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## DO'S AND DON'TS

1. **DO** house consultants in a single location if possible. This will increase inter-rater reliability and allow for on-the-job training.
  2. **DO** equip the location with computers, phones, copy machines and file cabinets.
  3. **DO** govern the program with a joint union-management board. Rotate the chairmanship between teachers and administration.
  4. **DO** pay attention to hiring consulting teachers. It's not easy to fire someone. Working with adults is different than working with children. And consultants must be able to write.
  5. **DO** require every consulting teacher to report on every intern and intervention case to the governing board. Quality assurance costs money and time.
  6. **DO** make the reporting day(s) stressful for the consulting teacher. Their work must be held to a high standard. They get plenty of recognition and support the rest of the year.
  7. **DO** expect an employment decision for interns at the end of two semesters. That's long enough. Employment decisions tend to be made at the end of whatever time period is established.
  8. **DO** have an appeal procedure for even the worst performers. They can go to court, too.
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9. **DON'T** assume that a peer review program on paper is the peer review program you have. This is a hands-on process, and some top management and union officials' hands must be on.
  10. **DON'T** get two fingers in the stew. As soon as you get two opinions about a termination your chances of ending up in court just doubled.
  11. **DON'T** extend the peer evaluation work of a consulting teacher beyond three years. Good teachers need to teach. Besides, three years is close to the burn-out stage.
  12. **DON'T** assume university people know more about evaluation than you do. If they did, intern programs wouldn't be necessary.

13. **DON'T** use an evaluation form that has the option "Needs Improvement." It invariably triggers avoidance.
14. **DON'T** accept uncertain consultant recommendations about future employment status of interns. If in doubt, someone hasn't been doing his job.
15. **DON'T** set a time limit on interventions. Experienced teachers take longer to improve. Your consulting teachers will know when to end the mentoring relationship.
16. **DON'T** require consulting teachers to "check-in" or report daily to management. The ultimate test of excellence and competence is to try it.