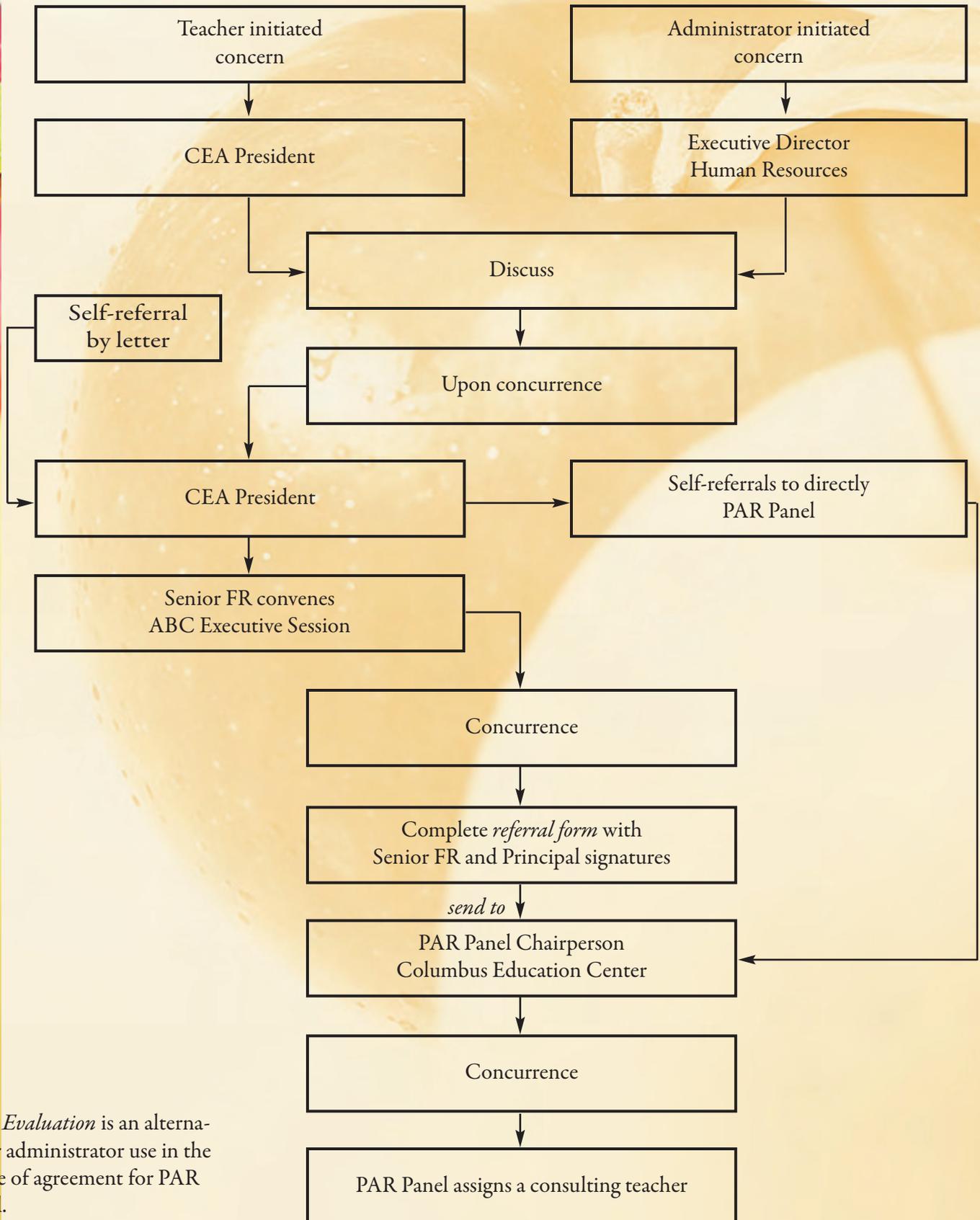
### 401.14

- A. The evaluation and any related actions involving teachers during the period of assignment to the Peer Assistance and Review Program (PAR Program) shall be in accordance with the procedures established by the PAR Program Panel rather than in accordance with the provisions contained in this Article 401. Such related actions shall include action by the Board based on recommendations by the PAR Program Panel regarding intern teachers and action by the Board based on reports by the PAR Program Panel regarding teachers who have previously been assigned to the PAR Program for intervention.
- B. The provisions of this Article 401 shall apply to teachers assigned to the PAR Program only in the event of administrative actions which are not in accordance with the PAR Program Panel procedures. Such administrative action shall only be initiated where the basis for such action is primarily related to concerns other than classroom teaching performance.
- C. Any teacher may request to be assigned to the PAR Program by submitting a written request to the Association President. If the teacher requesting assignment to the PAR Program has been given a Notice of Special Evaluation and has more than five (5) years of continuous Columbus teaching experience, such teacher shall be accepted into the intervention phase of the PAR Program. The final determination of whether to admit a teacher with five (5) or less years of continuous Columbus teaching experience to the PAR Program will be made by the PAR Panel.
- D. Teachers who have all successful ratings on their most recent evaluation form shall not be recommended for PAR Intervention by an administrative-initiated referral unless the following has been provided:
  - (1) A serious concern(s) has been identified by the principal or evaluating supervisor and a conference has been held with the affected teacher where the serious concern(s) is identified and discussed with said teacher.
  - (2) The principal or evaluating supervisor has provided suggestions and/or assistance to the affected teacher to correct the serious concern(s).
  - (3) If the serious concern(s) has not been resolved, a follow-up conference has been held with the affected teacher to so inform said teacher and, if it is the intention of the principal or evaluating supervisor to recommend the teacher for PAR Intervention, to so inform the teacher during this conference.
  - (4) A teacher shall not be represented or accompanied by a representative of any employee organization in any conferences required in 401.14D above.



