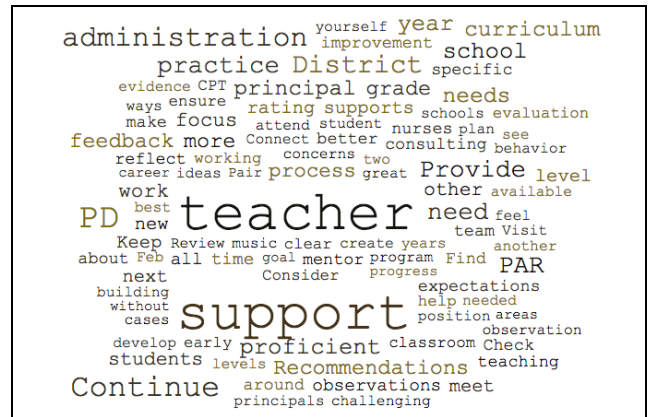


The questions and suggestions below were gathered from the Peer Assistance and Review (PAR) Panel during 2017 deliberation sessions. At the end of each PAR teacher's deliberation, the PAR Panel members fill out an exit ticket with comments for the district, administrators, the PAR teacher and the PAR program. The PAR Panel has a unique window on teacher performance evaluation across the district.

For more information on PAR, visit bostonpar.org.



SUMMARY. Click on any link below to see the expanded list:

Advice for the district

- [Expand resources](#)
- [Modify the Suitable Professional Capacity \(SPC\) role](#)
- [Revise the evaluation process](#)
- [Increase fairness/safety and decrease bias](#)
- [Make expectations fairer and clearer](#)
- [Increase support for differentiation and inclusion](#)
- [Expand training and professional development](#)
- [Expand coaching and career assistance](#)

Advice for administrators

- [Expand resources](#)
- [Make expectations fairer and clearer](#)
- [Expand coaching and career assistance](#)
- [Support for differentiation and inclusion](#)
- [Improve communication](#)

Advice for the PAR Program/Consulting Teachers

- [Improve how Consulting Teachers do their job](#)
- [Clarify PAR Program role/policies/expectations](#)
- [Improve communication with stakeholders](#)
- [Provide coaching and support after PAR](#)
- [Other](#)

Advice for the district

Expand resources

- Specialists (like art, music) should have a common curriculum to use.
- More support for specialists
- Gaps in available resources.
- What opportunities do arts teachers have to meet for a full day PD? 2x yearly for all arts teachers.
- The lack of support and direction leaves questions regarding the fairness of the building administrator's assessment of this evaluation/teacher
- New teachers need support early in their career to guide best practices rather than letting them flounder
- Consistent curriculum
- Support principals on how to innovate schedules
- What supports are available for nurses?
- Why isn't there a consistent curriculum for choice of two or three for high school English?
- Create a space for the art class that is appropriate for keeping materials organized
- Each discipline should have regular meetings with their peers.

Modify the Suitable Professional Capacity (SPC) role

- Keep SPCs in one place for 2 years to increase chance of improvement.
- Thoughtfully match SPCs to cover leave and maternity. Create a cohort.
- If the district's goal is to support SPC teachers, they should be placed in a level one or two school so they can improve their practice. why is an SPC teacher placed in a level 3 or level for school?

Revise the evaluation process

- Does the administration get feedback on performance evaluations?
- Administrators should be held accountable for missing deadlines. Principal lacks supports
- Ensure that all teachers are evaluated and informed of status so not surprised in May
- There needs to be a level between proficient and Needs Improvement for teachers evaluations. It is not so hard and fast as proficient or NI
- Track evals of teachers in a way that a teacher with a record of great needs would not go for such a long time before our students without greater progress in evaluations.
- Improve evaluator training/calibration
- Teachers/ nurses/etc. Need a better understanding of how the eval process works. Provide PD in this area.

Increase fairness/safety and decrease bias

- We are holding teachers accountable in hostile environments that affects their performance. Support staff who are ill need to feel safe taking care of themselves
- Calibration with process.
- More bias training to help all. Keep bias out of the evaluation process
- How/What is the district's responsibility with teachers growth when changing grade levels by more than two levels?
- Principals need to revisit bias training. Review how principals are checked on their evaluation process. Are they following protocol, acting equitably, and provide support as needed.
- When there's obvious personal disputes, another administrator should be brought in.

