



PEER ASSISTANCE & REVIEW

• *teacher to teacher* •

All teachers deserve access
to coaching.

Brief History of PAR

- CA Peer Assistance and Review program was created in 1999.
- OEA and OUSD established a PAR program in 2000 with the belief that all teachers should **“focus on continuous improvement in professional practice and that unit members having difficulties can benefit from the assistance and review of colleagues.”**

-OEA/OUSD Contract

Eligibility for PAR Support

Peer Assistance and Review may be provided to:

- a Beginning teacher
- a Volunteer permanent teacher

Peer Assistance and Review must be provided to:

- a permanent teacher who has received an overall evaluation of “not meeting”

Who provides PAR support?

Consulting teachers:

- experienced teachers with demonstrated teaching mastery
- serve a 3-year term

Who governs PAR?

- PAR Joint Committee composed of five (5) Association members and four (4) Employer members.

Summary of Teachers Served: Fall 2001- Spring 2016

Referred Teachers:

79

Volunteer Teachers:

125 teachers

Total Teachers Supported: 204

What is PAR's role this school year (2016-2017)?

Due to the TDGS evaluation pilot, PAR did not have any referred teachers.

Therefore this year, in cooperation with New Teacher Support, PAR CTs are coaching at school sites with high concentrations of Beginning Teachers.

Special Support Schools Project 2016-2017

Initial 8 Week Cycle

Participants:

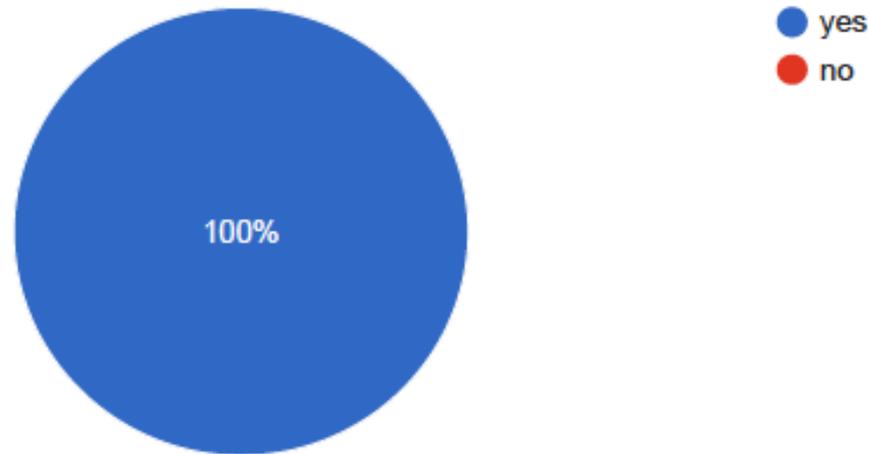
- 5 Consulting Teachers supported 70 teachers from 10 targeted schools with at least 25% or more Beginning Teachers.

Services:

- Provide help for Beginning Teachers to develop the skills and tools for establishing a productive classroom environment and begin the school year successfully
- Real Time Teacher Coaching (RTTC) for teachers who completed No Nonsense Nurturer (NNN) online classroom management course
- Professional development for cohort groups
- On-going support as needed

Special Support Schools Project Beginning Teacher Survey

Would you recommend working with a PAR coach to another teacher?
(31 responses)

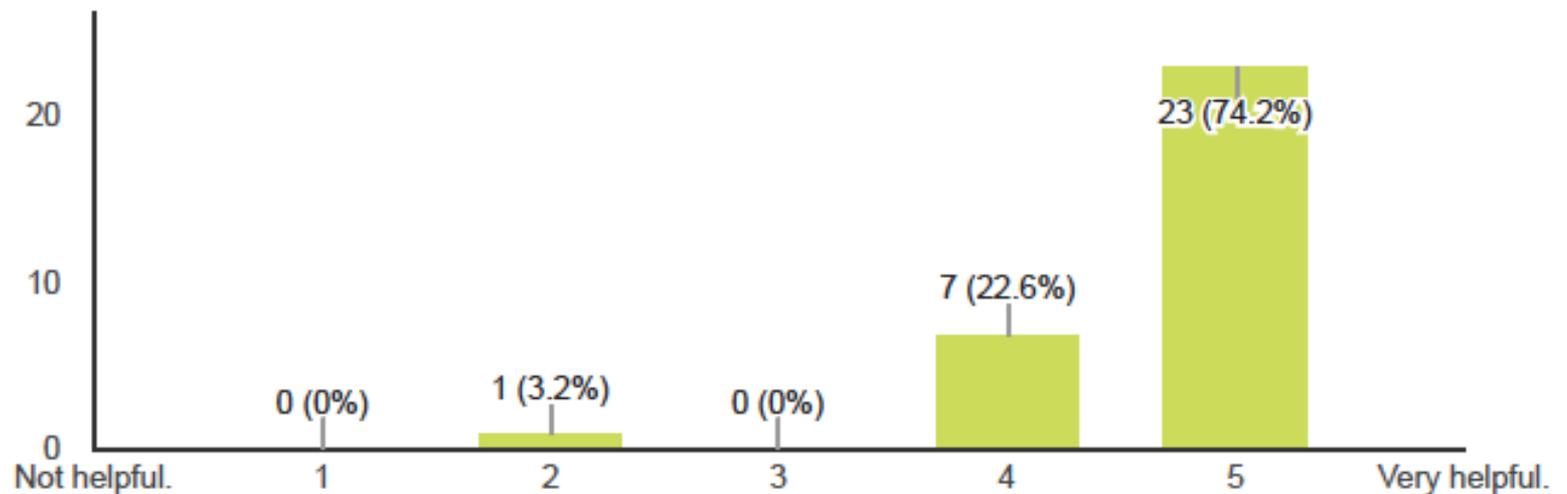


Special Support Schools Project

Beginning Teacher Survey

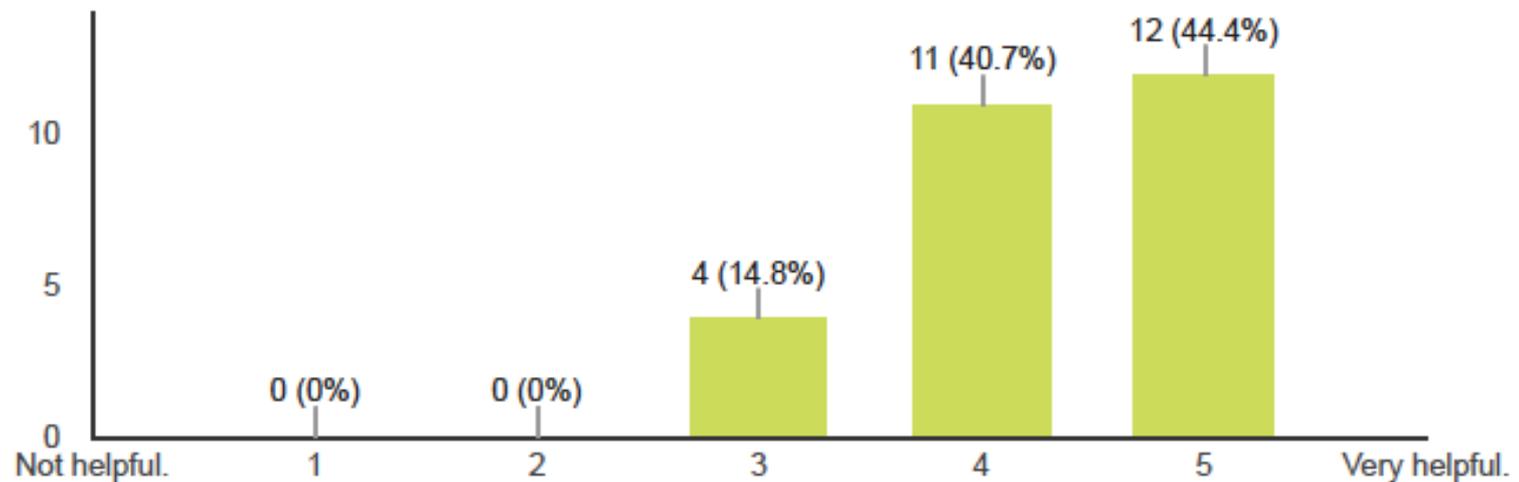
Rate the support you received from the PAR coach on a scale of 1-5.

(31 responses)



Special Support Schools Project Beginning Teacher Survey

How helpful did you find the No Nonsense Nurterer online course? (27 responses)



Special Support Schools Project

Beginning Teacher Survey

- 46.67% (14 of 30 respondents) said they considered leaving OUSD during the first 8 weeks of the school year.
- “ WE NEED THIS!!!! As a first time teacher, I was completely lost and didn’t know where to even start. This program saved me and I feel like I now have to tools to teach my kids.” -Beginning Teacher

What have we learned?

PAR demonstrates the impact of quality coaching on teacher retention, growth, and development. Essential questions remain:

- How do we expand the availability of coaching for *all* teachers?
- How do we deploy coaching effectively and efficiently?

PAR Moving Forward

- Emphasize the role of PAR as an opportunity for growth and development
- Increase the number of Volunteer Teachers
 - reach teachers *before* referral
 - foster a positive culture of peer coaching in OUSD

PAR Moving Forward

PAR Caseloads will change:

- Caseloads will include Referred Teachers, and demand from Volunteer Teachers will increase. Therefore PAR's support for Beginning Teachers will be more limited.
- Thus there is a great need for OUSD's New Teacher Support and BTSA programs to be expanded and well-supported.

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