



PEER ASSISTANCE & REVIEW

• *teacher to teacher* •

All students deserve
teachers with access
to high quality peer
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 unsatisfactory evaluation

Number of Teachers Served

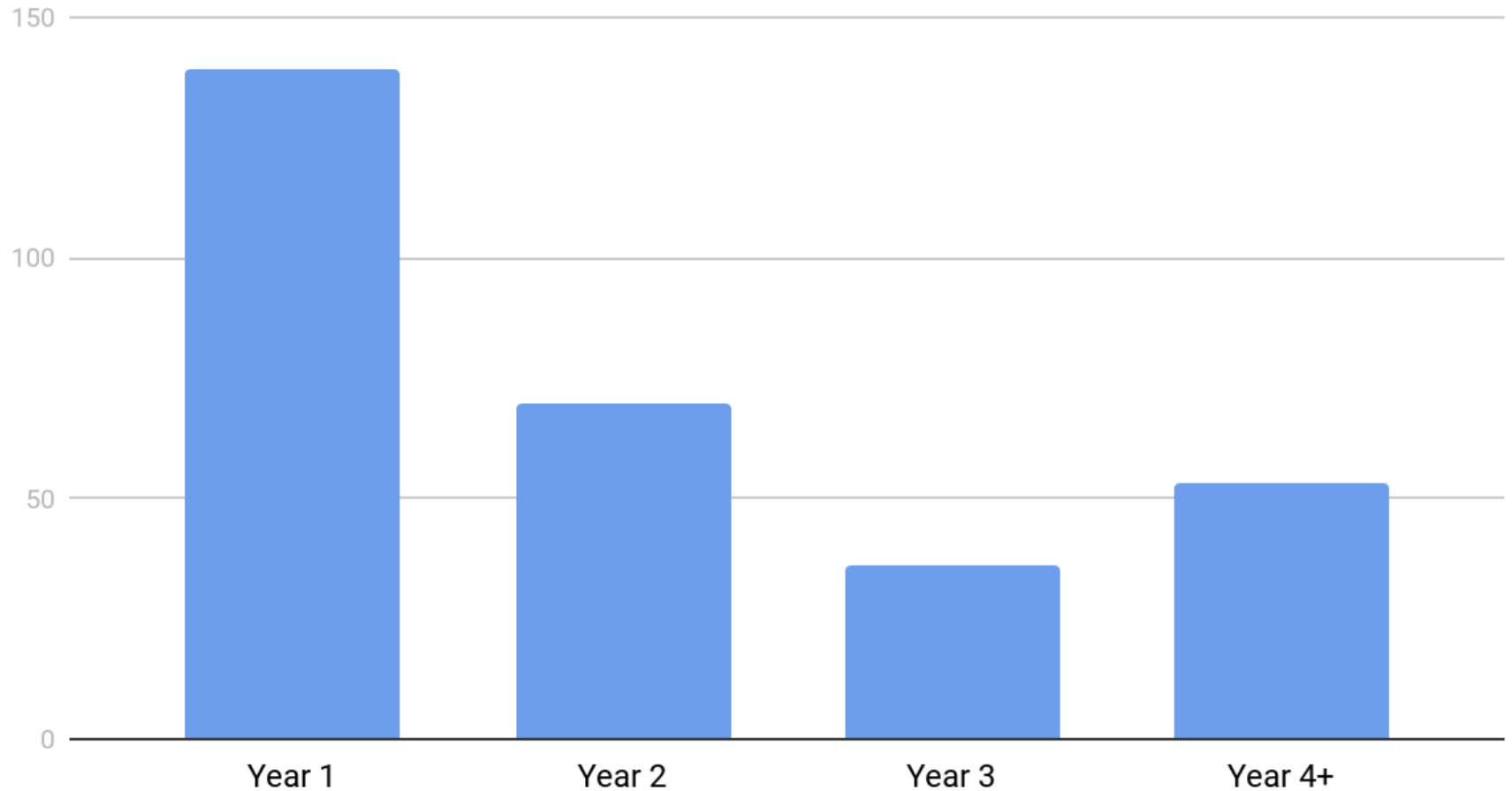
2001 - 2016	2016 - 2018	2018 - 2019
204	247*	51*
	*0 REFERRED TEACHERS *5 CTs	*3 REFERRED TEACHERS *4 CTs

Why the difference?