# Intervention Resources

## PAR Intervention Referral Process



*Special Evaluation* is an alternative for administrator use in the absence of agreement for PAR referral.

# PAR Intervention Referral Form

## PAR Intervention Referral Form Columbus Public Schools



### Peer Assistance and Review Program Recommendation for Intervention

The Association Building Council and the principal of

\_\_\_\_\_ are recommending the following

teacher for participation in the Intervention component of the

Peer Assistance and Review Program:

TEACHER RECOMMENDED: \_\_\_\_\_  
(please print)

TEACHER ASSIGNMENT: \_\_\_\_\_

\_\_\_\_\_  
Senior Faculty Representative's Signature Date

\_\_\_\_\_  
Building Principal's Signature Date



*Send complete form to:*  
**PAR Panel Chairperson**  
Division of Human Resources  
Columbus Education Center  
270 East State Street  
Columbus, Ohio 43215



# PAR Panel Report Sample

Intervention Teacher	<u>Jane Doe</u>	Date	<u>June 6, 20XX</u>
Consulting Teacher	<u>Alice Smith</u>	Date Assigned	<u>Nov. 16, 20XX</u>
Assignment	<u>Grade 1</u>	School	<u>Washington ES</u>
Principal	<u>Thelma Johnson</u>	SrFR	<u>Christy Jones</u>

## I. SUMMARY OF INITIAL ASSESSMENT

- A. There is no class management plan in existence.
- B. While Washington ES is a Project GRAD School, many of the CMCD strategies are not being used.
- C. Learning time is not being utilized so that students spend a maximum amount of time on learning outcomes.

## II. SUPPORT PROVIDED (numbers to include both former and current CT's mentoring activities)

A. Observations			
Since Nov. 8, 20XX:	18		
Since Feb. 7, 20XX:	27	Total Observations:	45
B. Conferences			
1. Teacher			
Since November 8, 20XX:	7		
Since February 7, 20XX:	5	Total Teacher Conferences:	12
2. Administrative Staff			
Since November 8, 20XX:	3		
Since February 7, 20XX:	2	Total Administrative Staff Conferences:	5
3. Other			
Since November 8, 20XX:	2	Christy Jones (CMCD/SrFR)	
Since February 7, 20XX:	1	Christy Jones	
		Total Other Conferences:	3
C. Resources			
CMCD Materials			
<i>How to Talk so Students Will Listen and Listen so Students Will Talk</i>			
Individual Behavior Contracts			
<i>Behind the Behavior of the Disruptive</i> workshop notes—Dr. Laura Ehlert			

## III. STEPS TAKEN (if applicable, attach copy of Goal Setting Agreement)

- A. Goal Setting Agreement was signed on January 12, 20XX, and is attached.
- B. Ms. Doe has been given bi-weekly feedback and an opportunity to respond to comments when a conference is not possible.
- C. Arrangements were made for Ms. Doe to meet with the SrFR, the CMCD Coordinator and READ coordinator, to clarify concerns about CMCD materials and the Reading First Grant and its implementation.
- D. Ms. Doe has continued to have bi-weekly feedback on scripting notes and conferences as needed.

## IV. SUMMARY OF PROGRESS

- A. Ms. Doe has been very receptive to suggestions and has implemented many of them.
- B. Ms. Doe has re-read her CMCD materials and appears to be using some of the strategies that are suggested.
- C. Ms. Doe has kept me informed about schedule changes and inservices that impact CT's observation schedule.
- D. Ms. Doe has begun to use positive incentives and a discipline plan that does not interfere with the flow of the lesson.
- E. She told me that she has appreciated the support received from the PAR office. "Without that support," she stated, "I might not have been able to complete the current school year."

## V. RECOMMENDATION FOR NEXT STEPS

- A. Ms. Doe should continue in PAR intervention.
- B. Ms. Doe has taken the LSP effective June 30, 20XX.

# *PAR Rubric Performance Terms*



## ***Teaching Performance***

The intern writes daily lesson plans that align with the grade level indicator current curriculum guide; implements classroom teaching strategies, activities and assessments that promote student achievement of the current curriculum guide; maintains a safe, friendly and mutually respectful environment conducive to student learning and development; uses writing, listening and speaking skills to convey the instructional material in a developmentally appropriate manner; and demonstrates mastery of the subject matter to achieve the instructional objective.

## ***Pupil Relations***

The intern demonstrates a professional interest in students and shows concern for their safety and well-being; treats all students fairly and is cognizant of the uniqueness of the individual; and selects activities, strategies, assignments and assessments to allow for the growth and development of all students.

## ***Management Activities***

The intern effectively manages student discipline and overall student safety; allocates time for the purpose of maximizing the learning process; effectively develops, implements and manages records, reports and student work; and manages classroom facilities, materials and equipment in a safe and organized manner.

