

COMPONENT 1

As described in Article X, Section 10.0a of LAUSD/UTLA Bargaining Agreement:

Component One provides review, assistance and guidance to permanent teachers who have received either an overall below standard Stull evaluation or a Notice of Unsatisfactory Service, in either case as a result of below-standard teaching skills. (If such an evaluation or notice has resulted in a grievance which has not been resolved by the commencement of services for the following school year, the teacher shall nonetheless be required to enter the PAR Program at that time.) Full participation by the Participating Teacher is a mandatory duty, to the extent that such services are made available.

Eligible Component 1 teachers are matched with a PAR Consulting Teacher who provides confidential, targeted support. Consulting Teachers do not evaluate the Component 1 teachers with whom they work.

The PAR Panel, consisting of five UTLA appointed representatives and four District appointed representatives, is the governing body of the PAR Program. At the end of each service year, the PAR Panel determines and submits findings to the Board of Education regarding the progress of Component 1 Participating Teachers as required by CA Education Code.



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PEER ASSISTANCE AND REVIEW PROGRAM

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Los Angeles Unified School District
Human Resources Division

PEER ASSISTANCE AND REVIEW PROGRAM

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PAR's purpose is to support and renew quality teaching in classrooms across the District. PAR provides service to referred teachers, non-permanent teachers, and teachers who volunteer to participate.



Role of Participating Teachers

Note: Full participation is a contractual obligation and a mandatory duty.

- Receive confidential one-on-one instructional coaching from a trained Consulting Teacher (CT)
- Work collaboratively with the assigned CT to establish teaching performance goals
- Participate in planning conferences
- Consistently implement classroom management and instructional strategies based on established goals
- Engage in reflective conversations about existing practice, based on observations and a range of student performance data
- Observe demonstration classrooms
- Participate in PAR-sponsored professional development

Role of Consulting Teachers (CTs)

- Maintain confidentiality of observations and discussions with Participating Teacher (PT)
- Maintain a non-evaluative status in work with the PT
- Meet with the PT's evaluating administrator to discuss instructional areas of focus as indicated on the PT's evaluation
- Collaboratively establish performance goal agreements with the PT, based on focus areas identified by the evaluating administrator
- Meet regularly with the PT to observe practice and determine next steps in professional growth
- Facilitate PT's reflective analysis of student performance and observation data
- Provide and/or recommend instructional strategies, professional development, and additional resources
- Facilitate planning conferences with PT to support consistent implementation of effective classroom management and instructional strategies

PAR emphasizes teacher professionalism and recognizes that teacher quality positively affects student outcomes.



Role of Administrators

- Meet with the Consulting Teacher to establish the Participating Teacher's instructional focus areas, and describe supports previously provided
- Meet with the Consulting Teacher on a monthly basis for a briefing on the services provided by the Consulting Teacher and to provide ongoing input for support
- Continue to provide evaluation of the Participating Teacher's performance as established in Article X



LAUSD and UTLA support PAR's strong, collaborative approach to teacher assistance and accountability.