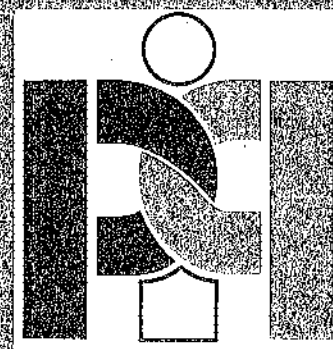
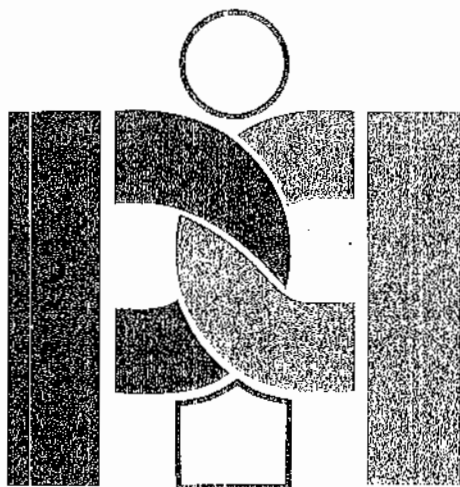


TEACHERS NOT MAKING THE GRADE?

HOW TO SET UP A
PEER ASSISTANCE PROGRAM

The
New York City
Peer Intervention
Program





THE NYC
PEER INTERVENTION
PROGRAM
Teacher-to-Teacher Help

THIS PROGRAM GIVES TEACHERS A
CHANCE TO BEGIN TO TAKE
CHARGE OF THEIR OWN
PROFESSIONAL STANDARDS AND
ADDRESS INSTRUCTIONAL ISSUES –
TO DEMONSTRATE THAT WHAT
TEACHERS ARE REALLY ABOUT IS
PROVIDING THE BEST POSSIBLE
EDUCATION FOR THE KIDS OF
NEW YORK CITY

PIP is a collaborative effort of the United Federation of Teachers and the New York City Board of Education

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The New York City Peer Intervention Program could not exist without the network of extraordinary people who reach out every day to help teachers in need:

PEER INTERVENTION PANEL:

UFT Representatives: Robert Kleppel (Chair), George Fesko, Howard Gollub, Joan Goodman, Carol Keefe, Maria Neira

Board of Education Representatives: Anthony Alvarado, Margaret Harrington, C. Gail Woodruff

Coordinator: Clare Cohen

Assistant Coordinator: Alfred Weiss

Peer Intervenors: Olivia Bereal, Judith Bernstein, Vincent Bono, Maxene Kupperman-Guifnals, Irene Metviner, Marcee Morris, Cynthia Muhammad, Gail Seiden, Joan Shrednick

Alternate Careers Liaison: Renée Rosenberg

◆ ◆ ◆ ◆

For their unflagging support, PIP gratefully thanks:

Marie DeCanio, Deputy Executive Director, Division of Human Resources, New York City Board of Education

Sandra Feldman, President, United Federation of Teachers

Neill Rosenfeld, Deputy Director, UFT Communications Department

Ellen Saxl, Senior Research Associate at Teachers College, Columbia University

David Sherman, Vice President-at-Large, United Federation of Teachers

Randi Weingarten, Assistant Secretary, United Federation of Teachers

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Maxene Kupperman-Guifnals motivated all her colleagues to generously provide their input and assist her as editor-in-chief of this manual. She was responsible for revising, rewriting, organizing, expanding and, ultimately, enhancing the staff's efforts.

◆ ◆ ◆ ◆

Art Director: Christine Mathews, UFT Communications Department

Inputting: Linda Cotton, Peer Intervention Program

Proofreading: Charlotte Brenneis

PREFACE

The New York City Board of Education and the United Federation of Teachers created the Peer Intervention Program (PIP) on the premise that, with the assistance of strong fellow teachers, deficient and struggling tenured teachers can learn to improve their classroom instruction.

A PIP intervenor provides one-to-one collegial assistance, piquing learning with research-based techniques geared to the learning styles and needs of the professionals we serve.

The program is voluntary and confidential. Participants apply because they themselves recognize the need for help. The intervenor is precluded from sharing information and findings with others besides the participant. The intervenor is trained to work nonjudgmentally and does not evaluate the participant for purposes of keeping his/her job.

Furthermore, when participants clearly remain ill-suited to the job of teaching, PIP helps them explore and enter other career avenues in a compassionate and dignified manner.

The staff of the New York City Peer Intervention Program wishes you well in your endeavor to create a peer assistance program in order to further teacher professionalism.

INTRODUCTION

PIP has received numerous inquiries from around the nation about our program. As a result of support by an Innovations in State and Local Government award from the Ford Foundation and Harvard University's John F. Kennedy School of Government, the Peer Intervention Program (PIP) has developed this manual to help other districts replicate our program of teacher-to-teacher classroom assistance.

The manual includes contributions from all current PIP staff; research findings from an outside evaluator, Dr. Ellen Saxl, senior research associate at Teachers College, Columbia University; and participating teachers.

The appendices following various sections include examples of instruments and suggestions that PIP has developed and/or found useful in day-to-day operations for the past seven years.

This question-and-answer guide takes you from the initial steps of setting up a program to documentation and involvement of support personnel.

PIP encourages your individually tailored decision-making process, and we hope you will make appropriate changes to match your needs and the unique characteristics of your participants.

We believe that if you replicate our program, you will find that it enhances the struggling teacher's classroom competence and that a successful peer assistance program will help to restore the public's faith in its schools. Any contribution that you make on behalf of this endeavor, of course, will be met with gratitude by the teacher who is having classroom difficulties.

It is up to you to make your program reflect your vision. If you would like further help or information, please call us at (212) 598-9210 Monday through Friday between 8:30 and 4:30 ET.

Your success is our success, too.

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It is up to you to make your program reflect your vision. If you would like further help or information, please call us at (212) 598-9210 Monday through Friday between 8:30 and 4:30 ET.

Your success is our success, too.

Chapter 1: PREMISE OF THE PROGRAM

WHAT PROBLEMS DOES THIS TYPE OF PROGRAM ADDRESS?

In every school district, there are teachers who are excellent and teachers who are struggling. For some, classroom management, fascinating lessons, student involvement, and adapting the curriculum are second nature. These teachers almost seem born to the art of teaching.

On the opposite end, there are teachers who know they need to improve but are virtually helpless to do so. They stand in front of the classroom every day and don't understand why their students are not engaged. They may be brand new, fresh out of college people who aren't secure with the myriad skills of teaching; they may be tenured professionals who have somehow slipped through the cracks and are aware that they do not get the help they need from the standard sources. The traditional hierarchy has failed them, and they are paralyzed in terms of seeking new and successful methodologies.

In a peer assistance program, expert colleagues support these struggling teachers, passing on their professional abilities and classroom techniques. The cornerstone of this program is helping students succeed by helping colleagues succeed.

WHAT PRECEPTS AND PROVISIONS SHOULD BE INCLUDED IN YOUR PROGRAM POLICY?

A planning team of negotiators, which may include those who eventually serve on the program's governing panel, will determine the mission, vision, and goals of the

program. Either the panel or your planning team draws up a program policy to which all members agree. Try to have your program policy included in your bargaining agreement (contract) because this formalizes its principles and processes.

The planning team or panel will want to determine the qualifications and composition of the intervention staff, their length of service, who will be served by your program, whether your program will be confidential and voluntary and/or evaluative, and the inclusion of support staff (the alternative careers liaison). Parameters of length of time for intervention may include a period of administrative nonevaluation. A copy of the collective bargaining agreement covering New York City's Peer Intervention Program appears in Appendix I at the end of this chapter.

HOW DID THE NYC TEAM DECIDE THESE ISSUES?

Three aspects form the cornerstone of the success of NYC's program. First, when people *volunteer* to participate, they are acknowledging their need. That is a given in most self-help programs.

Second, *confidentiality* establishes a firm basis for a participant's trust and risk-taking. Progress is smoother when a participating teacher knows that the works and discussions with the intervenor and/or the alternative careers liaison will not appear in any school record and that no outsider (administrator or colleague) is privy to it. Participants who, from the start, may feel shame in admitting defects and deficits know

their struggles go no further than the intervenor, a caring colleague devoted to addressing issues in private.

Third, PIP's program is *nonevaluative and nonpunitive*. Intervenors are nonjudgmental. Their belief in the participants' ability to improve their teaching skills is virtually the only judgment they express. In the end, the intervenor's role is not to determine whether the principal should get rid of the participants or whether they are "good" or "bad." The program helps them with what they determined themselves: that their teaching can be improved.

When these provisions become district policy, conditions are more likely to be constant for everyone affected.

The Board and Union recognize that instructional services should be delivered by a highly qualified and motivated staff, accorded the respect and professional treatment to which they are entitled.