## ***Overall Value to the School Program***

The intern conveys clear and accurate knowledge of the school's mission statement; has a positive impact on the school program; and promptly and completely complies with directives, school rules and reasonable requests.

## ***Professional Characteristics***

The intern demonstrates professional attitude, integrity, conduct and appearance within the education environment.

## ***Staff Relations***

The intern exhibits a collegial and professional relationship with all staff.

## ***Parent-Community Relations***

The intern demonstrates the ability to convey the school's mission, objectives, program and policies to parents and the community, and maintains positive and productive parent contact.

## ***Professional Development***

The intern utilizes opportunities for professional study and growth and employs ongoing reflection throughout the teaching/learning process.



# *PAR Teaching Performance Rubric*

## *Teaching Performance Rubric*

The teaching performance rubric is an evaluation tool designed to assess interns (entry-year teachers) in the PAR Program. The rubric's foundation is based on the eight performance terms described on page 13.

For every performance term, a general statement was created which broadly defines the standards of each term. A sample statement in the area of Management Activities is printed below.

**Management Activities:** The intern effectively manages student discipline and overall student safety, allocates time for the purpose of maximizing the learning process; effectively implements a system to manage records, reports and student work; and manages classroom facilities, materials and equipment in a safe and organized manner.

## *Evaluation of Performance Term*

### *Discipline and Safety*

The intern effectively manages student discipline and overall student safety.

### *Time Management*

The intern allocates time for the purpose of maximizing the learning process.

### *Records and Reports*

The intern effectively implements a system to manage records, reports and student work.

### *Resources*

The intern manages classroom facilities, materials and equipment in a safe and organized manner.

## *Indicators of Successful Teaching*

### **Pupil Relations**

- greeting students at the door
- positive interaction with students
- positive non-verbal behavior
- display of student work
- positive acknowledgement of all students
- politically correct language
- absence of favoritism
- respect toward all students
- individualized instruction
- active listening

*On the next page, sample cells of the teaching performance rubric in the area of Management Activities are exhibited. The rubric is divided into four levels (4 being the highest level of performance, 1 the lowest).*

# Teaching Performance Rubric

## *Pupil Relations*

### *Pupil Relations—Professional Interest in Students*

The instructor demonstrates a professional interest in students and shows concern for their safety and well-being.

### *Pupil Relations—Impartiality*

The instructor treats all students fairly and is cognizant of the uniqueness of the individual.

### *Pupil Relations—Promotes Student Growth and Development*

The instructor selects activities, strategies, assignments and assessments to allow for the growth and development of all students.

Score	Professional Interest in Students	Impartiality	Promotes Student Growth and Development
4	<ul style="list-style-type: none"> <li>Consistently maintains a safe and nurturing environment</li> <li>Consistently demonstrates strategies to learn students' individual needs, abilities and interests</li> </ul>	<ul style="list-style-type: none"> <li>Consistently treats all students in a fair and supportive manner</li> <li>Consistently considers individuality by incorporating diverse issues and discussions into curriculum with regard to gender, class, intellect, culture and race</li> </ul>	<ul style="list-style-type: none"> <li>Consistently utilizes a variety of assessment strategies to accommodate for student differences and needs</li> <li>Consistently varies activities, strategies and assignments to accommodate individual learning styles and development</li> <li>Consistently engages students of various levels of ability</li> </ul>
3	<ul style="list-style-type: none"> <li>Usually maintains a safe and nurturing environment</li> <li>Usually demonstrates strategies to learn students' individual needs, abilities and interests</li> </ul>	<ul style="list-style-type: none"> <li>Usually treats all students in a fair and supportive manner</li> <li>Usually considers individuality by incorporating diverse issues and discussions into the curriculum with regard to gender, class, intellect, culture and race</li> </ul>	<ul style="list-style-type: none"> <li>Usually utilizes a variety of assessment strategies to accommodate for student differences and needs</li> <li>Usually varies activities, strategies and assignments to accommodate individual learning styles and development</li> <li>Usually engages students of various levels of ability</li> </ul>
2	<ul style="list-style-type: none"> <li>Inconsistently maintains a safe and nurturing environment</li> <li>Inconsistently demonstrates strategies to learn students' individual needs, abilities and interests</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently treats all students in a fair and supportive manner</li> <li>Inconsistently considers individuality by incorporating diverse issues and discussions into the curriculum with regard to gender, class, intellect, culture and race</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently utilizes a variety of assessment strategies to accommodate for student differences and needs</li> <li>Inconsistently varies activities, strategies and assignments</li> <li>Inconsistently engages students of various levels of ability</li> </ul>
1	<ul style="list-style-type: none"> <li>Rarely maintains a safe and nurturing environment</li> <li>Rarely demonstrates strategies to learn students' individual needs, abilities and interests</li> </ul>	<ul style="list-style-type: none"> <li>Rarely treats all students in a fair and supportive manner</li> <li>Rarely considers individuality by incorporating diverse issues and discussions into the curriculum with regard to gender, class, intellect, culture and race</li> </ul>	<ul style="list-style-type: none"> <li>Rarely utilizes a variety of assessment strategies to accommodate for student differences and needs</li> <li>Rarely varies activities, strategies and assignments</li> <li>Rarely engages students of various levels of ability</li> </ul>

# Intern Interim Summary Report

Intern: \_\_\_\_\_ ID Number: \_\_\_\_\_

Building(s): \_\_\_\_\_

Grade/Subject/Position: \_\_\_\_\_

Mentoring Record: Observations \_\_\_\_\_ Conferences \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

## Code for Use with Evaluation:

- S—Successful
- C—Area of Concern (Inconsistent performance, needs attention)
- D—Seriously Deficient (Immediate growth needs to occur)

1. **Teaching Performance**—The intern writes daily lesson plans that align with the Grade Level Indicators (GLI) current curriculum guide; implements classroom teaching strategies, activities and assessments that promote student achievement of the Grade Level Indicators (GLI) / current curriculum guide; maintains a safe, friendly and mutually respectful environment conducive to student learning and skill development; uses writing, listening and speaking skills to convey the instructional material in a developmentally appropriate manner; and demonstrates mastery of the subject matter to achieve the instructional objective(s).

