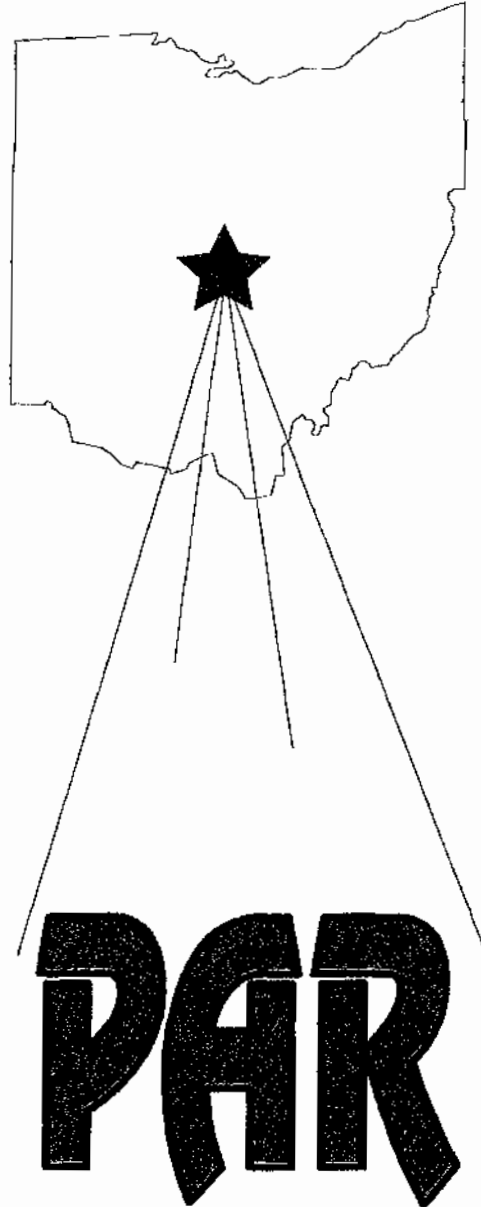


The Columbus Education Association's

# *Peer Assistance and Review*



*an award winning  
teacher evaluation model  
for Ohio... and the nation*

# Letter from CEA President John Grossman

Fellow Educators,

Since its inception 12 years ago, the Columbus Public Schools Peer Assistance and Review Program has become a national model for teacher training. Under the leadership of National Education Association President Bob Chase, the NEA recently passed a resolution encouraging locals to develop peer assistance and review programs to meet their own needs.

Having spent a considerable amount of time with us here in Columbus, Chase obviously believes that the very future of public education will depend largely on how strongly educators respond to growing discontent and take control of our profession.

Borrowing heavily from a program in Toledo pioneered by Dal Lawrence under the name of the Toledo Plan, Columbus teachers and administrators overcame high degrees of suspicion and concern to create what has become a model of peer assistance and review. It has been in complete operation since 1986.

With each passing year, a greater percentage of our teaching force has participated in the intern program. This has resulted in higher-than-average retention of quality beginning teachers. This has been true even though some of our local suburban systems have aggressively recruited our first-year interns knowing how well our program prepared them for their careers. Conversely, it has also resulted in the non-renewal of five to seven percent of first-year teachers who had not yet developed the requisite skills to succeed in the urban school setting.


Involvement in the intervention program has also yielded improved quality of instruction in classrooms previously taught by teachers in need of help. Like a golfer who has developed bad habits resulting in slices or hooks, there are teachers who have developed bad habits resulting in poor student performance. Before the PAR Program, these teachers were simply cast aside or ignored without any intervention to recapture those skills that would enable them to succeed. The PAR Program puts an additional layer of assistance and protection between these teachers and the unemployment line. The program provides an outside, third-party perspective. It carries due process to its greatest degree. This is as it should be!

Combined, these two portions of the PAR Program result in improved student performance and increased teacher job satisfaction. It conserves scarce resources by establishing a fair and credible method for teachers to get due process ... and help.

To perceive PAR as merely a method of "getting rid of bad teachers" is a gross misrepresentation of the program's design. In actuality, it is a continuation of the teacher education process. Through CEA's strong commitment to its partners at The Ohio State University's College of Education, new teachers can continue to earn credits by taking courses taught by PAR consultants and CEA staff. This solid link of theory to practice creates a powerful educational tool to help new and experienced teachers better serve children.

Enclosed with this letter is information about the design of our PAR Program. We hope this information helps in your efforts to improve your district. We believe it is a "cornerstone" tool necessary to keep public education at the forefront of our democracy.

Sincerely,



John E. Grossman  
CEA President

# Peer Assistance and Review (PAR)

## *History*

Evaluation has been a major source of confrontation between teacher organizations and administrations throughout the nation. Columbus was not atypical. Although the contractual evaluation process was clearly defined, it was neither positive nor successful:

As public concern about teacher quality grew, CEA leadership faced the question of what role teachers would play in the improvement of their profession.