Toward that end the Board and the Union have agreed to seek resources and to provide peer assistance on a voluntary confidential basis to staff who have completed probation and who believe that their teaching competence will benefit from that assistance in the manner provided below:

1. The Peer Intervention Panel shall be composed of nine members, six of whom shall be selected by the Union and three of whom shall be administrators selected by the Board.
2. This Panel will set qualifications and procedures for the selection of intervenors, an alternative careers liaison and a coordinator of the program. The Panel shall advertise, as needed, the intervenor, coordinator and alternative careers liaison positions on a citywide basis, posting the qualifications and procedures previously developed. The program's professional staff shall be selected in accordance with the posted procedure.
3. The Panel will also design and continually monitor a professional development program that enables the selected staff to meet the goals set forth above.
4. The intervenors shall serve for a four-year term.
5. Any teacher who has a reasonable basis for needing such assistance and/or receives a U-rating or formal warning may request assistance from the peer intervention program, in writing on a form promulgated by the Panel. The Panel will review requests and promptly notify the teacher of its determination as to whether assistance will be provided in that case. Such communications will be kept completely confidential.
6. The intervenor will develop a plan to assist the participating teacher tailored to the specific needs of that teacher and will work with the teacher directly for not more than one year.
7. For three months following the start of the intervention period, supervisors will not evaluate or observe the participating teacher. However, supervisors will otherwise continue to exercise their responsibilities.
8. The Board, the Union, and the participating teacher agree that for any disciplinary action other than an appeal of a previous U-rating, all time limitations within which to bring such actions will be tolled for the three-month period in which the supervisor does not evaluate or observe the participating teacher. For such U-rating appeals, the parties agree that the time limitations are tolled for the entire period of intervention.
9. All communications between the intervenor and the participating teacher shall be completely confidential. As a condition of involvement in the program, all participants in the program, including the intervenor and the participating teacher, must consent to the confidentiality provisions set forth in this paragraph. The

Board and Union agree that the intervenor, or any other person involved in the peer intervention program shall not be subpoenaed by the Board or the Union or called to testify, produce documents or participate in any other way concerning the intervention in any proceeding involving the participating teacher, including potential subsequent proceedings under Section 3020-a of the education law. No arbitrator, in any proceeding under the parties' control, shall accept evidence regarding such communications.

10. Except as otherwise herein provided, the Union, the Board or any participating teacher may exercise any constitutional, statutory, regulatory or contractual right otherwise provided by law, regulation or contract.
11. The Board agrees to make available on a best efforts basis alternative career opportunities for teachers who decide to leave the teaching profession in the course of or following intervention.
12. Administrative procedures for effectuation of these provisions will be formulated by the Panel in consultation with the Board and the Union and thereafter distributed by the Panel.
13. These procedures relate solely to issues of competency and no other grounds of discipline.
14. The acts of the Panel, intervenor, coordinator, Union and Board shall be final.

Chapter 2: GOVERNING PANEL

WHAT'S THE PURPOSE OF A PANEL?

The panel, or policy board, plans and oversees policy governing the workings of a teacher-to-teacher assistance program. The panel sets qualifications and procedures for selecting program staff, advertising vacancies, and selecting intervenors and other staff. It is responsible for designing and monitoring a continuous training program for the program's professional staff. In addition, the panel reviews and determines which teachers will receive assistance through the program. In New York City, the panel has established the criteria for eligibility; it has delegated to the staff the task of selecting participants who meet those parameters.

WHO SHOULD BE REPRESENTED ON THE PANEL AND WHY?

To reflect the program's collaborative nature, the panel should include representatives of the local administrative hierarchy as well as members of the community of teachers. Because this type of program is defined as an assistance program that empowers teachers, the majority of representatives on the panel should be certified, teaching pedagogues. Teachers may include classroom practitioners, curriculum specialists, or other school-based personnel. Administrative representatives may include school board officials, superintendent(s), principal(s), and/or district-level staff.

Although individual members of the panel should have a proven record of flexibility and interpersonal skills, they also should reflect a diversity of experience and expertise. Panelists must make a strong commit-

ment of time and energy to create and govern the program.

WHAT'S THE MIX ON THE NEW YORK CITY PANEL?

The NYC PIP panel is composed of six teachers appointed by the president of the United Federation of Teachers (the local bargaining agent) and three administrative representatives chosen by the chancellor of the New York City Board of Education.

Chapter 3: STAFFING AND KEY PERSONNEL

WHAT SHOULD WE LOOK FOR WHEN HIRING OUR COORDINATOR?

Once a policy panel is in place to determine and oversee the basic principles and governance of the program, its main task will be to select and hire the coordinator, intervenors, and the alternative careers liaison. Successful candidates must be pedagogically skilled and sensitive to the precarious status of the participating teachers.

The first step should be choosing an effective coordinator who can aid in developing desirable qualifications and job profiles of potential intervenors and the alternative careers liaison.

Because this is a program driven by the principles of peer support, the coordinator should also be a teacher. He/she should have extensive outstanding experience as a teacher, a staff developer and a team-builder. Since the coordinator serves as liaison between the professional association, the local board of education, and the panel, he/she should be knowledgeable of the system at large and the formal and informal networks in place. The coordinator should be conversant with the precepts of adult learning, peer coaching, and staff development strategies. In addition, since the coordinator negotiates situations outside the participant/intervenor relationship, he/she must come to the job with strong interpersonal skills. (See Appendix II.)

WHAT SHOULD WE LOOK FOR IN INTERVENORS?

Intervenor share many of the qualities of the coordinator: extensive successful teaching experience in a variety of grade levels and subjects, a strong knowledge base, effective interpersonal skills, and an ability to be reflective. Since intervenors design individualized plans for the participants' success, the successful applicant has experience with adult learners and an array of coaching techniques from which he/she can draw. (See Appendix III.)

DO INTERVENORS NEED SPECIAL TRAINING?

Yes. The need for continual in-house and consultative special training is two-fold. Adults have years of habits and experiences that must be honored, and a peer assistance program must also sensitively acknowledge that adults learn differently from children. Intervenor need to learn how to build trusting relationships with participants so that they will be open to taking risks and experimenting with strategies they've never used before.

In order to facilitate the adult learning process, intervenors need to be trained in coaching methods, observing, and conferencing techniques. They also must be able to build rapport, trust, and self-esteem with and in their teacher clients. Recognizing the variety of learning styles particular to adults allows the intervenor to direct strategies to the participants in ways they can adopt easily. Intervenor also must have access to the current research to share with teacher clients.

In addition, intervenors sometimes work with teachers in many different grades or disciplines and in schools that require particular or specialized teaching strategies. Working in a school that emphasizes cooperative learning or portfolio assessment requires the intervenor be familiar with the strategies that make these work. Whole language, multiple intelligences, Open Court—intervenors must be knowledgeable of their procedures and their philosophies to assure classroom success.

A list of significant training experiences in which NYC intervenors have participated follows in Appendix V.

WHAT IS THE JOB OF THE ALTERNATIVE CAREERS LIAISON?

Despite the best efforts of both the peer intervenor and the participating teacher, sometimes it becomes evident that the participant is not able to improve his/her teaching skills. When both intervenor and participant agree to consider a career change, the alternative careers liaison (ACL) can determine if a referral is appropriate. Then the ACL should schedule appointments with the participant to help with a humane and dignified exit from teaching. Unlike the intervenor, whose main focus is to help the participant become successful in the classroom, the ACL focuses on the participant's dignified and humane exit from a teaching career.

Participating teachers working with the ACL have usually already made a decision to look into working outside the classroom. Often they are concerned about their continued usefulness in the community and fearful of the unknown possibilities something new affords. Among the ways the ACL assuages those concerns and fears may be to set up

on-going support groups which may meet regularly to address common issues.

If a participant is looking toward retirement, the ACL will arrange for appointments with a pension advisor so the participant may have the most up-to-date information on his/her own funds and how to initiate access to them. For more on the ACL, read on.

WHAT SHOULD WE LOOK FOR IN HIRING AN ACL?

The ACL should have previous career counseling experience, including the use and scoring of interest inventories. He/she must know the school system's personnel and labor relations procedures as well as the employment needs of the community at large. The ACL will work within the public and private sectors of the job market to create informational interviews and job development.

The ACL follows the career counseling process, including assessment, career exploration, resume writing, interviewing skills and strategies, development of job-seeking skills, resource identification skills and marketing strategies. He/she may decide to ask participants to form support groups as well. (See Appendix IV.)

HOW DOES THE NYC PIP SELECT ITS STAFF?

The selection process for coordinator, intervenors, and alternative careers liaison uses a four-step elimination process:

- Submission of a resume with letters of reference from colleagues, the school union representative, and the current supervisor.

- An interview that includes a role-play and reflection.
- A written "in-basket"-type test.
- A formal interview with the whole panel, asking the same questions of each applicant.

For sample selection process materials for Intervenor and Alternative Careers Liaison, see Appendix VI and Appendix VII.

POSITION: Teacher Assigned or Guidance Counselor Assigned as Coordinator of the Peer Intervention Program

The recent agreement between the United Federation of Teachers and the Board of Education established a Peer Intervention Panel composed of six teachers and three administrators. This Panel is responsible for developing the Peer Intervention Program which will provide peer assistance on a voluntary confidential basis to staff who believe that their teaching competence will benefit from such assistance. The Coordinator of the Peer Intervention Program will report to this Panel and implement the policies it develops.

MINIMUM ELIGIBILITY REQUIREMENT:

New York City licensed, tenured teacher.

SELECTION CRITERIA:

1. Minimum of ten years experience in the New York City school system.
2. Minimum of five years of classroom teaching experience.
3. Familiarity with instructional programs including special education, bilingual education, kindergarten through 12th grade.
4. Demonstrated leadership skills.
5. Demonstrated ability in human relations, interpersonal skills, and oral and written communication skills.
6. Ability to plan and implement staff development programs.
7. Knowledge of Board of Education personnel procedures.
8. Broad knowledge of available resources such as curriculum materials, staff development programs, personnel and labor relations information.
9. Knowledge of organizational practices.

DUTIES AND RESPONSIBILITIES:

1. Coordinate the activities of the Peer Intervention Program.
2. Implement the policies established by the Peer Intervention Panel.
3. Implement and facilitate the professional development plan for program staff.
4. Serve as liaison between Peer Intervention Panel and intervenors, i.e., staff who will be assigned to provide peer assistance.
5. Coordinate the activities of the intervenors.
6. Develop and disseminate information concerning the program and its goals.

7. Serve as the public spokesperson for the program in order to publicize the positive impact of peer assistance.
8. Serve as liaison to the Peer Intervention Panel, central staff, the United Federation of Teachers and the Council of Supervisors and Administrators.
9. Monitor the intervention process.
10. Make recommendations to the Panel concerning the assessment of the intervention process.
11. Coordinate the needs of the intervenors with required resources.