Intern \_\_\_\_\_ Consulting Teacher \_\_\_\_\_ Comments:

2. **Pupil Relations**—The intern demonstrates a professional interest in students and shows concern for their safety and well-being; treats all students fairly and is cognizant of the uniqueness of the individual; and selects activities, strategies, assignments and assessments to allow for the growth and development of all students.

Intern \_\_\_\_\_ Consulting Teacher \_\_\_\_\_ Comments:

3. **Management Activities**—The intern effectively manages student discipline and overall student safety; allocates time for the purpose of maximizing the learning process effectively; implements a system to manage records, reports and student work; and manages classroom facilities, materials and equipment in a safe and organized manner.

Intern \_\_\_\_\_ Consulting Teacher \_\_\_\_\_ Comments:

4. **Overall Value to the School Program**—The intern conveys clear and accurate knowledge of the school's mission statement; has a positive impact on the school program; and promptly and completely complies with directives that pertain to school rules and reasonable requests.

Intern \_\_\_\_\_ Consulting Teacher \_\_\_\_\_ Comments:

5. **Professional Characteristics**—The intern demonstrates professional attitude, integrity, conduct and appearance within the educational environment.

Intern \_\_\_\_\_ Consulting Teacher \_\_\_\_\_ Comments:

6. **Staff Relations**—The intern exhibits a collegial and professional relationship with all staff.

Intern \_\_\_\_\_ Consulting Teacher \_\_\_\_\_ Comments:

7. **Parent-Community Relations**—The intern demonstrates the ability to convey the school's mission, objectives, program and policies to parents and the community and maintains positive and productive contacts with parents.

Intern \_\_\_\_\_ Consulting Teacher \_\_\_\_\_ Comments:

8. **Professional Development**—The intern utilizes opportunities for professional student and growth activities to enhance knowledge and performance and employs ongoing reflection throughout the teaching/learning process.

Intern \_\_\_\_\_ Consulting Teacher \_\_\_\_\_ Comments:

INTERN COMMENTS

\_\_\_\_\_  
Date of Conference

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Consulting Teacher Signature

cc: Intern/Principal/Consulting Teacher

# Intern Appraisal Summary Report

Intern: \_\_\_\_\_ ID Number: \_\_\_\_\_

Building(s): \_\_\_\_\_

Grade/Subject/Position: \_\_\_\_\_

Mentoring Record: Observations \_\_\_\_\_ Conferences \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Professional Experience: \_\_\_\_\_ Years in present position \_\_\_\_\_ Years of previous CPS experience  
 \_\_\_\_\_ Years out of Columbus experience \_\_\_\_\_ Total years of experience

Major Field of Study: \_\_\_\_\_

Area(s) of Certification: \_\_\_\_\_

Degree(s) Held: \_\_\_\_\_

Universities/Colleges: \_\_\_\_\_

Evaluation Codes: S – Successful U – Unsuccessful

1. Teaching Performance–The intern writes daily lesson plans that align with the Grade Level Indicators (GLI) current curriculum guide; implements classroom teaching strategies, activities and assessments that promote student achievement of the Grade Level Indicators (GLI) current curriculum guide; maintains a safe, friendly and mutually respectful environment conducive to student learning and skill development; uses writing, listening and speaking skills to convey the instructional material in a developmentally appropriate manner; and demonstrates mastery of the subject matter to achieve the instructional objective(s). Intern \_\_\_ Consulting Teacher \_\_\_
2. Pupil Relations–The intern demonstrates a professional interest in students and shows concern for their safety and well-being; treats all students fairly and is cognizant of the uniqueness of the individual; and selects activities, strategies, assignments and assessments to allow for the growth and development of all students. Intern \_\_\_ Consulting Teacher \_\_\_
3. Management Activities–The intern effectively manages student discipline and overall student safety; allocates time for the purpose of maximizing the learning process effectively; implements a system to manage records, reports and student work; and manages classroom facilities, materials and equipment in a safe and organized manner. Intern \_\_\_ Consulting Teacher \_\_\_
4. Overall Value to the School Program–The intern conveys clear and accurate knowledge of the school's mission statement; has a positive impact on the school program; and promptly and completely complies with directives that pertain to school rules and reasonable requests. Intern \_\_\_ Consulting Teacher \_\_\_
5. Professional Characteristics–The intern demonstrates a professional attitude, integrity, conduct and appearance within the educational environment. Intern \_\_\_ Consulting Teacher \_\_\_
6. Staff Relations–The intern exhibits a collegial and professional relationship with all staff. Intern \_\_\_ Consulting Teacher \_\_\_
7. Parent-Community Relations–The intern demonstrates the ability to convey the school's mission, objectives, program and policies to parents and the community and maintains positive and productive contacts with parents. Intern \_\_\_ Consulting Teacher \_\_\_
8. Professional Growth–The intern utilizes opportunities for professional study and growth activities to enhance knowledge and performance and employs ongoing reflection throughout the teaching/learning process. Intern \_\_\_ Consulting Teacher \_\_\_