Borrowing heavily from a similar concept in Toledo, a joint CEA/Board committee designed the Peer Assistance and Review (PAR) Program. It was ratified by a 96 percent vote of CEA's Legislative Assembly and a unanimous vote by the Columbus Board of Education

PAR Consultants are selected from the teaching staff of the district after an elaborate process of recommendations and interviews. Their training is an ongoing process. Consultants serve for a maximum of three years.

PAR is governed by a panel of seven: four represent CEA and three are appointed by the superintendent. Because all decisions must pass by a two-thirds vote, panel members must work together. The chair alternates annually between the CEA President and an administrator.

PAR is an example of cooperative effort between teachers and administration. In a system of nearly 4,800 teachers, PAR has served almost 3,300 teachers since its beginning in 1986 through the 1996-97 school year.

## *Intern Program*

The **Intern Program** is mandatory for all teachers newly hired by Columbus Public Schools, even those with previous experience. The PAR Panel assigns a teacher-consultant (PAR Consultant) to each intern.

The consultants are released full-time from classroom assignments in order to visit interns assigned to them. Each consultant devotes many hours to direct classroom observations and conferences. To meet individual needs, the number and length of visits may vary.

The consultants have all the resources of the district available to help new teachers begin their careers successfully.

During the year, PAR Consultants prepare at least one interim report for each intern. A final evaluation includes a recommendation on whether the intern should receive a contract for the next year.

PAR Panel members who hear these evaluations make final employment recommendations to the superintendent.

## *Intervention Program*

The **Intervention Program** is designed to assist experienced teachers who are having difficulty. An elaborate process of checks and balances governs the referral of a teacher to this program. A referral can be initiated by either an administrator or another teacher. These referrals must be approved by the principal, senior faculty representative, Association Building Council (ABC) and PAR Panel. A teacher may also self-refer to obtain PAR Program assistance.

Each ABC determines its own voting requirements (e.g. majority, unanimous or some other percentage) before making a referral decision in executive session.

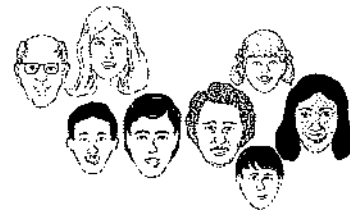
Once a teacher is approved for intervention, a PAR Consultant is assigned. Since there is no time limit, assistance is continued as long as the teacher is progressing at an acceptable rate. Formal evaluations and/or Special Notice Evaluations are not conducted by administration while a teacher is in intervention.



# Program Personnel & Overview

## PAR Panel

- Administers the PAR Program
- Consists of seven members: four teachers and three administrators
- Selects consulting teachers called PAR Consultants
- Meets with PAR Consultants periodically to receive reports
- Evaluates requests for intervention
- Makes personnel recommendations based on PAR Consultant's report
- Oversees training of PAR Consultants
- Panel chair alternates yearly between administration and CEA president



## PAR Consultants

- Serve on a full-time basis
- Serve for a maximum of three years to maintain the "peer" concept
- Mentor colleagues by demonstrating, observing, conferencing, referring, providing and assisting
- Plan and present new-teacher orientation
- Conduct workshops for new teachers in parent conferencing, classroom management and cooperative learning
- Evaluate colleague performance and make recommendations to the PAR Panel regarding future employment
- Receive supplemental contract worth 20 percent of base salary
- Plan and present to interns a PAR/OSU course titled *Effective Teaching*

## PAR Program Overview

The Columbus Education Association and the Columbus Public Schools have developed and implemented a program in which highly successful teachers provide assistance to new teachers and to experienced teachers who are having serious difficulties. The primary goal of this program is to provide help to teachers entering the profession and to improve the performance of an experienced teacher who is not performing at an acceptable level.

### **The major characteristics of the PAR Program are as follows:**

- ❑ A seven-member panel directs the Program. CEA appoints four members of the PAR Panel and the Superintendent appoints three.
- ❑ The PAR Panel selects the teachers (PAR Consultants) who will be working with the intern (beginning) teachers and with any other teachers identified by the Panel for assistance from a PAR consultant.
- ❑ Newly employed teachers are considered intern teachers and will be assigned to a PAR Consultant for their first year.
- ❑ Experienced teachers assigned to the Intervention Segment of the PAR Program will continue to receive assistance until the PAR Consultant determines that no further assistance is needed or will be productive.
- ❑ The contractual and legal rights of intern teachers and experienced teachers assigned to the PAR Program for intervention will be honored.
- ❑ Program support will be furnished by the Board of Education. The PAR Program may be terminated any time by either the Superintendent or the CEA President with 30 days written notice to the other party.