SALARY: Teacher salary commensurate with collective bargaining plus salary differential of \$10,000 per annum for duration of assignment.

WORK YEAR: September 1 to August 31, with 31 days vacation. Note: Candidate selected must be available to commence service almost immediately after selection.

HOURS: 9:00 AM to 5:00 PM.

APPLICATION:

Send application form and current resume to:

Robert Kleppel, Chair
Peer Intervention Panel
J.H.S. 72Q
133-25 Guy R. Brewer Boulevard
Rochdale Village, N.Y. 11434

An application form is attached and may be duplicated. Additional application forms are available from each UFT Chapter Leader or you may call the UFT at (212) 598-9253 or the Board of Education at (718) 935-2791 for additional applications.

Applications must be postmarked no later than April 25, 1988.

POSITION:

Teacher Assigned "A" as Intervenor in the Peer Intervention Program: 9 Positions.

The Peer Intervention Program (Article 21.C, 1990-91 Agreement) provides peer assistance on a voluntary, confidential basis to staff who believe that their teaching competence will benefit from such assistance. Intervenors work individually on an ongoing basis for up to one year with participating teachers, in and out of the classroom, to improve teaching skills and effectiveness in the classroom.

MINIMUM ELIGIBILITY REQUIREMENT:

New York City licensed, tenured teacher.

SELECTION CRITERIA:

- Minimum of ten years experience under regular appointment in the New York City school system, including at least five years of classroom teaching. (Experience in more than one division or level, i.e., junior and senior high schools; or special education and regular education will be viewed as a significant asset.)
- Demonstrated outstanding classroom teaching ability.
- Demonstrated knowledge of, and successful experience with, adult learners.
- Exemplary knowledge and evidence of creativity and initiative with respect to curriculum content, materials, and methods.
- Knowledge of current research in educational methodology and the change process.
- Demonstrated ability in oral and written communication.
- Background demonstrating ongoing use of effective interpersonal skills.

NOTE: The following documents must be submitted with the letter of application and resume:

1. A letter of reference from the current building principal or site supervisor.
2. A letter of reference from the current UFT chapter leader (or district representative).
3. Letters of reference from two other current staff members who are knowledgeable about the applicant's teaching skills.

DUTIES AND RESPONSIBILITIES:

- Intervene with selected teachers to diagnose their needs and problems and to orchestrate the improvement process.
- Use a variety of instructional strategies to enhance teaching skills of other colleagues.
- Create a supportive, collegial climate for the intervention process.
- Participate in extensive staff development activities, some of which might take place evenings and/or weekends.
- Employ written narrative as a significant part of diagnosing and planning the intervention process.

SALARY: Teacher salary commensurate with collective bargaining.

WORK YEAR: Teacher Assigned 'A' (Article 11D.1) - Position, based at UFT Headquarters, operates citywide with extensive daily travel between worksites (schools).

HOURS: Seven hours per day, exclusive of lunch.

APPLICATION: Send cover letter, together with current resume (including home and work phone numbers) and letters of recommendation to:

Robert Kleppel, Chair, Peer Intervention Panel
260 Park Avenue South - 3rd Floor
New York, NY 10010
(212) 598-9210

LETTER OF APPLICATION WITH ACCOMPANYING RESUME AND DOCUMENTS MUST BE POSTMARKED NO LATER THAN MAY 12, 1992.

EQUAL OPPORTUNITY EMPLOYER M/F/H/

APPROVED: _____

THOMAS P. RYAN, Executive Director

POSITION:

Teacher Assigned "A" as Intervenor in the Peer Intervention Program: 9 Positions.

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- Participate in extensive staff development activities, some of which might take place evenings and/or weekends.
- Employ written narrative as a significant part of diagnosing and planning the intervention process.

SALARY: Teacher salary commensurate with collective bargaining.

WORK YEAR: Teacher Assigned 'A' (Article 11D.1) - Position, based at UFT Headquarters, operates citywide with extensive daily travel between worksites (schools).

HOURS: Seven hours per day, exclusive of lunch.

APPLICATION: Send cover letter, together with current resume (including home and work phone numbers) and letters of recommendation to:

Robert Kleppel, Chair, Peer Intervention Panel
260 Park Avenue South - 3rd Floor
New York, NY 10010
(212) 598-9210

LETTER OF APPLICATION WITH ACCOMPANYING RESUME AND DOCUMENTS MUST BE POSTMARKED NO LATER THAN MAY 12, 1992.

EQUAL OPPORTUNITY EMPLOYER M/F/H/

APPROVED: _____

THOMAS P. RYAN, Executive Director

POSITION: Teacher Assigned as Alternative Careers Liaison - Peer Intervention Program.

LOCATION: Peer Intervention Program
260 Park Avenue South
New York, NY 10010

Some travel to public and private sector sites in New York City metropolitan area.

ELIGIBILITY REQUIREMENTS:

New York City tenured Teacher or Guidance Counselor.

SELECTION CRITERIA:

- Prior experience in the private sector.
- Prior experience with adults in employment search/hiring/placement.
- Broad knowledge of personnel and labor relations information, including Board of Education organization.
- Evident oral and written communication skills.
- Demonstrated ability in human relations and interpersonal skills.
- Familiarity with interest inventories.

DUTIES AND RESPONSIBILITIES:

- Oversee and personally assist teachers' transition into alternative positions.
- Train and assist teachers with job-seeking skills, including interviewing and resume writing.
- Using initiative and personal contact, generate public and private sector employment opportunities for teachers.
- Maintain current listings of job openings.
- Communicate with employment counselors of private employment agencies/services.
- Coordinate needs of clients with available employment resources, including job-related training/continuing education.
- Administer, score, and offer feedback on various interest and skills inventories.

HOURS: 35 hours per week exclusive of lunch, with occasional evenings/weekends as necessary.

WORK YEAR: Teacher Assigned or Counselor Assigned (4-year term) beginning February 1, 1994.

PEER VACANCY
CIRCULAR
ALTERNATIVE
CAREERS
LIAISON

This is the
latest posting,
dated
Dec 20, 1993

SALARY: Salary commensurate with Collective Bargaining Agreement

APPLICATION: Please send cover letter and current resume by _____, to:

Clare Cohen, Coordinator
Peer Intervention Program
260 Park Avenue South - 6th Floor
New York, NY 10010
(212) 598-9210

PLEASE INDICATE THIS CIRCULAR NUMBER ON THE APPLICATION AND RESUME
EQUAL OPPORTUNITY EMPLOYER M/F/H

APPROVED: _____

1. General knowledge we have acquired:

Topic

- The Adult Learner
- Seven Habits of Highly Successful People
- Learning Styles
- 4MAT
- Madeline Hunter's Essential Elements of Instruction
- Dimensions of Learning
- How the Brain Learns
- Multiple Intelligences

Presenter/Affiliation

Dr. Judy-Arin Krupp (deceased)
Stephen Covey Associates
Dr. Rita Dunn
Professional Dynamics
Professional Dynamics
Dr. Guy Blackburn
Dr. Pat Wolf
PIP Staff

2. Process skills training we have had to facilitate changes in our PTs (Participating Teachers):

- Cognitive Coaching
- Creative Peak Performing Teachers Through Observation and Conferencing Skills
- Conflict Mediation
- Neuro Linguistic Programming
- Improving Face-to-Face Communications
- Peer Collaboration for Instructional Effectiveness
- Career Transitions
- Teacher Expectations, Students Achievement.

Dr. Robert Garmston

Dr. Bill Blokker
Dr. Ellen Raider
NY Trng. Inst. for N.L.P.
Malcolm Gordon

Performance Learning System
Right Associates
PIP Staff

3. Technical (and other) skills training:

- Photography and video-taping
- Script-taping
- Documenting
- Workshop presentation
- Stress reduction
- Cooperative learning

4. Group training experiences offered to our PTs:

- Assertive Discipline
- Building Self-Esteem
- Management Systems for Teachers
- Teacher Efficacy

Lee Canter & Associates
Jack Canfield Associates
Dr. James Nighswander
Dr. Donald DeMoulin

Assuming you are serving in the role of Peer Intervenor. (A member of the Peer Intervention Panel will be playing the part of the participating teacher, John Smith.)

John Smith has recently returned to teaching after several years of involvement in a business venture which has failed. He received an unsatisfactory rating for the last school year, despite a record of six years of satisfactory teaching prior to his leave. He is a French teacher.

In his application requesting assistance, he indicated that his class is "chaotic," and his own family is increasing the pressure on him. He takes home a great deal of paper-

work including his plan book (which he is too tired to do) and is resentful since, by his own admission, his plans don't materialize anyway and the curriculum is simply not getting "covered." "Frankly," he wrote, "I'd walk out of here tomorrow but I really need the money. You're my only hope in getting through the next 6 months and 5 days 'til the term ends."

Please prepare to role play your *first meeting* with Mr. Smith. Your goal is to begin to establish a *supportive working relationship*.

**IN-BASKET
TEST
INTERVENOR**

You're about to take a sample test in which you assume the intervenor's role and do a sample of his/her work.

You are Lee Davis, recently accepted as an Intervenor in the Peer Intervention Program.

I. You have just received the attached letters from two of your participating teachers with whom you have recently begun working.

1. For each letter, use the Goals and Objectives sheet to:

- a. state your short-range goals and describe specific steps to reach those goals.
- b. identify larger issues involved and describe long-range plans.

2. For each letter, use the Instructional Plan sheet to write a specific instructional plan that addresses an aspect of each teacher's concerns. Include examples of methods and materials you would use.

II. Essay Question:

How does the Peer Intervention Program relate to teacher professionalism?



This is also part of the PIP selection process for intervenors.

