Unite, Inspire, Lead
Our Students, Our Union, Our Future

Peer Assistance & Review Program (PAR)
Clark County School District

Theo Small, PAR Co-Chair
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NEA Strategic Goal and NEA Organizational Priority:

• NEA Strategic Goal
  – Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  – Strategic Goal 2: Empowered Educators for Successful Students

• NEA Organizational Priority
  – Early Career Educators
NEA Leadership Competency:

• Leading Our Professions: Advocates for quality inside our professions and promotes our union’s role in advancing education

• NEA Leadership Competency themes:
  – Engages community around issues supporting student learning (CT2)
  – Utilizes data and analyzes trends to inform decision making (CT5)
  – Identifies appropriate messengers (CT6)
  – Establishes and maintains collaborative, effective relationships (CT2)
  – Advocates for policies and strategies that positively impact our professions and student learning (CT3)
  – Analyzes and applies research, policies and trends to determine potential impact on our professions and student learning (CT4)
  – Engages in collective action to identify and address pivotal issues (CT4)
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Clear understanding of Peer Assistance & Review Program (PAR) in CCSD
  – Strategies of Solution-based Collaboration
  – Research on PAR in connection to instruction & retention
COLLABORATIVE INITIATIVE

- Clark County School District (CCSD)
- The Clark County Education Association (CCEA)
- The Clark County Association of Administrative Professional-Technical Employees (CCASAPE)
- Community Stakeholders - educators, trustees, and community leaders
“A process for peer evaluations of teachers by qualified educational personnel which is designed to provide assistance to teachers in meeting the standards of effective teaching, and includes... conducting observations, participating in conferences before and after observations of the teacher and providing information and resources to the teacher about strategies for effective teaching.”
CCSD PAR Initiative

- PAR designed as support system for reasonable assistance from “peer evaluators”
- Established in 2013 and launched in 2015
- District collaborative to improve instruction by supporting novice teachers and ultimately under-performing teachers
- Three components: PAR Panel, Consulting Teachers (CT’s), and PAR Advisory
PAR PANEL

• PAR Panel – 12 members appointed by superintendent
  – Six teacher representatives - CCEA recommends
  – Six school-based administrators – CCASAPE recommends
• PAR Panel members are accountable to their respective organizations to ensure organizational and institutional support
• PAR Panel meets formally three times with PAR pair
• PAR Panel sends recommendations directly to the superintendent
  – Superintendent makes all final decisions on matters related to an individual teacher’s contract
Consulting Teachers

- CTs - Experienced teaching professionals selected by the PAR Panel
- Rigorous selection process - ensures outstanding professionals that are able to communicate their knowledge and strategies to adult learners
- Training – District PD, coaching conferences, PLCs
- Intensive Training on the NEPF
  - NEF – Nevada Educator Performance Framework
- CT’s should proven leaders to coach and mentor fellow educators
- They should also be members of their professional association
PAR Advisory

- Composed of CCSD Trustees, NEA Foundation, CCEA, CCASA, UNLV, Business Partners, Alternative Route Providers (Univ., TFA, TNTP), State Politicians

- Advisory committee to ensure success of the program
  - Provide direction & Influence
School Demographics

• Current & Former Turnaround and 1 Reinvent School:
  – 15 elementary schools
    • Fitzgerald, Hancock, Hickey, Kelly, Lowman, Manch, Mountain View, Peterson, Priest, Roundy, Sunrise Acres, Wilhelm, Wooley & Wynn
  – 2 middle schools
    • Bailey & O’Callaghan
  – 8 high schools
    • Canyon Springs, Chaparral, Cheyenne, Cimarron Memorial, Desert Pines, Mojave, Sunrise Mountain & Western
UNLV Research

• Data Sources:
  – District-wide end of year survey based on Nevada Educator Performance Framework
    • 2 rubrics converted to Likert-type items: high-leverage teaching practices, and professional responsibilities
  – Teacher retention data
Survey Results

• Surveyed 949 new teachers, full responses = 277 (29%); 49 PAR participants

• No significant difference in perceptions of instructional practices (Mann-Whitney U=4846, p=.122)
  – Positive affect compared to peers

• PAR participants ranked themselves significantly more effective at professional responsibilities than did their non-PAR counterparts (U=3927, p=.001)

• PAR participants were less likely to express confidence in their ability to work with English Language Learners (U=4441.5, p=.019)
Retention results:

- Within group comparison across years
- Schools participating in PAR had a greater rate of retention of new teachers in 2015-2016 (74%) when compared to 2014-2015 (70%), and a significantly lower percentage of new teachers whose contracts were not renewed by the district (.3% as compared to 1.5%) when comparing those same periods.
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• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment