

Essential design features of Peer Assistance and Review:

- **Responsibility for novice and/or experienced teachers:** PAR programs can either focus support on novice teachers, experienced teachers in need of support, or both.
- **Carefully designed and committed PAR Panel:** The PAR Program needs to have a joint labor-management “PAR Panel” consisting of members of both the union and management. Typically, there are equal numbers of union and management (with or without an “extra” person who is jointly recommended) to run the program. Panels typically meet monthly throughout the year to hear reports about teacher progress, troubleshoot program functioning, and to make recommendations about the future employment of teachers in the program.
- **Solid process to hire consulting teachers:** One of the most important tasks of the Panel is to jointly hire Consulting Teachers. These CTs must:
 - be expert teachers who have skills in coaching teachers,
 - be chosen through a competitive process,
 - earn a stipend on top of their regular salary
 - be released full-time (some programs do part-time, but there are major drawbacks), and
 - be responsible for a caseload of 12-20 teachers.
- **Thorough consulting teacher job description:** The work of the CTs is supported by the members of the PAR Panel. The CTs:
 - observe their teachers in the classroom and provide the support they think will help them succeed in meeting PPSD’s standards
 - conduct formal observations and keep detailed records about each teacher’s performance, including information about student performance - the measures of student growth and performance that the Panel will examine should be agreed upon before the CTs begin their work, and that information about student performance becomes central to the assessment of teachers in the PAR program
 - based on these assessments, write comprehensive reports, documenting each teacher’s progress in meeting the district’s standards
 - present their reports to the PAR Panel and recommend whether the teachers in their caseload should be rehired or dismissed for PAR Panel members to vote
- **Inclusion of a review and dismissal process:** The “R” of PAR - “review” - is critical to maintaining teacher quality (Shueler 2023). There should be an agreement made between the union and the district that if a teacher enters PAR and receives support for a specific number of months and if the PAR Panel agrees that the teacher has not made adequate progress in reference to the evaluation standards that that teacher can be dismissed on an expedited timeline.

Sources: Harvard Graduate School of Education PAR Website, Susan Moore Johnson (content [here](#)); Chetty et al (2014); Schueler (2023); Papay and Kraft (2014)

Peer Assistance and Review for Administrators

While not an exhaustive search, I was only able to locate one district with a PAR for administrators program - Baltimore County Public Schools. A description of the program is pasted below, with more information here:

https://www.bcps.org/dos/organizationaldevelopment/leadership_development/peer_assistance_and_review

The Peer Assistance and Review (PAR) Program for Administrators is designed to serve as an opportunity to provide feedback to principals and administrators on their growth and development as aligned to the 10 Professional Standards for Educational Leaders (PSELs). The program will provide new principals and administrators who need additional support on identified PSELs with targeted support over the course of their Evaluation Support Cycle year. The PAR Program will enable the Executive Director (DoS ED) and the Consulting Administrator (CA) to meet at least five times per year in the PAR Panel Team to share leadership artifacts, discuss progress related to the improvement plan and review observational data collected.

Philosophy

The Peer Assistance and Review Program for Administrators acknowledges that administrative leadership is complex, changing, and essential to creating optimal school environments. The Peer Assistance and Review Program for Administrators will enable leaders to build their capacity through a variety of coaching opportunities.

Goals

The Peer Assistance and Review Program for Administrators is designed to achieve desired goals that include:

- Providing a comprehensive system for developing and evaluating administrators and supervisors;
- Setting clear expectations about the roles and responsibilities for Consulting Administrators (CAs) and Department of Schools Executive Directors (DoS EDs);
- Describing professional growth opportunities to support and nurture all administrators and supervisors;
- Creating a dynamic collaborative structure for critical reflection, development, and continuous growth; and
- Providing explicit and ongoing feedback in order to elevate opportunities to reflect on practice.

The success of the Peer Assistance and Review Program for Administrators is dependent upon a professional culture in which mutual respect, teamwork and trust are the tenets of its continuous improvement.