Letter #1

Dear Lee,

I'm embarrassed to even write this but I'm really in trouble. My classes always start out well behaved but by November they are "off the wall." They don't follow instructions, are often absent or late, and talk back to me.

I know I need to keep control all year around. Where do I start? Where am I going wrong?

Sincerely,

*SELECT A GRADE LEVEL (K-12) AND SUBJECT AREA. INDICATE YOUR CHOICES ON THE GOALS AND OBJECTIVE SHEET.

Letter #2

Dear Lee,

My Principal/Chair/A.P. is on my case to cover the curriculum more quickly. I have a lot of problems with that. My students need time to really grasp the concepts. I don't believe in teaching more, faster. They never remember it by the time tests come around.

Sincerely,

*SELECT A GRADE LEVEL (K-12) AND SUBJECT AREA. INDICATE YOUR CHOICES ON THE GOALS AND OBJECTIVE SHEET.

FINAL
INTERVIEW -
INTERVENOR

1. We know we've requested a lot of language—both oral and written—from you throughout this process.

So—a change of pace: please take a moment to describe yourself by using *only five adjectives*.

2. We've also generated a lot of language ourselves!

So—at the risk of being unoriginal, we're going to borrow a phrase from the "Wide World of Sports," and ask you to describe briefly "*the thrill of victory*" and "*the agony of defeat*" in terms of yourself.

3. In what ways would you like this program to support your *own* continued professional growth?

ROLE PLAY -
ALTERNATIVE
CAREERS
LIAISON

Jane Smith is not happy teaching and does not feel she is doing a satisfactory job (she had been rated "U" in 3 of the last 5 years). Jane is 51 years old and has completed 24 years of teaching grades 2, 3, and 4.

Jane states that her spouse isn't crazy about her leaving teaching, but "is willing to deal with anything if it will make Jane smile again."

Assume that you are Lee Winston, the Alternative Careers Liaison. A Peer Intervenor asks you to interview this Participating Teacher who has been in intervention

for six months, has problems both managing a class and motivating the youngsters, and does not want to write lesson plans. Jane has agreed that it might be best to consider leaving teaching, but states "I have no idea what else I can do - this is all I know."

Please prepare to role play your *first meeting* with Ms. Smith (played by a member of the Peer Intervention Program staff. Your goals are to establish a supportive working relationship and to assist Ms. Smith's movement toward an alternative career.

This is part of
PIP's selection
process for the
alternative
careers
liaison.

Directions: Respond in writing to *both* parts (1 and 2). Please be aware that written English, spelling and legibility are important. You will have one (1) hour to complete the task.

You're about to assume the role of Lee Winston, the Alternative Careers Liaison for the Peer Intervention Program. One of your functions is to develop employment opportunities for unsuccessful teachers who would like to leave teaching and begin a new career.

- I. Select any company or corporation in the private sector, and *prepare a letter* stating who you are and what you are seeking.

Your goal is to develop resources which will lead to alternative employment opportunities for New York City teachers.

II. In response to a Board of Education vacancy circular for a nonclassroom position, you call the specified contact person, (formerly a Principal, now a Deputy Executive Director at 65 Court Street) to inform her that you, Lee Winston, the ACL for the Peer Intervention Program, have several teachers who would be interested in this position, and would like further information.

How would you respond when the contact person replies. "Why on earth would I want to hire unsatisfactory teachers when there is an abundance of interested, excellent teachers?" (Please write out the actual dialogue which might ensue, paying particular attention to *your* statements.)

IN-BASKET
TEST
ALTERNATIVE
CAREERS
LIAISON

This also is part
of PIP's
selection
process for the
alternative
careers liaison.

Chapter 4: COSTS WHAT DOES A PEER ASSISTANCE PROGRAM COST?

That obviously depends on the salary, rental and utility costs in your area, as well as the size of the program. Here are the items you should include when trying to rough out your costs:

1. Salaries of intervenors, coordinator, clerical staff, alternative careers liaison.
2. Rent for your headquarters, including office supplies and basic office equipment, printing costs of literature and applications, postage, telephone lines, and computer online time.
3. Ongoing training for intervenors provided by consultants, attendance at professional conferences (both local and out-of-town), and subscriptions to keep up with the latest research and literature.
4. Carfare for intervenors for travel from site to site as they assist their participating teachers.
5. Professional resource library, with material both for intervenors and for participants.
6. Tape recorders, camcorders, cameras (including Polaroid) for developing classroom techniques with participants.

TO HELP US GET A BETTER HANDLE ON COSTS, HOW MANY TEACHERS CAN AN INTERVENOR WORK WITH AT ONE TIME?

If an intervenor is a full-time staff member, the optimum number of participants is four. This allows the intervenor to observe a participant on roughly a daily basis in a variety of activities and time frames (after lunch, for example, or in quiet reading groups).

COULD WE INCREASE THE INTERVENOR/PARTICIPANT RATIO TO GET MORE FOR OUR MONEY?

Certainly, but there's a price to pay. The teachers with whom intervenors work tend to require intensive help. If intervenors have more than four participants, they will have less time on task with each participant, reducing their effectiveness. This increases stress on the intervenor because he/she doesn't have time to help find solutions, therefore isn't as helpful to the participant, therefore doesn't feel personal satisfaction. Your peer assistance program becomes less cost-effective, rather than more so, and there is less success for participants.

WHERE SHOULD PROGRAM HEADQUARTERS BE?

Three factors should determine the location of your headquarters: the extent to which teachers will feel relief from administrative (and administrators') pressures, the

proximity of support services and resources, and convenience of the location.

Teachers who are experiencing difficulty need to feel that they are in a supportive, nonthreatening environment free from supervisory constraints. Where possible, the location should be a site of teacher advocacy, or at least a neutral setting (not, for example, the basement of your district's central office).

Headquarters should be centrally located to allow participants easy access to program services such as the ACL, professional libraries, and retirement consultations.

The NYC PIP is housed at the headquarters of the United Federation of Teachers, which is easily reached by public transportation and meets all the other criteria for teacher advocacy.

Chapter 5: ACCEPTING PARTICIPANTS INTO THE INTERVENTION PROCESS

WHY DO TEACHERS APPLY TO A PEER ASSISTANCE PROGRAM?

Some teachers are searching for a way to change what they recognize as inappropriate classroom methods. Some teachers need a colleague to show them in a nonpunitive, nonjudgmental way how to adapt new research and techniques to their own practices. Some teachers are at their wits' end trying to cope!

Whatever their individual reasons, potential participants should be reminded to recognize their courage in asking for help.

IS THERE A GENERAL PROFILE OF THE TEACHERS WHO SEEK INTERVENTION?

Although every participant is unique, many will exhibit at least some of the following features:

- Difficulty controlling their classes.
- Often teaching the least desirable classes.
- Self-esteem is extremely low.
- Isolated from most or all of the rest of the staff.
- Generally disrespected by their students.
- Often despised by their supervisors.
- Unable to adapt to their classes and the curriculum.
- Often fearful, secretive, and resistant.
- Able to understand only hierarchical supervision, not peer assistance or self-empowerment.
- Cannot accept the responsibility for classroom failure, placing it on others.

- Sometimes have significant personal or family problems.
- Sometimes disliked by their colleagues.

Because PIP addresses the issues of instruction, such as curriculum, classroom management and lesson planning, participants are teachers who identify these as their concerns. A teacher may not be strong in questioning skills or may be a poor manager of time on task. Perhaps in a school where interdisciplinary teaching is important, the teacher struggles with interpersonal relationships. Students may not respond appropriately to the teacher's lessons, or supervisors may have distinctly different goals from those of the applicant. The applicant may need help with the latest instructional material because he/she hasn't taken classes in many years. He/she recognizes deficiencies and seeks help in overcoming them, and supervisors heretofore may have failed to address the need.

These teachers exist in virtually every school. A peer assistance program objectively delineates their concerns and the teaching community's desire to assist them.

WHAT ARE THE ELIGIBILITY CRITERIA FOR PARTICIPANTS?

Teachers who have read the program literature and heard program presentations will decide whether to apply. Intervention staff members will determine whether they fit the parameters of the program. In New York City, the Peer Intervention Program serves only tenured teachers, who often find

that they have nowhere else to turn for professional support. To be eligible, an applicant's request for assistance must be focused on instructional issues, not personal ones. Priority is given to applicants whose end-of-year performance appraisal rating has been 'unsatisfactory,' or who have received formal warning indicating that such a rating is pending.

HOW DO YOU ATTRACT PARTICIPANTS AND "PUT OUT THE WORD"?

To attract participants, everyone in your district should know about this program. There are many possibilities for making your program known, and some suggested strategies are:

- Send a mailing to every tenured teacher either through the postal service (if cost effective) or personal school mailboxes, or both.
- Create an eye-catching brochure. Place this literature everywhere that teachers gather: faculty rooms, teachers' centers, and central offices. Have a distinctive logo on all material so that teachers identify the program immediately.
- Send speakers to union meetings, professional association gatherings, teachers' standing committee meetings, and faculty meetings.
- Include articles and advertisements in teacher newsletters and even the local newspaper.
- If your district has an online service, post notices explaining the program.
- Create a 24-hour hotline on a telephone answering machine both to explain the program and to record names and addresses of the teachers who want an application and information.

- Hold an open house (with light refreshments).
- Be sure official notices and posters displayed on teacher bulletin boards include tear-offs for mailings to request information. (See Appendix VIII.)

THE APPLICATION PROCESS: SHOULD WE HAVE AN APPLICATION FORM?

Yes. A simple standard application form includes name, home address, home and school phone numbers, tenure status, number of years teaching, location of current school, license/certification, present grade and subject assignment, employee identification number, and supervisor's name. Ask if the applicant has been rated unsatisfactory and why he/she feels he/she would benefit from assistance. This application is used to determine whether the teacher meets the requirements for participation. (See Appendix IX.) In New York City, applications are mailed to the home address to preserve confidentiality.