Make expectations fairer and clearer

- How do we focus and talk about the range of differences across the district?
- Focus on introducing 1 new curriculum every 3-4 years so teachers can master one first
- Letting principals unilaterally choose math programs without PD support should not be allowed
- Make sure we don't have too narrow a definition of what "good teaching" looks like.
- How does a teacher moved to another grade without a formal agreement?
- Without clear curriculum expectations, schools have a variety of levels of implementation and it has to be considered in the evaluation process

- District must do more to support, guide and develop novice teachers. Consider assignment to another job in elementary school with curriculum in place or assign with a supportive principal in K1 class.
- Calibrating expectations of developing new teachers must be clearer.
- How do we know where teacher accountability ends and administration accountability begins?

Increase support for differentiation and inclusion

- How do we better support our SEI classrooms that are teaching in isolation?
- What does the district define as differentiation? Why don't they offer PD?
- Pair SPED and General Education teacher in all inclusion settings
- More careful consideration of those students entering inclusion
- What supports are available for teachers who have behaviorally challenging students and not in LAB classes?

Expand training and professional development

- Require administration to document the PD they provide in schools
- PD for administrators on how to give supportive and constructive feedback and how to model for teachers what they want to see
- PD on engaging difficult students
- Focused PD on instructional strategies to support student outcomes.
- Discussion/professional development for teachers regarding interactions with peers and administration
- Support cultural proficiency PD
- Make sure nurses have a set of PD around EDFS.
- Identifying PD for nurses
- What PD is provided for nurses to ensure they have the tools needed to be proficient?
- Provide effective PD that meets needs beyond just medical info.
- Review how veteran and novice teachers can learn from each other
- Professional development on working in teams

Expand coaching and career assistance

- This case speaks to the importance of coaching and the expressed need for it.
- Find ways to assist teachers in finding classroom placements where their talents/skills can be utilized
- Look into a strategy for means of helping teachers move into other alternate placements/assignments
- Program for teachers managing stress, especially coupled with behavior management
- Is there an option for educators who are burnt out?
- Would the district be interested in helping teachers transition to other employment
- Consider continuing mentoring year 2 for provisionals
- Establish a working mentor program for nursing (not the liaison)
- More support for new teachers would be great.

Advice for administrators

Expand resources

- Provide time for arts teachers/specialists to visit other schools
- Need calibration around teacher doesn't identify CPT time as sufficient for supporting in math
- Buy the furniture teachers need
- What behavior supports are available to the teacher?
- How do you ensure your teachers are getting the support they need for their job?
- Provide planning time for the teacher with coverage to meet with colleagues specifically focused on areas needing improvement
- Teacher mentioned non-existent curriculum as a factor in her needs Improvement rating.
- How can a teacher get the appropriate curricular resources required for effective teaching?
- Encourage her to network with other specialists to exchange ideas, get support, and share concerns.
- How has this teacher worked with his grade level team?

- Provide access to district content specialists

Make expectations fairer and clearer

- Align expectations around evaluation
- Focus on introducing 1 new curriculum every 3-4 years so teachers can master one first
- Need calibration around how many observations are needed or recommended
- This teacher needs more clarity in observation and support from paraprofessional
- Maintain a consistent classroom without switching students
- Moving from K to 4 is a drastic grade level change. How will you support?
- What was the focus of your CPT time
- The lack of support and direction leaves questions regarding the fairness of the building administrator's assessment of this evaluation/teacher
- Why did you keep this teacher in your school if you were not happy with his practice?
- Should we require the administration to make clear directions to the PT especially given the fact that no specific curriculum has been chosen?
- When a teacher splits time between two schools, what are you doing to make sure that expectations are aligned?
- What recommendations do you have that will lead to proficient and exemplary practice?
- More observations of 1st year teachers

Expand coaching and career assistance

- Pair teacher with a peer with strengths you wish her to meet
- Give 1 or 2 specific things to work on and some breathing room
- Pick 1 or 2 items to focus on with teacher at a time
- Find ways to support a teacher who teaches differently but gets to the same skills taught
- Pair with a successful teacher to share strategies for teaching.
- Support the teacher and celebrate her joy of teaching
- Build on the teacher's strengths--she is very motivated.
- Need to have a growth mindset about this teacher
- Thank you for supporting this teacher's growth
- Evidence of strong support of teacher's progress
- Provide early feedback to teacher so that any concerns will surface early to allow time for correction. Continue to provide positive feedback as well.