## GOAL DESCRIPTION

Consultant:

Intern:

## PROPOSED PROFESSIONAL GROWTH ACTIVITIES

Consultant:

Intern:

## GENERAL STATEMENTS

Consultant:

Intern:

Principal's Intern Summary Report is attached: \_\_\_\_\_ Yes \_\_\_\_\_ No

Evaluator's Recommendation:

I recommend this intern be offered a limited contract for next school year. \_\_\_\_\_ Yes \_\_\_\_\_ No



\_\_\_\_\_  
Date of Conference

\_\_\_\_\_  
Intern Signature

\_\_\_\_\_  
Consulting Teacher Signature

cc: Intern/Principal/Consulting Teacher



# *Principal's Summary Intern Report*

## Principal's Summary Intern Report

Intern: \_\_\_\_\_ School: \_\_\_\_\_

Principal/Supervisor: \_\_\_\_\_ PAR Consultant: \_\_\_\_\_

Due Date: \_\_\_\_\_ Days Absent: \_\_\_\_\_

Principal's Rating	Successful	Unsuccessful
Willingness to cooperate to achieve school and system goals	_____	_____
Adherence to district policies, procedures and regulations	_____	_____
Adherence to building policies, procedures and regulations	_____	_____
Cooperative approach toward parents and the community	_____	_____
Supports school activities through active participation	_____	_____
Accurate and punctual in completing records, reports, etc.	_____	_____
Evidence of effective discipline	_____	_____
Attendance and promptness	_____	_____

Comments:

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Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

To be forwarded to the Consulting Teacher and attached to the Intern Appraisal Summary Report.

# Goal Setting Agreement

## Goal Setting Agreement

between \_\_\_\_\_ Teacher

and \_\_\_\_\_ PAR Consulting Teacher

### Objective

1. To utilize a broader variety of instructional strategies that increase opportunities for student learning.
2. To maintain positive classroom management strategies and discipline methodologies.

### Teacher Activities

1. Develop and utilize a lesson format that includes objectives in terms of student behavior, linking from previous student knowledge, focusing on teacher/student interaction, reviewing and closing.
2. To employ a variety of instructional strategies in each class period.
3. Communicate with other teachers within the building to link classroom activities.

### Consultant Activities

1. Continue to observe and provide feedback with suggestions.
2. Provide a variety of effective instructional strategies.
3. Provide a professional observation to the Blank High "Classroom of Tomorrow."

Follow-up conference scheduled for: \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PAR Consulting Teacher's Signature

\_\_\_\_\_  
Date



# *University Collaborative*

## *The Ohio State University*

Conversation about the quality of teachers will include a teacher-training element. Answering the question, “Who trained, licensed and hired all the bad teachers?” can provide hours of heated debate. The Ohio State University College of Education and Human Ecology has been at the forefront of reforming the processes by which their education graduates are trained. Under the leadership of former Dean Nancy Zimpher and under the direction of Dr. Sandy Stroot, OSU has worked closely with the district and the teachers union to ensure that every classroom has a caring and competent teacher. A wide array of collaborations was created to improve the quality of educator training. PAR is only one of these efforts. The current leader of the College of Education and Human Ecology, Dean David Andrews, continues this valuable work.

### *Training for PAR Consulting Teachers*

An integral part of professional development for PAR Consulting Teachers is the opportunity to meet regularly with university faculty to discuss issues related to entry-year teachers and mentoring. Topics are identified by consulting teachers at the beginning of each quarter and may include the following:

- Developmental Stages of Teachers
- Characteristics of Consulting Teachers
- Performance Terms
- Formal Case Study Presentations
- Systematic Observation Techniques
- Dealing with Difficult Professionals
- Conferencing Strategies
- Developing a Supportive Collegial Atmosphere
- The Language of Report Writing
- Evaluation Standards

This ongoing professional development continues throughout the year and provides a forum for consulting teachers to discuss concerns and issues regarding their entry-year teachers and their own growth.

### *Workshop Training for Interns*

The PAR Program provides professional growth opportunities for all entry-year teachers and those new to teaching in the Columbus Public Schools. PAR Consulting Teachers plan a series of workshops throughout the school year. Attendance is voluntary, but interns may receive graduate credit for participating.

