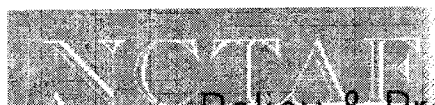


National Commission on Teaching & America's Future

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Policy & Practice

Summaries and Descriptions of Model Programs Profiled in *What Matters Most: Teaching for America's Future* (Updated October 2000)

Induction, Peer Assistance and Evaluation Programs/ Career Ladders

Cincinnati's Peer Assistance and Evaluation Program (PAEP)

Denise Hewitt, Co-Facilitator, Peer Review Panel

(513) 961-2272

Web site: <http://www.cps-k12.org/general/tes.html>

Proposed by the Cincinnati Federation of Teachers (CFT) in 1983 and negotiated in the 1985 collective bargaining contract, Cincinnati's PAEP is offered to teachers in all fields, including support service professionals. The program includes both an internship component for new teachers and an intervention program for veteran teachers; both are facilitated and overseen by a group of trained consulting teachers selected jointly by CFT and Cincinnati Public Schools. Providing increased support and encouragement to newly hired teachers through mentoring, the internship results in rigorous screening at the entry level. The intervention component targets veteran teachers who show serious performance deficiencies.

Columbus, Ohio's Peer Assistance and Review (PAR) Program

John Grossman, President, Columbus Education Association

(614) 253-4731

Web site: <http://www.ccaohio.org>

In 1986, Columbus (OH) Education Association joined with the Columbus Board of Education to design and implement the Peer Assistance and Review program (PAR) to ensure student success through the quality of teachers. Borrowing heavily from a similar evaluation concept in Toledo, Ohio, PAR is an example of a cooperative effort between teachers and administrators. The program, consisting of intern and intervention components, is facilitated

by a group of highly successful consulting teachers who are released from full-time classroom assignments. A unique feature of the program is the close partnership with the College of Education at The Ohio State University. Graduate-level courses are provided to train the consultants and support the teachers being served. A major research component has been added. In a system of more than 5,400 teachers, PAR has served almost 5,000 teachers since its beginning. In 1993, it won the Ohio Department of Education's Distinguished Award for Excellence in Staff Development.

Rochester's Career in Teaching (CIT) Program

Tom Gillett, Co-Chairperson

(716) 546-2681

<http://www.rochesterteachers.com>

<http://www.rochester.k12.ny.us>

In August 1987, the Rochester (NY) City School District and the Rochester Teachers Association signed a landmark contract with provisions to redefine and restructure the teaching profession in Rochester. Established in 1988 on the premise that good teachers are the key to effective classrooms, effective schools, and student achievement, the CIT program emphasizes professional growth and high expectations while providing opportunities for advancement within the profession. Overseen and facilitated by a joint panel of teachers and administrators, CIT's continuum includes four career development levels for teachers: intern, resident, professional, and lead teacher. The CIT plan includes a program of intensive mentoring for first-year or intern teachers; peer assistance and intervention for teachers who need extra support or who are in serious professional difficulty; and roles as mentors or peer coaches for specially selected experienced teachers. Rochester's ability to restructure and redefine the teaching profession has assumed national importance, playing a significant role in shaping national education reform through its devotion to attracting, developing, and retaining the best teachers for its students.

Seattle's Staff Training, Assistance, and Review (STAR) Program

John Dunn, President

(206) 283-8443

Web site: <http://www.wa.nea.org>

Seattle's STAR program, introduced in February 1993, is a collaborative effort of the Seattle Public Schools Board of Education, district administration, and the Seattle Education Association. Designed to enhance the quality of instruction by providing support to newly employed teachers and to experienced teachers who encounter difficulty in their current assignments, STAR provides group staff development as well as the individual support of a highly skilled consulting teacher.