2001-2016 Teachers Supported: 204	2016-2018 Teachers Supported: 247	2018-2019 Teachers Supported: 51
<ul style="list-style-type: none">● 1-2 Consulting Teachers (CTs) per year● In years with 1 CT, caseload filled with Referred Teachers only	<ul style="list-style-type: none">● 5 CTs● 0 Referred teachers● Increased outreach to Volunteer Teachers and Beginning Teachers● Special Support School Project	<ul style="list-style-type: none">● 4 CTs● 3 Referred Teachers● Continued outreach to Volunteer Teachers and Beginning Teachers● Continued Special Support Schools

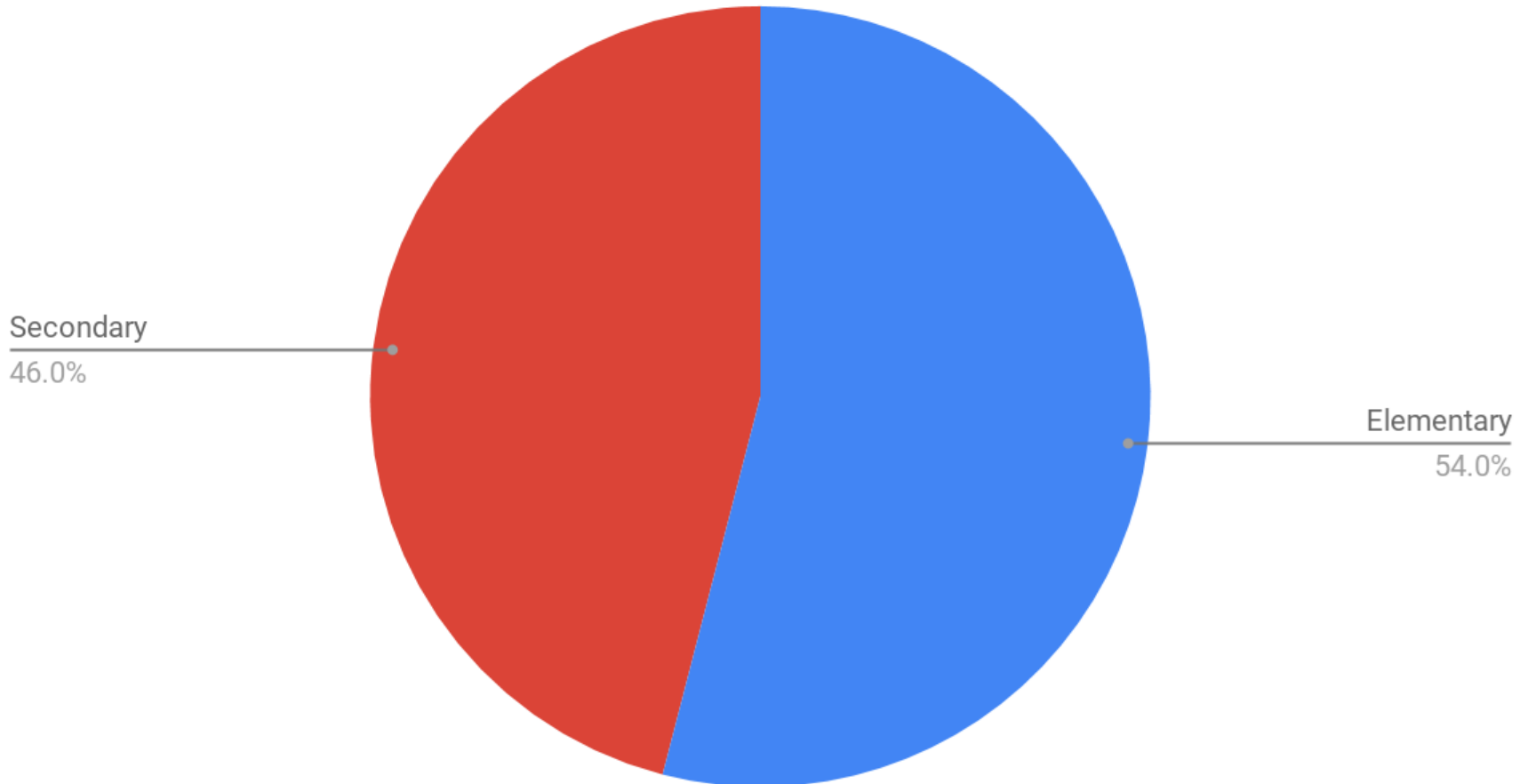
Teacher Profile - Fall 2016-Spring 2019

Years Teaching

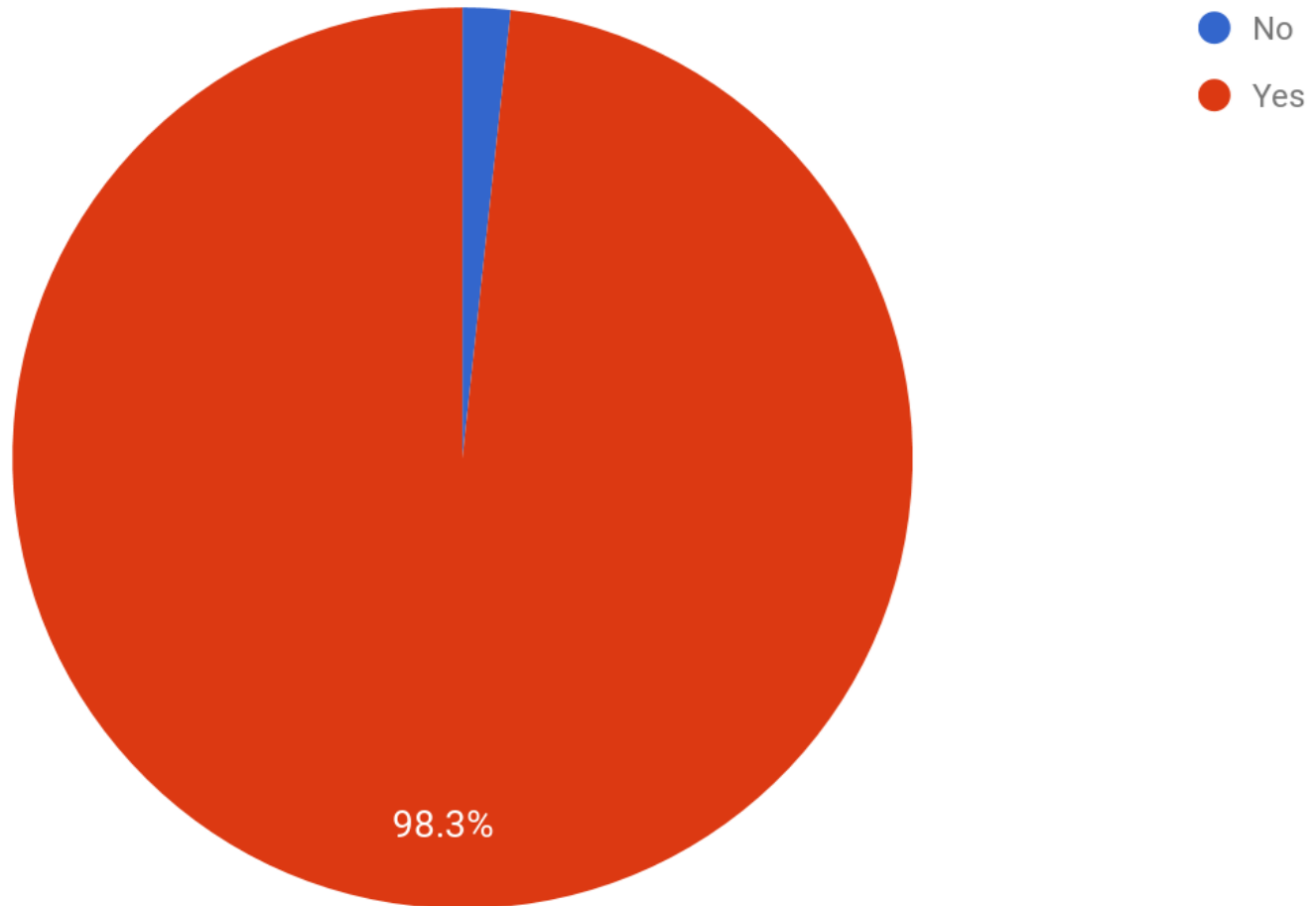


Teacher Profile - Fall 2016 - Spring 2019

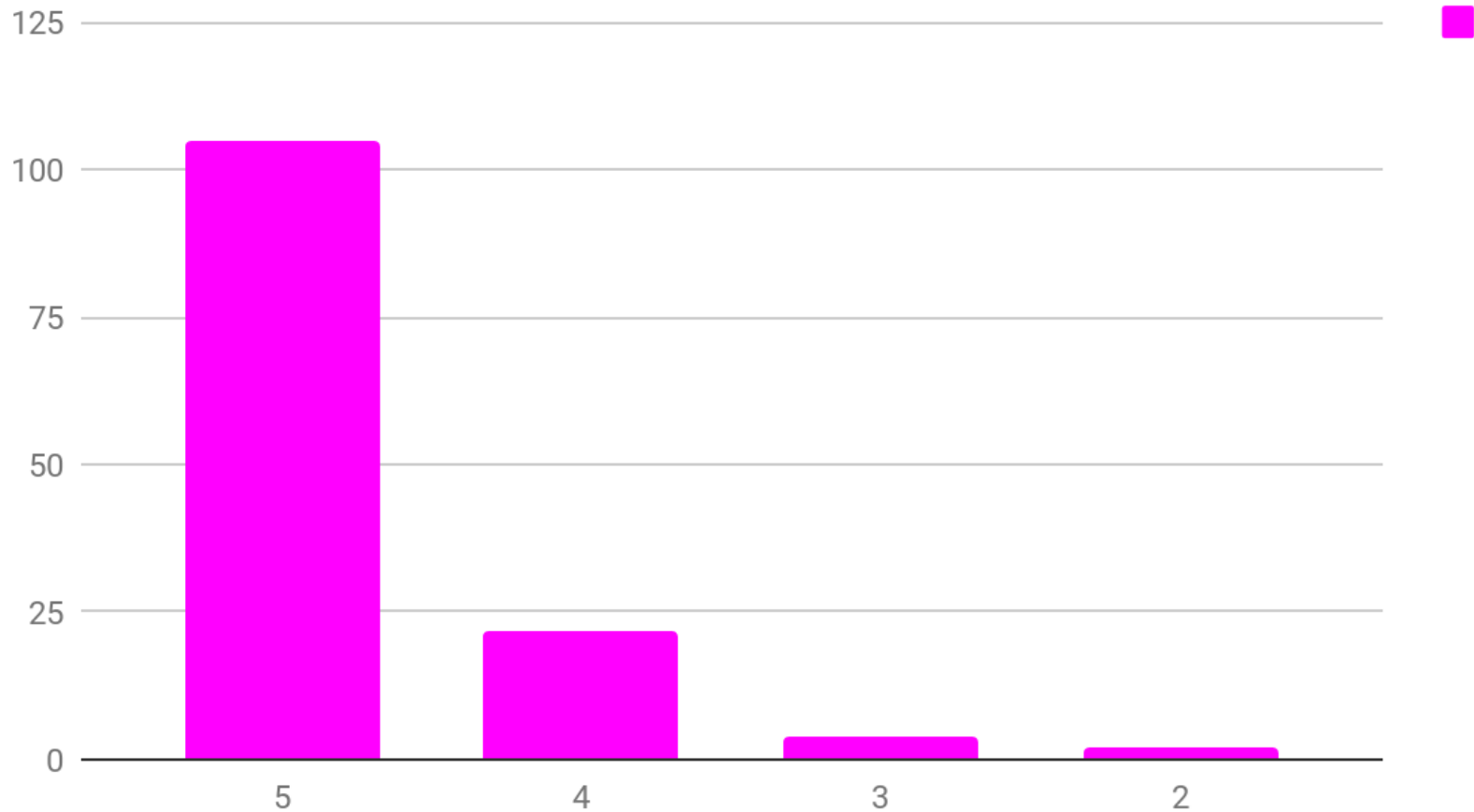
Grade Span



Would you recommend working with a PAR coach?