Topics for the workshops are specifically designed to meet the needs of teachers new to the Columbus district. They may include:

- Creating a Positive Classroom Culture
- Instructional Strategies
- Cooperative Discipline
- Valuing Diversity
- Individualizing Instruction for Students with Special Needs
- Sharing Success Stories from the First Year of Teaching

## *Continuing Education*

PAR Consulting Teachers collaboratively design and facilitate a three-hour graduate course offered annually during winter quarter through The Ohio State University. Entry-year teachers who elect to take the class meet weekly with the PAR Consulting Teachers, Ohio State faculty and other experts invited to address topics pertinent to beginning professionals. Presenters may include personnel from the district or from the union office. Course requirements are carefully structured to be practical and applicable. Course topics may include the following:

- Teaching in the Urban Setting
- Effective Teaching: Management Strategies
- Recognizing and Addressing Gang Activities in the Classroom
- Dealing with Building Pressures
- Dealing with Anger, Conflict and Violence
- Examples of Effective Teaching
- Resources and Their Application
- Behavior Modification
- Self Assessment and Reflection/Processing Observations
- The Educator as a Professional/Licensure/Certification
- How to Increase Student Achievement

PAR Consulting Teachers plan and execute other programs for teachers new to Columbus Public Schools. The Columbus Education Association sponsors an orientation program in the fall. In this social setting, new teachers are welcomed to the district. This event is held a few days before school begins and is an opportunity to meet the CEA officers, members of the CEA Board of Governors, administrative officials and Board of Education members.

The year's activities culminate in a spring celebration at which PAR Consulting Teachers join the interns in celebrating their first successful year in Columbus Public Schools.



# *Reform and Protections*

## ***On-Going Reflection***

A program like PAR demands high levels of collaboration, communication and trust. Absent these conditions, it would be difficult to sustain a program where teachers and their association put so much at risk. In addition, such a program is only one of the tools needed to advance the agenda of improving the educational environment and improving student performance while protecting teachers' rights. For this reason, the Columbus Education Association and the Columbus Public Schools have entered into an agreement creating the Reform Panel, a body that can oversee proposals for innovation. Teams of administrative/staff planning teams present proposals to the panel that ask for contract waivers and/or changes in administrative practice and Board of Education policy.

Similar to Peer Assistance and Review, the Reform Panel also requires trust and collaboration. If both management and labor are not deriving benefits from such collaborative efforts, it is impossible for those efforts to produce positive change in the classrooms. For this reason, the following contract language has been created.

Special attention should be given to Section 1403.06, which allows either administration or the union to cancel unilaterally either the PAR Program or the Reform Panel by submitting a written 30-day notice to the other party.

## ***Article 1403 Reform Panel***

### **1403.01**

The Reform Panel shall facilitate the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the District, (b) requests for variances that may be submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations that may be made by committees created by the panel. The panel shall operate as a joint committee as provided in Article 506 of this Agreement.

### **1403.02**

The panel shall have the authority to grant and cancel variances to this Agreement and shall have the authority to require variances in practice in one or more schools. The panel may grant variances for a specific period of time; if not, the variances shall continue until changed. School based shared decision-making cabinets may apply for renewal of variances, which are scheduled to expire. Approval by the panel shall require a majority vote of the panel membership. Such approval shall not be unreasonably denied. Variances from this Agreement shall also require the approval of the Superintendent and Association President.

### **1403.03**

All new programs or other initiatives approved by the panel which may result in variances in practice and all variances and all cancellations of variances approved by the panel shall be in writing and shall be signed by the panel chairperson, the Association President and the Superintendent. Any internal processing requirements by the separate parties prior to panel approval shall be left to the separate parties.

### **1403.04**

The panel shall establish application forms and procedures for requesting variances. Such procedures must not require a majority vote by teachers in a building in support of the variance exceeding two-thirds (2/3). Such procedures must be consistent with this Agreement. In addition, to assist in the work of the panel, it shall form and direct committees, including a committee on state-mandated Competency Based Education. If a request for a variance has sufficient support from the building, the requested variance shall be added to the Reform Panel agenda for the next meeting.

### **1403.05**

Notwithstanding Section 202.02 of this Agreement, if there is a panel-authorized shared decision-making cabinet in a school, the Association Building Council shall continue to perform the duties and functions of the ABC as provided in this Agreement, except when any of those duties and functions are assumed by such cabinet and the ABC has been so advised by the cabinet. In such a school, the ABC shall be made up of the elected teacher members of the cabinet and the senior faculty representative, who shall serve on both. The cabinet shall have no authority with regard to the PAR program.

# *Protections and Conclusions*

## *Article 1403 Reform Panel, continued*

### **1403.06**

The panel shall begin operations with the ratification of this Agreement and shall continue in effect with full authority as provided here in and without regard to the term of this Agreement, until either party notifies the other in writing of its desire to terminate the panel. In the event of such notification, as with the PAR Panel, the authority of the Reform Panel shall be terminated thirty (30) days after such notification. All variances to this Agreement in effect at the time of termination shall be automatically canceled as shall all variances in practices required by the panel except those related to the implementation of state-mandated Competency Based Education or other legally mandated programs.

### **1403.07**

During the thirty (30) day period between notification of cancellation and termination, the panel shall make every effort to provide for an orderly transition period by attempting to minimize problems resulting from the cancellation of variances. The parties recognize that educational sensibility and personnel considerations will not permit some variances to be phased out during this thirty (30) day transition period. No later than the date of termination of the panel, the Board will provide the Association with a timeline for completing the cancellation of any variances that cannot sensibly be completed during the thirty (30) day transition period. In addition, representatives of the Board and Association shall meet promptly and as necessary to discuss such orderly transition and to determine if the parties wish to retain any of the variances. Any variances to this Agreement, which the parties wish to maintain, must be processed as amendments to this Agreement.

### **1403.08**

The Reform Panel shall be co-chaired by the Association President, or designee, and the Superintendent, or designee. The Reform Panel shall be made up of an equal number of teacher representatives and administration representatives.