Support for differentiation and inclusion

- ELD levels 1, 2, and 3 need to be in a separate class from ELD 4 and 5
- Support for emotional needs

Improve communication

- Helpful to attend deliberation
- Bring data before the case
- Meet with teachers team to reflect on the last year, diffuse and eliminate the emotions in order to move forward
- Admin should post concerns or observations to help the panel understand concerns
- Meetings after observations with feedback are really good for teachers
- Solicit her thoughts. Keep her involved
- Keep communications open and continue to be clear of what expectations are.
- How could we have incorporated your voice/your ideas in the process?
- What feedback do you have for teacher since none was included in EDFs?
- Question about reason principal was not involved in this process beyond a certain date. Is there something we should/would be doing about this?

Advice for the **PAR Program**/Consulting Teachers

Improve how Consulting Teachers do their job

- Assist with creating charts to help her map out lessons, students and materials
- Present yourself to principal as soon as assigned to support
- Visit inclusion models
- Use the Teaching channel
- More unannounced visits
- Can we have a plan to have a PAR panel member to observe with CT + Principal for next year?
- Sit in on the planning time to see where the issues are.
- Push yourself during the difficult cases
- Attend a CPT session as an observation to get the content of the grade level focus.
- Focus on having teachers upload artifacts that supports the prescriptions.
- Foresee pitfalls in difficult cases and upload artifacts to support unforeseen problems.

Clarify PAR Program role/policies/expectations

- How do we address challenging cases that are difficult to vote on?
- PAR CT/Admin participate in a walk through with all grade 1 and admin
- Unpack how we collectively understand humane practice and our responsibility to students
- Figure out ways to address the feelings that some teachers have expressed about fear of retaliation in evaluation process
- PAR must find means of trying to support better understanding of NI rating and how to truly improve one's practice what it really should be the focus.
- What can we do when there are contentious relationships that can lead to an undeserved rating?
- Revisit process as it relates to discrepancies between teacher/CT/admin in these kinds of circumstances
- At what point during the process can we speak to the district when we feel a teacher is or does not have adequate resources to teach effectively?
- Is it our responsibility to report on shenanigans and inconsistency with evaluation practices in the district?
- When a challenging case is brought forward with discrepancies between the principal and CT, additional PAR members, BTU/Admin team to observe and mediate with principal and teacher. This should not be left only to the CT.
- Challenging cases should have two PAR members also observe and meet with principal

Improve communication with stakeholders

- Emphasize to administration the 3 to 1 model of coaching to evaluation visits.
- We need protocols to address the challenges of principal/CT communication
- PAR needs to reach out to hesitant principals so they are more involved
- Administrators role needs clarity and agreement with process of program
- Should we talk to administration so many more observations than the CT
- A representative should be present when the principal doesn't attend deliberations

Provide coaching and support after PAR

- We are working on and need to continue to work on options for those who want to leave
- Look into a strategy for a means of helping teachers move into other alternate placements/assignments
- Can CT connect him with a teacher on his grade level team at the new placement so they can connect and begin to build a partnership in preparation for demands and expectations at a larger school?
- Would be great to check in on teacher next year to see how things are going and to provide moral support if needed
- Connect with a career coach
- Check in with this teacher to provide informal support for the teacher as he is not in PAR Program
- Touch base with him next year to ensure that he is still working well and has found a support system.
- Is there room/time that can be set aside for teachers leaving PAR to connect with their new assignments in June in preparation for a new school?

Other

- We may need to have a discipline-specific consultant in the future.
- If teachers are mainly struggling with behavior, PAR needs a behavior specialist

FEEDBACK?

To share your thoughts/feedback, visit feedback.bostonpar.org