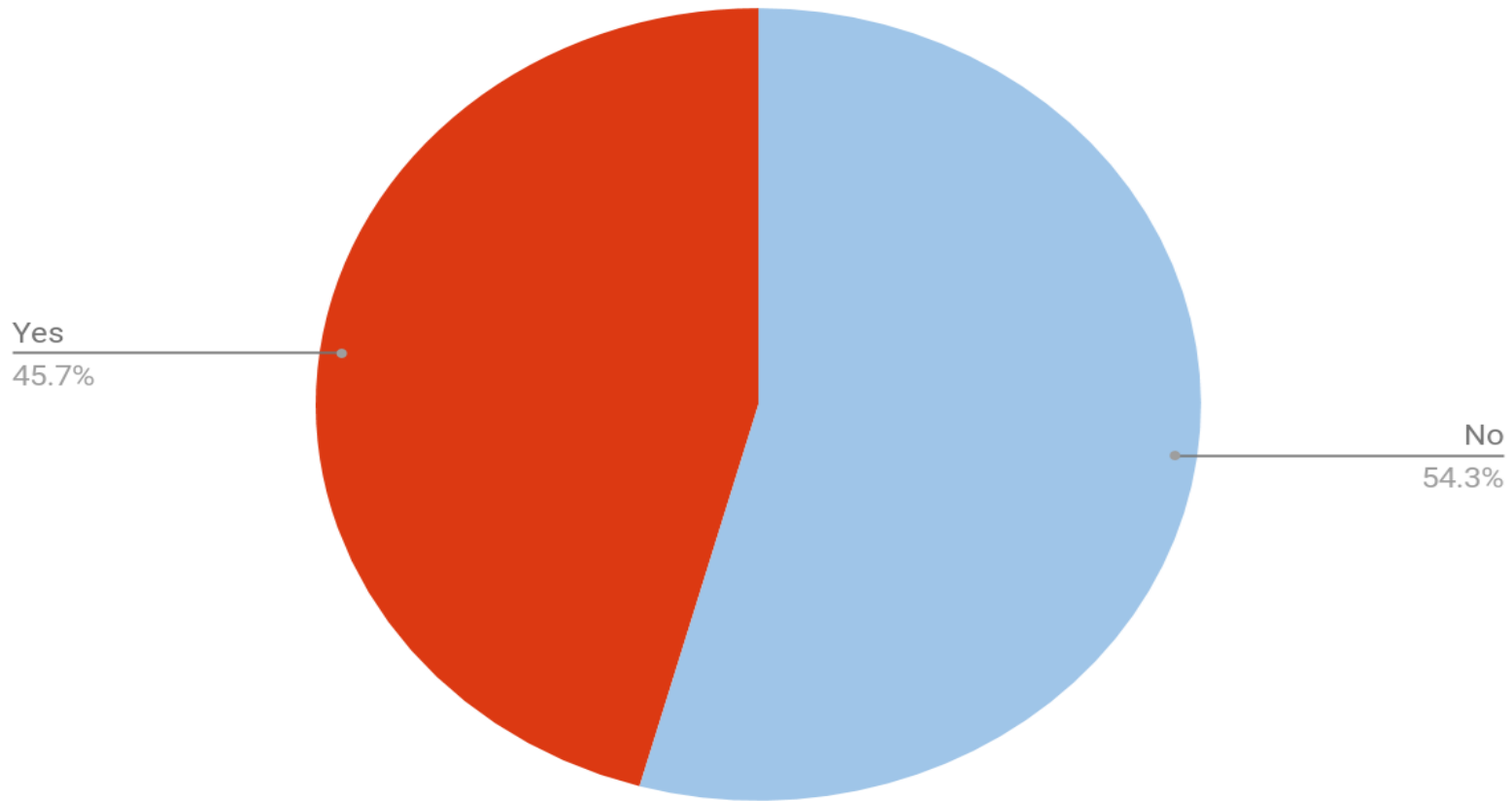


Rate the Support you Received from a PAR Coach on a scale of 1 -5

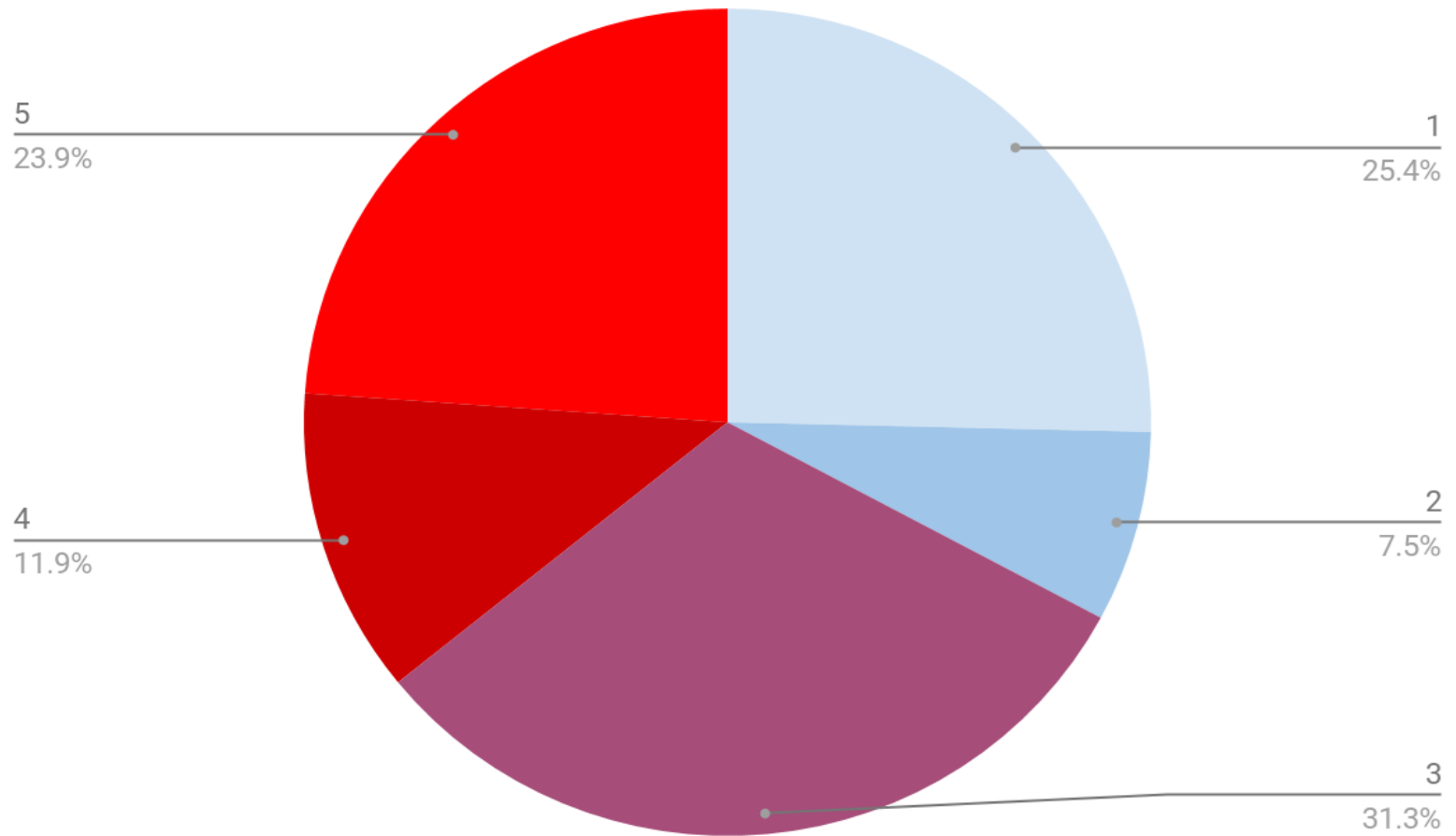


Rate the support you received from a PAR Coach on a scale of 1-5.

Percentage of respondents who considered leaving OUSD (past 2 years)



If yes, to what extent did PAR support contribute to your decision to STAY? (5=high)



298 Classrooms

were positively impacted by PAR
coaching over the past 3 years

What have we learned?

For beginning teachers and volunteer teachers, PAR coaching is effective because:

- Partnership between OEA and OUSD
- Coaching is voluntary and confidential
- Coaching is non-evaluative
- PAR coaches tailor support to teachers' specific needs

If you had a chance to to tell district leaders about PAR support, what would you say?

“It was the biggest factor in surviving year one.”

“Prioritize keeping this program. A district is nothing without a strong cadre of trained, self-reflective and experienced teachers. PAR is crucial in retaining this workforce. We need more opportunities, like PAR, for non-evaluative support and reflection.”

“PAR has been incredibly helpful in changing and developing the culture of my classroom.”

“WE NEED THIS!...I was completely lost and didn't know where to even start. This program saved me and I feel like I now have the tools to teach my kids.”

“It is valuable to have someone who can be neutral and offer observations and feedback. Also to have people who have taught and are experts in different academic areas is so helpful for beginning teachers. Coaches for teachers are essential. Education is always evolving and we need people who can teach others how to evolve with it. Also teachers get into this deficit mindset either about themselves or their students. Coaches can help teachers not get into that mindset and feel good standing on their own two feet.”

All students deserve
teachers with access
to high quality peer
coaching.