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## ***Conclusion***

We have compiled this information because we believe that our PAR Program works. We understand the concerns voiced by a number of our colleagues about taking such bold steps to improve and protect public education. The information included is brief and does not reflect the entire range of our reform program in Columbus. The best way to learn more about this Peer Assistance and Review Program is to actually see it in action. Former NEA President Bob Chase spent three days observing our PAR Consulting Teachers as they mentored interns and interventions. He was impressed with their performance and supported a resolution at the 1997 Representative Assembly reversing NEA's previous opposition to programs similar to peer assistance and review. Current NEA President Reg Weaver has voiced his strong support for our efforts. We continue to value the support of our national and local partners.

The Columbus Education Association welcomes any questions about our PAR Program. For updated information and to communicate with us, go to the CEA website at [www.ceahio.org](http://www.ceahio.org).



## Summary Charts

### Columbus Public Schools Peer Assistance and Review Program Intern Teacher Summary Chart

1986–87—2005–06 School Year

Race/Sex	Evaluated Out Successfully	Resigned Before Evaluation	Nonrenewed Resigned	Declined Contract	Totals
1 F	4,628	203	75	125	5,301
2 F	1,100	43	36	71	1,250
3 F	63	4	1	3	71
4 F	31	1	2	0	42
5 F	13	0	0	0	13
1 M	1,270	93	64	47	1,474
2 M	395	23	26	33	477
3 M	17	0	2	2	21
4 M	9	0	0	1	10
5 M	3	0	0	0	3
<b>Totals</b>	<b>7,537</b>	<b>367</b>	<b>206</b>	<b>282</b>	<b>8,392</b>

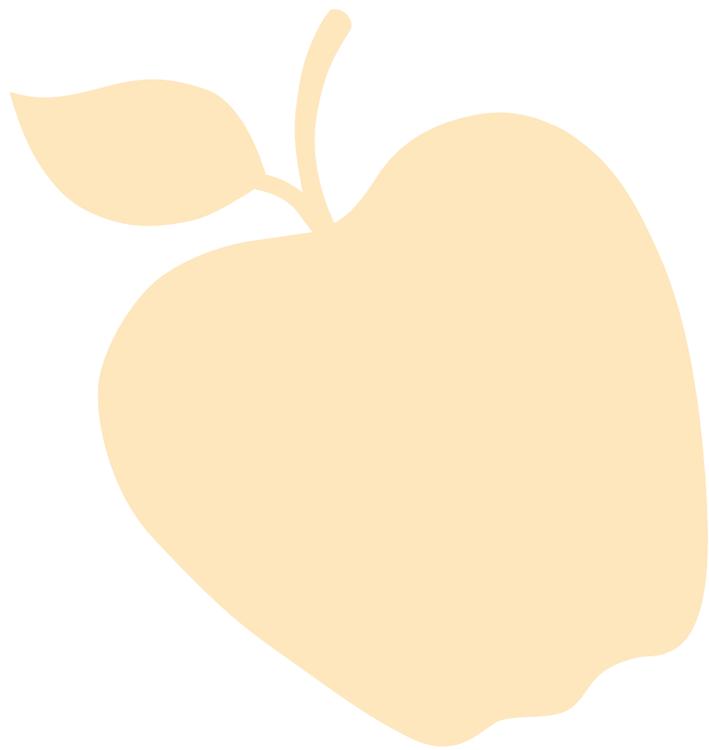
Sex Codes: F = Female M = Male  
Race Codes: 1 = White; 2 = Black; 3 = Hispanic; 4 = Asian; 5 = American Indian/Alaskan Native

### Columbus Public Schools Peer Assistance and Review Program Intervention Teacher Summary Chart

1986–87—2005–06 School Year

Race/Sex	Currently in Program	Released/ Good Standing	Released/ Poor Standing	Exited CPS While in System	Other	Totals
1 F	29	51	19	43	7	149
2 F	6	21	17	10	1	55
3 F	0	1	0	1	0	2
4 F	0	0	0	0	0	0
5 F	0	0	0	0	0	0
1 M	2	28	10	26	3	69
2 M	0	2	5	4	2	13
3 M	0	0	0	1	0	1
4 M	0	0	0	0	0	0
5 M	0	0	0	0	0	0
<b>Totals</b>	<b>37</b>	<b>103</b>	<b>51</b>	<b>85</b>	<b>13</b>	<b>289</b>

Sex Codes: F = Female M = Male  
Race Codes: 1 = White; 2 = Black; 3 = Hispanic; 4 = Asian; 5 = American Indian/Alaskan Native



# Letter from the CEA President

Colleagues:

The Columbus Education Association is very proud of the Peer Assistance and Review (PAR) Program. The PAR Program has become a national model for teacher training and evaluation. Former NEA President Bob Chase made PAR the cornerstone of his *New Unionism* program. In fact, the NEA Assembly passed a resolution which reversed more than three quarters of a century of opposition to similar programs and encouraged local school districts to develop peer assistance and review efforts to meet their own needs.

PAR has been in operation in Columbus for more than 20 years. PAR heavily borrowed ideas from the program in Toledo known as the *Toledo Plan*. Columbus teachers and administrators overcame high degrees of suspicion in a true spirit of collaboration to create our model. The PAR Program has been operating since the fall of 1985.