WHAT'S THE NEXT STEP?

Follow the application with telephone screening in which an intervenor calls to clarify the applicant's needs. Since the program is pedagogical, you will want to determine that the applicant's issues are related to curriculum, planning, classroom management, and/or conflict management in the school.

WHY DO YOU RECOMMEND A PHONE CALL?

The screening phone call is actually the first personal contact a potential participant has with the program. A phone call is prefer-

able to a personal visit for several reasons: it preserves anonymity and personal distance; the screener is not swayed by the personal appearance of the applicant; and external factors will not influence acceptance or rejection by the program.

WHAT SORTS OF QUESTIONS SHOULD WE ASK ON THE PHONE?

The intervenor should structure questions so that the applicant does most of the explaining. Find out about the relationships the applicant has with others in the school, especially administration, students, colleagues, and parents. Is there a new principal who is imposing new criteria in the school? Has the community recently had a dramatic change in population? How imminent is retirement?

Get a sense of whether the struggle is ongoing or relatively recent; for example, a teacher who has always been weak may have different needs from a teacher who has recently suffered a traumatic loss or serious health problem. Outside factors often have an important impact on a professional situation.

HOW SHOULD WE TAKE NOTES ON THE CONVERSATION?

Use a screening form that includes space for the intervenor's comments. Thoughts and reactions immediately following the phone call are helpful in determining how an applicant will respond to intervention.

New York City Peer Intervention Program's telephone screening form can be seen in Appendix X.

WHEN SHOULD THE APPLICANT HEAR FROM YOU?

Acknowledge receipt of the application immediately with a brief form letter. Place the screening call as promptly as possible.

By mail, let the applicant know his/her status in each step of the process. If an applicant is on a waiting list for the next appropriate intervenor, keep the applicant informed so he/she knows he/she is not forgotten. If an applicant is not eligible, suggest some alternatives in a (regretful) rejection letter.

The program's courteous and prompt acknowledgement of an applicant's status has both immediate and far-reaching implications. Not only will the person be assured of ongoing interest and commitment, but the program, too, will gain a reputation for respectful professionalism.

Some sample letters appear in Appendix XI and Appendix XII. See page 11.

DO YOU WORK WITH TEACHERS WHO ARE FACING DISMISSAL FOR INCOMPETENCE?

In New York City, teachers who have been brought up on charges of incompetence are removed from their classrooms to await hearings. PIP works only with teachers in their classrooms.

However, some teachers who have been threatened with charges do apply to the program. If the prospective charges of incompetence reflect poor classroom practices, a peer assistance program would be an appropriate way to help them.

DO YOU REJECT APPLICANTS?

Yes. During the screening process, it might become apparent that the applicant's problems are not related to pedagogical issues. Some of the people who would not be eligible might include those whose main problems include lateness, chronic absenteeism, accusations of racism and/or sexism, having been turned down for the job they preferred, or retaliation for a school-related romance gone sour.

Some applicants may simply be marking time before their imminent retirement. A few teachers do not fit your criteria—nontenured personnel, for example. People who have been coerced into application by threats from supervisors also may not be eligible.

Lastly, in the first few meetings a teacher may show problems that were not apparent initially, such as alcohol or substance abuse. Since the program is designed to address pedagogical issues, such teachers may have to seek more appropriate assistance. (See Appendix XIII.)

PIP
ANNOUNCE-
MENT OF
PROGRAM
START



PEER INTERVENTION PROGRAM
260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210

Clare Cohen
Coordinator

Alfred Weiss
Asst. Coordinator

The New York City Board of Education
and the

United Federation of Teachers cordially invite
tenured teachers to request assistance from the
PEER INTERVENTION PROGRAM

PLEASE POST

The PEER INTERVENTION PROGRAM is a beginning effort to enable New York City teachers to take collective responsibility for maintaining high standards and strengthening performance.

The program helps tenured teachers who are in trouble in the classroom and who volunteer to participate. Teachers who meet these criteria get help from experienced and specially selected colleagues.

All assistance is given on a voluntary, confidential basis. And it's tailored to the participating teacher's strengths and weaknesses in the classroom.

The goal is to help the teacher become more effective or to counsel him or her, confidentially, to leave teaching.

If you participate, you and your assigned intervenor (a veteran classroom teacher with demonstrated teaching, interpersonal, and peer assistance skills) will reach this goal by:

- Planning an individualized professional development program.
- Carrying out the plan.
- Refining and redefining your professional goals.

For further information or an application for assistance see your UFT Chapter Leader or call the PEER INTERVENTION PROGRAM at (212) 598-9210.

This flyer was
posted in all
schools.

PIP
ANNOUNCE
MENT TO
TEACHERS



PEER INTERVENTION PROGRAM
260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210

Clare Cohen
Coordinator

Alfred Weiss
Asst. Coordinator

MEMORANDUM

June 1, 1988

TO: ALL TENURED NEW YORK CITY TEACHERS

FROM: Peer Intervention Panel

SUBJECT: Request for Assistance Through the Peer Intervention Program

The Peer Intervention Program is designed to provide peer assistance on a *voluntary, confidential* basis to teachers who have completed probation and who believe that their teaching competence will benefit from such assistance.

WHAT IS THE INTERVENTION PROCESS? The Intervenor will develop a plan tailored to the specific needs of the participating teacher and will work with the teacher directly. The teacher will be involved in a program designed to improve classroom competency. Working in a secure environment, the teacher will be helped to make positive changes in habits, skills and patterns.

WHO IS ELIGIBLE? Any tenured teacher who has a reasonable basis for needing assistance or who receives a "U" Rating or formal warning may request such assistance through the Peer Intervention Program. The problem must relate solely to issues of classroom competence.

HOW CAN A TEACHER APPLY? An application for assistance is attached to this letter.

The application should be completed by July 11, 1988 and returned to:

Robert Kleppel, Chair, Peer Intervention Panel
UFT 260 Park Avenue South - 6th Floor
New York, NY 10010

PIP mailed this
memo to all
tenured
teachers

All requests for assistance will be treated on a confidential basis. The panel will review the requests and promptly notify the teachers of its determination as to whether assistance will be provided. For those accepted, the program will begin in September, 1988 for a period of up to one year. For those teachers not selected for participation, information as to other resources to assist the teacher will be provided upon request.

The Peer Intervention Panel, composed of six members selected by the UFT and three members selected by the Chancellor, was established during the fall 1987 school term. This panel is responsible for developing the Peer Intervention Program in accordance with Article 21.F of the Agreement between the Board of Education and the United Federation of Teachers.

For further information, please call the Peer Intervention Program at (212) 598-9210.

PIP
ANNOUNCE
MENT TO
SCHOOL
OFFICIALS



PEER INTERVENTION PROGRAM
260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210

Clare Cohen
Coordinator

Alfred Weiss
Asst. Coordinator

MEMORANDUM

June 15, 1988

TO: Community School Board Presidents, Executive Directors, All Superintendents, Directors, Heads of Offices and Principals of All Day Schools, UFT Borough and District Representatives, All UFT Chapter Leaders, C.S.A. District Representatives

FROM: Peer Intervention Panel

RE: Teacher Requests for Peer Intervention

During the 1987-88 school year, a Peer Intervention Panel was established, composed of nine members, six of whom are teachers selected by the UFT and three of whom are administrators named by the Board of Education. The Panel developed qualifications and procedures for the selection of intervenors, and has advertised those positions city-wide. The process of selecting the intervenors is ongoing. Beginning September, 1988 the New York City Board of Education will fully implement the Peer Intervention Program in accordance with the agreement between the Board of Education and the United Federation of Teachers, Article 21.F.

The Peer Intervention Panel is designing (and will continually monitor) a professional development program that enables staff to improve instructional competence.

This program allows tenured teachers who believe their teaching competence will benefit from the assistance of a Peer Intervenor, to voluntarily request such assistance.

TEACHERS ELIGIBLE TO PARTICIPATE: Any teacher who has *completed probation* and who believes that his/her *teaching competence* will benefit from peer assistance, or who has received a U-rating or formal warning, may request assistance.

PROCEDURES: These procedures relate solely to issues of instructional competence.

- A. Initial requests for assistance from eligible staff made in writing on the form provided by the Peer Intervention Panel [see Appendix IX] by *July 11, 1988*.
- B. The Panel will review requests and will notify the teachers of its determination as to whether assistance will be provided. *Such communications will be kept completely confidential.*
- C. The Peer Intervention Program Coordinator and Intervenor, in collaboration with the participating teacher, will develop and implement a plan of assistance designed to respond directly to the particular needs of participating teachers.
- D. The Intervenor and participating teachers will continue to work together directly for not more than one year, during which time their interactions, as formally set forth in the agreement, shall remain strictly confidential.
- E. For three months following the start of the intervention period, supervisors will not evaluate or observe the participating teachers. Supervisors will otherwise continue to exercise their responsibilities.

FOR QUESTIONS RELATED TO THE ABOVE, CONTACT:

Clare Cohen
Coordinator
Peer Intervention Program
260 Park Ave. South, 6th Floor
New York, NY 10010 • (212) 598-9210

TEACHERS
APPLICATION
FORM



PEER INTERVENTION PROGRAM
260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210

Clare Cohen
Coordinator

Alfred Weiss
Asst. Coordinator

**REQUEST FOR ASSISTANCE
THROUGH THE PEER INTERVENTION PROGRAM**

Name:..... File #:
Home Address:..... S.S. #:
Phone #:(Home) Phone #:(School)
Number of Years Teaching:
Current License Area: Tenured: Yes.....No
Current School/Work Assignment: District:.....
Current School/Work Address:.....
.....
.....

Name and Title of Current Supervisor:

Please feel free to attached an additional sheet with your answers to the following questions.

