Chris from Montgomery Co, MD

--they used the National Board standards

Had to build a common language for everyone in the district – both principals and teachers.

Had to do quality control and common vision for what standards look like – make sure rigor is evaluated the same in all schools.

Teaching is qualitative, not quantitative.

-look at data, but don’t quantify it

-look at district common assessments, then look at the composition of the class

-it is never the case that data is terrible and everything else if fine, so it is an indicator.

-they ask the teacher about the data.

2 years of PAR support. To get the second year they have to see growth the first year so that the trajectory over two years would put them on standard. If they are dismissed, nothing should go to EPSB.

The union has to own teaching and learning.

We are in the business of helping teachers grow.

The PAR system takes away evaluation grievances.

CT – the first thing they have to is build a relationship

CT writes 4 observations.

CT serves for three years; they come from the classroom. The team is staggered so there is only a little change each year. There are co-leads (two teachers). CTs must return to the classroom at the end of the three years.

You have to apply to be a CT. There is a cover letter, resume, a writing prompt and three recommendations (principal, colleague and building rep). There is an interest meeting before the application time.

-you will not report to a home school; you will be traveling every day

CTs – the first year on the job, they have formal observations and a formal evaluation.

-they also go on a principal and a client visit with third-year CTs to observe; then they reverse.

-clients and principals all take electronic surveys

-co-chairs provide feedback on CT presentations

-if they don’t meet standard, they have a growth plan for the second year. If they don’t make standard, they are exited out.

The PAR panel scores the applications on a rubric. Then co-chairs and the co-leads does non-announced class visits for finalists.

-looking for flexibility plus evidence of teaching standards.

The PAR panel then does interviews.

Once they pick, the sit down with HR to decide who the district can afford to lose out of the teaching pool.

The PAR co-chairs – the VP of the union and the VP of the principal’s association

PAR Panel is made up of 8 principals and 8 teachers – no VanHoose staff (the Presidents of each Association appoint these people) – 5 year term for each of these people.

PAR members get their normal pay plus salary supplement – like a department chair – plus 20 additional days over the summer that they are paid for. When they go back to the classroom, they lose that pay.

\*\*They have a job fair to advertise open positions\*\*

The role of the team is to be a secondary source of data. They talk with the principal, but they don’t have to agree – they each come to their own conclusions based on the data they find.

PAR panel hears the cases of the CTs. On particularly tough cases (i.e. combative, angry teachers) then the co-chairs get involved. Chris goes out as a member, to have a member to member conversation about how the teacher must get on board and cooperate with the CT.

The co-chairs contact all of the teachers in PAR who introduce the program and the goals of the program.

The VP is a full-release, so is the VP in the admin association. Chris teaches first period just so he can stay grounded in the classroom. The district saw this as an investment in personnel development. There is a serious loss to the system financially if a new teacher leaves at the end of his first year.

VP – is in charge of PAR, is in charge of all new employee induction, is charge of counsel of research and practice (sounds like resource teachers). PAR takes about 50% of his time.

PAR must have integrity – one slip will be the end of the system.

They do have term limits – two three-year terms.

If there is an 8/8 split down party lines, then the wrong people are on the panel.

This is a system about growth – we’re going to help teachers grow, like students grow.

--this is how they sold the program to their members

--eliminates the “this principal is out to get me” issues. The PAR finds when the data doesn’t match the principal’s evaluation. Principals also know there is this ‘watch dog” so it eliminates some of that bias.

--if we don’t own this, we are just as guilty as every other party. We have to control this work because we are the ones who know the most about practice and professionalism.

Principals don’t have the time to support struggling teachers or to fully document the dismissal of teachers.

As a co-chair, he had to learn a lot about the grade levels he hadn’t taught. He did a lot of classroom visits to figure out what elementary looks like. However, good teaching is good teaching.

Union leadership has to have conversations about their direction. They have to call out all of the things they are thinking but never say. They say they don’t protect everything that breaths. They protect the profession. They protect due process and the contract.

Roll-out

Developed the process collaboratively. The union pushed the idea. \*It’s important that the union pushes this so that members feel like they own this process\*

Together they came up with the standards and the process of what it would look like and the governing structures. They also set up a team who had on-going meetings to deal with the pop up issues.

Implemented it in schools a third at a time.

The PAR co-chairs went to every school and had staff meetings to explain the process.

The principals and the CTs have to have a very clear protocol for writing observations. They sent them all to John Sapphire training to learn the common language and common protocol.