Over the years, PAR has become part of the culture of our school system. Actually, we have very few members who have not been served by the intern program. The result is that we retain a higher-than-average number of quality beginning teachers. This has been true even though some of our local suburban school districts have aggressively recruited our first-year interns knowing how well our program had prepared them for their careers. PAR also resulted in the non-renewal of 5–7 percent of first-year teachers who had not yet developed the necessary skills to succeed in the urban setting. The intern program is sound and rigorous, but not controversial.

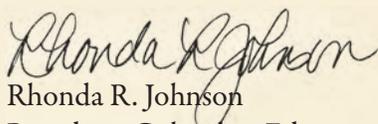
The intervention program has yielded improved quality of instruction in classrooms previously taught by teachers in need of help. We use the analogy of a golfer who has developed bad habits resulting in slices or hooks. There are teachers who have developed bad habits leading to poor student performance. Before the PAR Program existed, these teachers were simply ignored or attempts were made to cast them aside without any assistance to help recapture skills or find success. PAR provides a layer of assistance and protection. The program provides an outside, third-party perspective. The PAR Program carries due process to its greatest degree.

The two parts of the PAR Program result in improved student performance and meaningful, detailed evaluation. A more stable, better-qualified teaching force increases the level of job satisfaction. A fair and credible method for teachers to get help is the ultimate goal for any system of induction and accountability.

Some perceive PAR as merely a way to get rid of bad teachers. This is a terrible misrepresentation of the program's design. In fact, PAR promotes stability, on-going professional development and introspection. The PAR experience is a continuation of the teacher education process. CEA has maintained a strong commitment to our partners in The Ohio State University's College of Education and Human Ecology. As a result, teachers can continue to earn credits by taking courses taught by PAR consultants and our own CEA staff. PAR is a direct link from theory into practice that is a powerful educational tool to help both new and experienced teachers better serve children.

In this booklet, you will find in-depth information about the design of our award winning PAR Program. We hope the program helps you in your school district. PAR has given us a more stable and secure teaching force. The PAR Program has made evaluation useful with real due process. We believe PAR is a cornerstone on which a dynamic, new form of public education can be built.

Sincerely,



Rhonda R. Johnson  
President, Columbus Education Association

# *About Columbus Public Schools*

As of October 2006, 59,141 students were enrolled in the district's 130 schools and two English-as-a-Second Language (ESL) Welcome Centers. Sixty-three percent of the district's students are Black, 30 percent white, 4 percent Hispanic, 2 percent Asian and 1 percent Native American or other. Slightly more than 71 percent qualify for free and reduced-price meals, which is up from less than 60 percent five years ago. 8,726 qualify for special education. CPS is a central Ohio resource for many students with special needs, and we operate schools whose missions specifically address these needs, including hearing and orthopedically challenged students. 13,600 Columbus students—or one in five students—are Gifted and Talented. We battle mobility issues—30 percent of our students change schools during the school year. High mobility negatively affects readiness to learn and continuity of the teaching and learning process. 4,776 of our students have limited English proficiency and live in homes where English is not the primary language spoken (approximately 8 percent of the total enrollment). About 95 different languages are spoken in our students' homes, so our two Welcome Centers, our English-as-a-Second Language program and other related programs help address some very specific needs in our district. (We have the largest Limited English Proficiency population in the state). 500 students are homeless. Approximately 400 students are in foster care.

Columbus employs 4,229 teachers, 298 principals/administrators and 2,835 support staff employees, including instructional assistants. Approximately 16.3 percent of the teaching staff have bachelor's degrees; 24.42 percent have bachelor's degrees, with 150 hours; 45.39 percent have master's degrees; 12.09 percent master's degree, plus 30 hours; 1.11 percent have a Ph.D. The racial makeup of the teaching staff consists of 75.6 white, 22.6 percent Black, 1.0 percent Hispanic, 0.7 percent Asian and 0.1 percent Native American.

## *The Columbus Education Association*

The Columbus Education Association can trace its origin back to the period immediately following the American Civil War. CEA was originally the outgrowth of two organizations. The Women's Teachers' Association of Columbus was the oldest of the merging bodies which was organized in 1871. The Columbus Men's Teachers' Alliance can be traced from 1888. It held regular monthly business meetings. A recorded teacher's salary in 1894 was \$375 a year. In April of 1925, the two organizations came together and adopted the name of the Columbus Teacher Federation. In June of 1951, the name was changed to the Columbus Education Association.

In the late 1960s, CEA went through a major transition, culminating in the first written Master Agreement in 1968–69. The CEA Agreement was one of the first in Ohio. That same school year, a bargaining election was held; and CEA was selected by 97.8 percent of the teachers over a rival group or a third choice of no representation.

Under the leadership of Ted Thomas, CEA grew as an organization during the period between 1974 and 1978. A five-day strike in 1975 made it clear that teachers would not work unless their concerns were dealt with fairly. Although a strike is always a time of difficulty and loss, teachers stood firmly; and respect was strongly achieved.

John Grossman was CEA President from 1978–2004. During that period, CEA has had to face desegregation, reductions in force and serious financial crises but continued to move forward. The Association helped create a number of innovative programs that have received national attention.

Rhonda Johnson has been CEA President since 2004. A series of major educational reform projects have been started to keep Columbus teachers in a competitive position even though they work in a major urban district. The CEA remains committed to the goals of its founders as it looks toward the future of public education.