IF YOU WERE RATED UNSATISFACTORY LAST JUNE, OR IN PREVIOUS YEARS, PLEASE SPECIFY THE DATE(S) AND SCHOOL(S)/SITE(S). (THIS REFERS TO THE ANNUAL RATING, NOT SPECIFIC OBSERVATIONS/LETTERS.)

WHY DO YOU FEEL YOUR CLASSROOM COMPETENCE WOULD BENEFIT FROM PEER INTERVENTION? IS YOUR DECISION BASED ON YOUR HAVING RECEIVED AN UNSATISFACTORY RATING OR FORMAL WARNING? IF SO, WHAT REASONS WERE GIVEN FOR THIS RATING OR WARNING? PLEASE EXPLAIN.

Signature

Date

THIS APPLICATION MUST BE RETURNED TO:

Clare Cohen, Coordinator
Peer Intervention Program
United Federation of Teachers
260 Park Avenue South - 6th Floor
New York, NY 10010

TELEPHONE
SCREENING
QUESTIONNAIREPEER INTERVENTION PROGRAM
260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210Clare Cohen
CoordinatorAlfred Weiss
Asst. Coordinator

Applicant's Name _____

Screening Questions

(All must be asked as a minimum!)

1. Tell me more about why you are requesting assistance from PIP. (Request specifics.)
Probe if applicable: Are any of these issues the subject of grievances? (i.e., "letter in the file").
2. What do you know about how PIP works? (*WE FILL IN THE GAPS*)
3. How would you describe your relationship with principal/AP/peers/parents/students?
*Would you apply to PIP if your current supervision left? (were different?)
4. What *specific* changes would you like to see happen with our help?
If applicable, request focus on *classroom* changes.
5. What do you like about teaching? What are your strengths?
6. Are there any outside factors that may have an impact on your teaching?
7. Is there anything else you'd like us to know?
8. Other comments? (Filled in by staff member doing screening.)

Screened by: _____

Today's
Date: _____LETTER
ACKNOWLEDGING
RECEIPT OF
TEACHER'S
APPLICATIONPEER INTERVENTION PROGRAM
260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210Clare Cohen
CoordinatorAlfred Weiss
Asst. Coordinator

Dear Colleague,

Your request for assistance from the Peer Intervention Program has been received. The Panel is currently reviewing your request, and a decision concerning acceptance into the Program will be made as soon as possible. Should further information be needed to facilitate the Panel's process, you will be contacted by telephone.

Sincerely yours,

Clare Cohen
Coordinator

CC:lc

PIP'S
WAITLIST
LETTER
PEER INTERVENTION PROGRAM
 260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210

Clare Cohen
Coordinator

Alfred Weiss
Asst. Coordinator

Dear _____:

The Peer Intervention Program has carefully reviewed your request for assistance and has accepted you as a **future** participant. Unfortunately, we are presently working with teachers up to the limits of our Program personnel. For this reason, although we truly appreciate the urgency of your concerns, we are unable to include you in the Program **at this particular time**. We are maintaining your request in our active file on a priority wait list basis. An opening may arise at any time, and when this occurs we will immediately contact you.

If you have any questions, please feel free to call me.

Sincerely yours,

Clare Cohen
Coordinator

CC:lc

A SAMPLE
PIP
REJECTION
LETTER
PEER INTERVENTION PROGRAM
 260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210

Clare Cohen
Coordinator

Alfred Weiss
Asst. Coordinator

Dear _____:

Your request for assistance has been reviewed with care by the Peer Intervention Panel. The situation you describe is one that merits consideration; however, it is not one that we can address with validity or bring to resolution at this time.

The Peer Intervention Program focuses solely on matters of instructional competence rather than on other, more personal issues or matters such as those you have raised, including your request for a "special" (medical) transfer, your desire to teach in a different license area and your indication that if either of the above were achieved you would no longer be interested in participating in the Peer Intervention Program. Your application and the ensuing conversation with a member of our staff did not indicate that the need to improve your instructional competence is a primary concern for you. Therefore, we feel that at this time the support you need may better be provided under some other aegis and hope that the suggestions offered by our staff member are of help. Please feel free to notify us if your plans should change.

We hope the balance of the year will be a gratifying and productive one for you and your students.

Sincerely,

Clare Cohen
Coordinator

CC:lc

Chapter 6: SCHEDULING

HOW ARE PARTICIPANTS ASSIGNED TO INTERVENORS?

Once the participant is accepted into the program, the structured telephone screening interview determines the prospective client's needs, interests, and fundamental agenda. Extrinsic areas of concern (health or family matters) also affect how the participant will work with an intervenor.

The guidelines to determine a match with an intervenor include the area of certification and expertise, grade level, and geographical location. Such a match ensures the effectiveness of the program, and every effort should be made to coordinate these particulars. When they cannot be matched ideally, collegial consultations are needed.

Since most issues are related to classroom management, however, intervenors are usually adept at coaching needy teachers, regardless of differing subject areas. But your program should try to maintain constancy in grade levels whenever possible.

HOW SHOULD INTERVENORS SCHEDULE THEIR TIME?

Intervenors' schedules reflect whether they are full- or part-time, available for full days, and how much time each may spend with a participant.

Since most of the intervention process occurs during the school workday, with additional time spent before and/or after class, scheduling too many participants for not enough time does both intervenor and participant a disservice.

In addition, time must be allotted for the peer assistance staff to write documentation, attend regular staff conferences and meetings, and participate in professional development conferences.

Sufficient time for planning, observing, and conferring must be included for each participant.

HOW DOES NYC PIP SCHEDULE ITS INTERVENORS?

New York City intervenors are full-time staff members, each of whom works with four participants at a time. Because intervenors are teachers modeling empowerment, they schedule themselves with the teachers they serve as they see fit.

However, the program allows the equivalent of one full day for each participant, although the time may be split into, for example, participant A in the morning of one day, and participant B in the afternoon, and then "flipping" the schedule on a subsequent day. This allows intervenors to work with a participant on more than one occasion in a given week, and considers the differing needs and responses of teachers and students resulting from differing daily programming.

SO THAT'S FOUR DAYS. WHAT'S ON THE FIFTH DAY?

The fifth day of the week is used for consultation, conferences, staff development for intervenors, and casework. (See Appendix IV.) Intervenors need to keep up to date in pedagogical and adult-learning research.

They need time to discuss and consult about the issues raised by their clients. They also need time to plan workshops and events during which the participating teachers are invited to meet in a large group, sometimes with outside consultants. In New York City, presentation topics include time management and various approaches to discipline, concerns common to most, if not all, participants. Since the program staff is often asked to deliver presentations at forums sponsored by local or national professional organizations, the time is utilized for collaboration on such projects as well.

Chapter 7: STARTING: THE FIRST DAYS

WHERE SHOULD THE FIRST MEETING BETWEEN INTERVENOR AND PARTICIPATING TEACHER TAKE PLACE?

The first face-to-face encounter usually takes place outside the participant's school. Neutral surroundings—your headquarters, a coffee shop, the public library, or a park (in the spring or the fall)—provide an environment that allows the two colleagues to speak freely and privately about their goals, strengths and concerns. At this off-site meeting, a participant might “opt out” of making a commitment to the difficult work ahead prior to the site supervisor being informed.

WHAT HAPPENS IN THE OFF-SITE MEETING?

The off-site visit should provide the intervenor with an initial view of the teacher's problems. The intervenor starts to consider a tentative improvement plan. The process of bonding and building trust begins here, as the two colleagues anticipate their first day together in the participant's classroom.

The intervenor shares the focus and vision of the program as it pertains to the participant. Together they will collaborate on deciding the date of the intervenor's first visit to the classroom and how the intervenor will be introduced to the class and colleagues. (In a small district where everybody knows everyone else's job and title, stress the confidentiality of your relationship. In a larger district, what often works is, “Ms. _____

is working on a project with me about how teachers teach and how students learn.”)

WHAT HAPPENS WHEN THE INTERVENOR FIRST ENTERS THE SCHOOL BUILDING?

The first stop is the principal's office. The intervenor presents the confidential letter of introduction (see Appendix XV) and explains the goals and values of the intervention model, the intervenor's role, and the program guidelines. The intervenor establishes the common ground between the goals of the program and those of the school, dispelling fears that the program might be a protection for incompetent teachers. Rather, it is a program to support teachers in their delivery of effective instruction. This clarification usually allays any concerns the principal may have.

If the program policy precludes evaluation or observation of the participant by a supervisor at the beginning of intervention, the principal continues to be responsible for all other supervisory obligations, such as monitoring lateness, patrols, student and school safety. Any dangerous situation continues to require the principal's prompt action.

The principal can help the intervenor obtain access to such resources as a telephone for a daily call to headquarters, photocopier, coat closet, bathroom key, and parking space. With the agreement of the participating teacher, he/she also can identify key personnel in the building with whom the intervenor may need to consult.

WHAT DOES A TYPICAL DAY LOOK LIKE?

Following the interview with the principal, the intervenor meets with the participating teacher. Ideally, he/she will have an unassigned period; if not, the intervenor will observe classroom interaction, teaching and learning styles, and the work atmosphere.

During the unassigned period, the intervenor should respond to any questions that arise. He/she will use this time to continue the trust-building begun at the off-site meeting, reinforcing the positive choice the teacher has made to participate in the intervention process.

The intervenor spends the first day “shadowing” the participating teacher, becoming familiar with other staff members, the schedule, the students, and the culture of the school.

The focus of the first day is familiarization and data collection. The intervenor begins to learn the perspectives of the participant, administrators, and the classroom students. The intervenor models professional collegiality and appropriate attitudes as an additional resource to both the teacher and the school.

Chapter 8: DAY-TO-DAY FUNCTIONS

WHAT ARE SOME STRATEGIES INTERVENORS USE TO HELP TEACHERS IMPROVE?

Meaningful professional development includes an extensive sample of strategies that address the instruction of students. The intervenor employs varied learning approaches to help a participant acquire these strategies. Some suggestions are:

- Modeling demonstration lessons.
- Observing and providing objective feedback.
- Photographing, videotaping, and audiotaping.
- Providing practice opportunities.
- Introducing motivational techniques for students.
- Improving the appearance of the classroom.
- Developing lesson plans and classroom management systems.
- Role-playing activities.
- Researching and practicing new techniques for effective teaching.
- Attending after-school training workshops and seminars together.
- Viewing and listening to professional video and audio tapes.
- Facilitating and participating in inter-school or interclass visitations.
- Attending professional conferences outside of school.

Following each activity should be a "debriefing" during which the participating teacher is encouraged to discuss what worked and what could be changed. This ongoing effort is most critical to the intervention process in which instructional change must be made.

HOW DO INTERVENORS BUILD RELATIONSHIPS WITH PARTICIPANTS?

Since much of the work participants must do requires them to make profound changes in perspective and performance, intervenors continually want to bolster their confidence. This is often the first opportunity participants have ever had to discuss their perceptions of their own deficiencies with someone who believes they can improve. Therefore, time must be devoted to expansion of trust.

Often participating teachers exhibit fear of letting go of their destructive practices, and correcting these practices may conjure negative behaviors in them. To reduce their discomfort, intervenors model behavioral and attitudinal changes one or two at a time and applaud them each step of the way.

It is not always easy to identify positive behaviors and attitudes in participants. However, intervenors should make every effort at the beginning of each conference to inform them of some improvement or positive action. Then they may suggest ways in which to build on this improvement. Nonjudgmental approaches help participants feel safe so that ultimately they can take risks on their own.

HOW CAN INTERVENORS DO THAT?

To help a participant feel the success toward which he/she is working, intervenors use techniques that strive to reduce isolation and bolster confidence. These are some ideas that have worked in the NYC model:

- Celebrate successes through small

rewards—token gifts or a shared meal.

- Provide emotional support for the participant's whole life experience.
- Clarify limits and the significance of confidentiality pertaining to the program.
- Maintain the participant's motivation even after the supervisor returns to observe and evaluate.
- Use conflict mediation and negotiation skills.
- Interact with the supervisor on a participant's behalf when there is a violation of the program policy.
- Explore the participant's values.
- Develop a network of support among faculty in the school.
- Listen to "seek to understand," not merely to respond by telling "what worked for you."

DOES THE INTERVENOR ALWAYS WORK ALONE?

As the relationship between intervenor and participant grows, key persons are invited to participate in the process. Sometimes participants become willing to accept technical guidance from their supervisors after the intervenor sits down with the supervisor and participant and shows them how to talk to each other to solve problems. Others may work with a buddy teacher in the same school or with a coaching circle in which several teachers support each other. These would have been inconceivable prior to intervention!

YOU MAKE IT SOUND SO EASY.

It isn't.

Sometimes the intervenor may become frustrated and experience a reduction in zest and enthusiasm. The daily challenges and

the complex nature of a participant's problems may sometimes interfere with addressing the compound problems in a participant's classroom.

HOW DO INTERVENORS ENCOURAGE PARTICIPANTS TO REFLECT ON THEIR PRACTICE?

Another goal of the intervention program is to help teachers become reflective of their practices—to think about their thinking and activities in the classroom. Many people act without consideration and deliberation; a peer assistance program should teach participating teachers to think about the "why" of what they may do. This helps them to become more aware of the problems they create, identify areas of improvement, and celebrate their successes. The process of reflection allows participants to "own" both the cause and the effect and allows them the power to foster change.

Some methods to engage participants in reflection are:

- Observing, collecting and providing hard data and feedback.
- Engaging in pre- and post-observation conferences.
- Reviewing video and audio tapes of the intervenor's and the participant's work.
- Keeping a journal and discussing written reflections.
- Identifying methods of assessment and examination of the participant's agenda.

IT SOUNDS LIKE AN EVOLUTIONARY PROCESS FOR THE PARTICIPANT.

It is. Although participants receive assistance through the intervenor, ultimately it is

their own consistent efforts that show them that they, themselves, have produced positive results.

By the end of a typical intervention day, the participant and intervenor have collaborated in many activities to meet their goals. The success of the process requires regularly structured and meaningful plans to yield both commitment and permanent change. Application of intervention skills, a solid research base, and a motivation to nurture the process undergirds the intervenors' conviction that teachers can change, adults can learn, and teachers can help teachers facilitate classroom effectiveness.

WHAT DO INTERVENORS DO WHEN THEY ARE STUMPED?

With the participant's permission, of course, they often ask another intervenor to accompany them to the participant's classroom to provide a fresh look. The second intervenor can observe the interaction between the intervenor and the teacher as well as collect data about the participant's classroom atmosphere and practices. This practice helps the intervenor choose a different course of action, if necessary.

Intervenors consult over the phone with the coordinator. Regular assessment of goals and achievements with the coordinator's honest feedback helps to clarify objectives, identify successes, and provide reminders that the intervention process is continually productive. The coordinator, whose job it is to maintain an overview, also is able to help the intervenor see another dimension or seek another direction. Intervenors also may "bring to the table" during staff meetings those baffling cases or issues, inviting a

brainstorming of ideas from all their colleagues.

WHAT IF THE PARTICIPANT AND INTERVENOR DON'T GET ALONG?

This will probably be the rare exception, rather than the rule. If it happens, intervenors review the causes to determine if the reasons are personal or professional. Because program staff has training in strategies of building collegial relationships and negotiation skills, the intervenor should clarify with the participant the reasons for applying for the program and negotiate some ground rules based on achieving common goals. Another intervenor or the coordinator may visit the teacher to consider fresh approaches.

If the mismatch continues, you may want to change intervenors. Sometimes a different intervenor will work more effectively. But this determination should come after other deliberate strategies are tried and exhausted. (See next question.)

Another clear possibility is that the participant suddenly exhibits a distinctly different agenda from the one he/she came in with, and this agenda has no place in the program. For example, a participant is selected based on a request for help with classroom management. After a few sessions together, the intervenor discovers that the request is a cloaked request to affirm use of corporal punishment, which is against the law in New York and many other jurisdictions. Unfortunately, intervention may have to end in this case.

BUT SUPPOSE THE PARTICIPANT STILL REMAINS RESISTANT TO IMPROVEMENT?

There are strategies intervenors can use to examine cause and effect, including:

- Continue to discuss why he/she applied for intervention. Sometimes the reasons change, and the intervenor should be open to his/her assessments along the way. Provide reality checks, however.
- Sometimes a participant isn't ready to make the quantum leap that the intervenor perceives as a small step. All changes for us adults are major, especially if they affect the way we operate or think.
- Be sure that the goals are realistic. For example, a teacher working in many classrooms may not be able to decorate a small corner of even one of them. If a participant knows no student's name (and it's March!), telling him/her to know them by next week may not be achievable.
- If the participant is being asked to make basic life changes, this can be very threatening, even when it is about personal hygiene and neatness. An extremely unkempt teacher needs to be approached carefully, because this poor physical appearance may reflect a deeper issue, such as mental health or medical concerns.
- Review if the participant understands what is being asked of him/her. A suggestion that is premature or out of reach may not be taken in the proper spirit.

HOW LONG DOES THE AVERAGE INTERVENTION LAST?

A peer assistance program takes time to encourage change and success, and one calendar year works well. This includes time over a summer so the participant may take courses or do research, and allows the intervenor to help reinforce good habits of teaching. Most participants will take the full year, although some require only five or six months.

SHOULD A PARTICIPANT HAVE AN INTERVENOR'S HOME PHONE NUMBER?

Sometimes intervenors may give out their numbers for reasons such as absence from work or emergencies that crop up, or if they need information and the participants must return the call. But it's best to set and maintain guidelines ("Don't call me before 6:00 a.m. or after 9:30 p.m.").

DOES THE ACL HELP THE PARTICIPANT IN OTHER WAYS?

The most crucial aspect of the ACL's role is to offer supportive counseling. Sometimes that may be a phone call to remind a participant of an appointment or an assignment; sometimes it may be a personal meeting at the participant's school or the ACL's office.

Chapter 9: DOCUMENTATION

IF THE PROGRAM IS CONFIDENTIAL, WHY DO YOU NOTIFY PEOPLE THAT THE TEACHER IS GETTING INTERVENTION?

Only the principal should know the intervenor's professional role, although certainly others eventually will notice a stranger in the building. Remember, "confidential" does not mean anonymous.

Ideally, the participating teacher should introduce his/her intervenor to others. Some courageous teachers will acknowledge the intervenor as a colleague who is helping him/her strengthen skills. Most, however, will identify the intervenor as a fellow teacher working on a project. The details of intervention must remain confidential unless the participating teacher chooses to explain.

WHAT DOCUMENTATION PRECEDES ENTRY INTO A SCHOOL BUILDING?

As soon as the participating teacher is accepted into the program, send a congratulatory letter welcoming him/her and introducing the assigned intervenor by name. For a teacher who is insecure about this admission of "trouble," the letter helps to recognize the magnitude of this first step to taking charge of his/her own professional life. (See Appendix XIV.)

WHAT DOCUMENTATION ACCOMPANIES ENTRY INTO THE SCHOOL?

The intervenor should present an introductory letter to the principal of the participating teacher's school. A copy is mailed to

the superintendent of the school district. Both letters are confidential.

This letter serves several purposes. Because the principal is ultimately responsible for the security of the school, the letter identifies the intervenor in a professional capacity to the principal and the superintendent and explains in detail the terms of the program. Included might be the duration of the intervention process, guidelines governing the responsibilities of the principal while the participant is in intervention, and clarification of the voluntary, confidential nature of the program. (See Appendix XV.)

WHAT RECORDS SHOULD BE KEPT ABOUT YOUR PROGRAM STAFF?

Here are a few essential records.

Timekeeping and attendance records utilized in the district also devolve upon the intervention staff. Intervenors may not be assigned to one school, but they are subject to the work schedule and work year specified in their district.

Intervenors' weekly schedules, filed the previous week, should be available at program headquarters.

If money is budgeted for travel expenses from school to school, maintain accurate records of these expenditures as well.

WHAT RECORDS SHOULD BE KEPT ABOUT PARTICIPATING TEACHERS?

Aside from these examples of program staff's "housekeeping" documentation, there also should be data available concerning par-

ticipating teachers. For example, demographic information is helpful in evaluation and objective determination of the effectiveness of the program.

For reference purposes, keep careful minutes of regular staff and panel meetings in which planning is considered and decisions are made.

Of utmost importance are the confidential written records of work with participants. This documentation includes demographic data, reflection of practices that worked (and did not), what intervenors hope to accomplish, hard data such as copies of lessons planned together and observations of classroom behaviors and structures. There should be personal reflections of intervenors' own work, as well as that of participants, to help them plan future work, to share with other program staff for needed input and feedback, and to plan the focus of their collaborative agenda.

HOW SHOULD THE INTERVENORS STRUCTURE THEIR RECORDS?

Documentation should be individualized to serve the intervenor. Some forms include structured logs, narrative reflections, learning contracts, matrices, annotated charts, and case studies. Documentation might also include copies of participant's own writing and planning.

Intervenors should write their documentation to reflect the perspectives and needs of the participant, themselves, and the system at large. The net effect allows for the opportunity to analyze, diagnose, and prescribe. The participants also can grow doing their own writing, thereby giving them input into, and responsibility for, their own learning.

PIP'S
ACCEPTANCE
LETTER



PEER INTERVENTION PROGRAM
260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210

Clare Cohen
Coordinator

Alfred Weiss
Asst. Coordinator

Dear Colleague,

Your application for assistance has been carefully reviewed by the Peer Intervention Panel. I am pleased to inform you that you have been selected for inclusion in the Program.

We are in the process of choosing an appropriate Intervenor to work with you. He/she will contact you to schedule a mutually convenient meeting prior to visiting you at your school.

If you have any questions or comments, please feel free to call me or my associate, Al Weiss, at (212) 598-9210.

Again, our congratulations at being selected for the Program and our best wishes for success.

Yours truly,

Clare Cohen
Coordinator

CC:lc

PIP'S
LETTER
TO THE
PRINCIPAL
AND
SUPERINTEN-
DENT



PEER INTERVENTION PROGRAM
260 Park Avenue South • New York, N.Y. 10010 • (212) 598-9210

Clare Cohen
Coordinator

Alfred Weiss
Asst. Coordinator

Dear _____:

We are pleased to inform you that [PT's name], has been accepted as a participant in the Peer Intervention Program in response to his/her request for assistance.

[Intervenor's name], Peer Intervenor, has been selected to work directly with [PT's name] in his/her classroom for a period of up to one year. They will be involved in developing a program tailored to [PT's name] specific needs and designed to improve his/her classroom competence. Toward this end, [intervenor's name] may utilize many formats including working with [PT's name] in his/her classroom, during preparation periods, or in any number of other ways. He/she will be helped to make changes which will impact positively on classroom effectiveness, and thereby on student achievement.

As you may recall, Article 21.G of the current Board of Education/United Federation of Teachers Bargaining Agreement provides that this assistance "shall be completely confidential," and that "for three months following the start of the intervention period, [date], supervisors will not evaluate or observe the participating teacher." Because the success of this Program depends, in large measure, on the relationships established between the Peer Intervenor and Participating Teacher -- and especially on the confidential nature of those relationships -- the policy is not to disclose the contents of this letter except to appropriate rating officers on an as-needed basis. Of course, all other supervisory responsibilities are unaffected. For your convenience, we have attached Article 21.G of the Contract, and would call your attention to paragraph 9, which sets forth the confidentiality provisions.

Upon the initial visit to [school], [intervenor's name] will immediately introduce him/herself to [principal].

We are looking forward to this Program being a productive, rewarding professional development experience which will ultimately benefit the entire school community. We know you will share our enthusiasm and excitement.

If you have any questions regarding the Peer Intervention Program, please feel free to call (212) 598-9210.

Yours truly,
Clare Cohen, Coordinator

CC:lc

Chapter 10: BUILDING BRIDGES IN THE SCHOOL SITE

WHERE DOES THE BUILDING OR DEPARTMENT SUPERVISOR FIT IN?

Work with a participant is confidential, and to that end, the supervisor must not be privy to revealed information. Exposing issues the participant has shared—without explicit permission—results in a loss of trust, which severely hampers the collaboration, and may end it altogether.

But often the participating teacher's problems concern interaction with the supervisor, and the intervenor's job is to help create a satisfactory working relationship between the two of them. Through training and knowledge, the intervenor models for them ways to interact and negotiate with each other. They may need strategies and techniques for establishing and achieving common goals.

HOW CAN A SUPERVISOR HELP?

Particularly sympathetic supervisors can help participating teachers address their agenda by providing outlets and circumstances for success. For example, if a teacher hopes to interact better with colleagues, a supervisor might be able to establish a committee of two or three teachers (including the participant) who may work on a common issue of the department or grade.

A sensitive supervisor may initiate a more egalitarian form of teacher assessment, called clinical supervision, that builds upon a teacher's accomplishments and abilities.

SUPPOSE THE PROBLEM IS THE SUPERVISOR HIM – OR HERSELF?

If the participant is having difficulty with observations by the supervisor, the intervenor might negotiate and attend pre- and post-observation conferences in which the supervisor spells out clearly what is expected so that the teacher can address the agenda.

Other options include asking the supervisor to model a lesson for the participant and intervenor, asking the supervisor to share insights with the participant in a highly structured conference, or asking the supervisor to develop lessons with the participant that they might both teach.

When the personalities of the two are incompatible, the intervenor strives to keep all insights and issues limited to that which may be substantiated by hard data. The teacher learns to keep all conversation with the supervisor on a professional level through role play and discussion with the intervenor.

Chapter 11: WHAT ELSE DO WE NEED TO KNOW?

ARE THERE WAYS TO SUPPORT PARTICIPANTS' GOALS?

Membership in content-based professional organizations such as National Council of Teachers of English, Association for Supervision and Curriculum Development, and National Council of Teachers of Mathematics enhance both your program and participants' professional and personal self-esteem. Attendance at workshops and conferences broadens everyone's knowledge base.

Both personal and computer links with the state department of labor provide a wealth of alternative employment opportunities when this need arises.

Since a critical principle of intervention is collaboration, the program should enlist the support of the local board of education as well as members of the teachers' organization. Outreach to community, state, and federal programs will increase your effectiveness as well. For both convenience and expedience, get to know a contact person in each agency and department.

WHO CAN HELP WITH ALL THE RULES AND REGULATIONS?

Within a board of education, a personnel officer should be connected with the program. This person knows procedures involving ratings, hiring, appeals, and budgetary considerations. A counterpart affiliated with the teachers' bargaining agent could be enlisted in matters of transfer, recertification, and retirement.

Pension and welfare consultants can assist with possible retirement and leave-of-absence information.

WHAT ABOUT PARTICIPANTS WHO HAVE HEALTH PROBLEMS?

Since some participants have health care concerns, contact should be maintained with the local employee assistance organization. Network with community-based self-help programs, such as AA or multiple sclerosis support groups, for example. The ACL should be very familiar with the Americans with Disabilities Act.

WHAT ABOUT PARTICIPANTS WHO ARE INELIGIBLE FOR A PENSION AND WISH TO LEAVE ANYWAY?

There are other options available to a participating teacher wishing to leave, and the ACL can counsel them on successful departure.

Work with participants involves setting up conferences and meetings to assess their strengths through interest inventories and other assessment tools. Participants will also meet with the ACL during a typical day to prepare resumes, role-play interviewing strategies, share information, and research employment possibilities on the computer link.

Sometimes the ACL may visit the library or specific job sites with a participant (or a group) to research career opportunities. State departments of labor conduct work-

shops that participants may attend with the ACL, as well.

The ACL also spends part of the day researching available jobs for participants. He/she will build a network of contacts for leads, and call them to obtain information. Scanning the local newspapers and professional journals daily for new openings is also invaluable in building a jobs base. Attendance at various career organization meetings provides assistance, as well.

Chapter 12: EVALUATING THE PROGRAM

HOW CAN WE TELL IF WE ARE MEETING THE NEEDS OF THE PARTICIPANTS?

The ideal way for a program to assess the intervention model and its impact on teachers is to contact independent researchers to design and carry out an evaluation process on a regular, perhaps annual, basis. This provides an unbiased view and identifies areas in which the program is successful and those areas in which changes could be made.

SHORT OF THAT, HOW CAN A PROGRAM EVALUATE ITSELF?

There is a wealth of informal resources to determine whether the program is meeting both its goals and those of individual participants.

"Found data" includes participants' personnel records in which previous complaints

have been addressed by the end of intervention. Unsolicited letters from participants—and supervisors—will tell you how you have met professional needs. If others have applied from the schools in which the intervenor has been working, the participant has spread the word and the program is viewed as valuable.

Staff minutes may provide insights into the effectiveness of collaboration. Records indicating intervenors' use of time, "turn-over" data, and demographics also reveal success as well as need for change.

Results of after-school workshops and informal meetings with former participants yield evidence, too. Past participants, encouraged by intervenors to apply for (and win!) both academic and professional awards or participate in special programs (NEH fellowship seminars and workshops, for example), reflect a level of accomplishment for the program.

SUGGESTIONS FOR FURTHER READING:

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