# Relationships

## *The PAR Program*

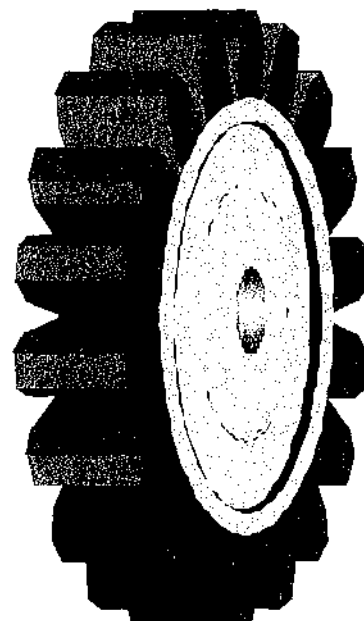
The Columbus Public Schools are continuously striving to provide the highest possible quality of education. For students to succeed in learning, teachers must succeed in teaching. The PAR Program has been designed to improve the quality of instruction by assuring that all teachers are experiencing professional success. The program has two segments.

### *Intern Segment*

The intern segment of the PAR Program is designed to offer all newly hired teachers the support, advice and direction necessary to make the first year's experience in the Columbus Public Schools as successful as possible. Consulting teachers work with newly hired teachers to assist and evaluate their classroom performance.

### *Intervention Segment*

The intervention segment of the PAR Program is designed to offer all available resources within the school system to improve experienced teachers who are having difficulties in the performance of their professional classroom duties. In close cooperation with the building principal, the PAR Consultant works to identify weaknesses in teaching, develop specific performance goals, offer support, and monitor progress of each PAR Program Participant. Other school system personnel will assist in the program when needed.



## *Relationships*

The following aspects of the PAR Program demonstrate the relationship and interaction among team members:

- Prior to working with a teacher newly identified for intervention, the consulting teacher will meet with the building principal to discuss the case. The building principal will identify problems and offer suggestions for improvement.
- The consulting teacher will meet with the participating teacher to discuss the PAR Program intervention and goal setting process.
- The consulting teacher will observe the participating teacher and assess teaching performance for the purpose of determining performance goals.
- The building principal, consulting teacher and program participant will meet to establish specific performance goals necessary to raise the participant's performance to an acceptable level. If specific subject or program-related concerns are involved, program consultants and supervisors may also be included in this conference.
- During the participant's stay in the PAR Program, the consulting teacher will frequently observe the participant, having both pre-observation and post-observation conferences as often as practical. Subject area consultants and special program area supervisors may be included as frequently as deemed necessary by the consulting teacher.
- The consulting teacher will communicate regularly with the building principal regarding the progress of the program participant and to discuss reports prior to submitting them to the PAR Panel.
- The PAR Panel may call on building principals, PAR Consultants, or other school system personnel to participate in discussions regarding the progress and program status of PAR Program Participants.

# Management

## The PAR Panel

The PAR Panel is composed of four members appointed by the Columbus Education Association and three members appointed by the Superintendent. The Chair will rotate annually between the two parties, with a panel year defined as August 1- July 31. To meet, two-thirds of the members of the Panel must be present.

The major responsibilities of the PAR Panel are:

- ❑ **PAR Program**— The PAR Panel determines the specific details of the PAR Program. The Panel establishes operational procedures, approves the development of all necessary forms and documents, and generally manages the PAR Program.
- ❑ **PAR Program Consulting Teachers**— The Panel selects the PAR Consultants based on criteria established elsewhere in this document. These teachers will be trained to offer peer assistance and in-serviced in the specific details of the PAR Program. The Panel will continuously monitor and evaluate the effectiveness of PAR Consultants and will make recommendations to the Manager of Personnel Services regarding their continuation in the PAR Program.
- ❑ **PAR Program Participants:**
  - Intern Participants**— The Panel has developed specific guidelines for participation in this segment of the PAR Program.
  - Intervention Participants**— The Panel has also developed guidelines for participation in this segment of the PAR Program and has created a PAR Intervention Referral Form. If the Panel votes (2/3 of the members present) to include a teacher in the PAR Program, the Panel will notify the teacher and the building principal and assign a PAR Program Consulting Teacher.
- ❑ **Status Reports and Evaluations**— The PAR Panel will monitor the progress of each participant by reviewing status reports and evaluations regularly submitted by PAR Consultants. Except in very special circumstances, PAR Program Participants will not be given Special Evaluations while they are in the program.

**Intern Program**— The Panel has developed a schedule for receiving and reviewing evaluations of interns.

**Intervention Program**— When the Panel receives a final status report from a consulting teacher stating that a PAR Program Participant needs no further assistance or that further assistance will not be productive, a written report of the participant's performance status is completed and signed by all seven PAR Panel members. In turn, the cochairs of the PAR Panel have a conference with the participant to review the report and receive his/her signature. Signing the report does not necessarily mean agreement, rather that he/she has reviewed and received a copy of the report. A signed copy of the report is forwarded to the director of Personnel Services for inclusion in the participant's personnel file.

### Teacher Members

### Administrative Members



John Grossman  
CEA President



Michele Mays  
Teacher



Ruth Shillinger  
Teacher



Barb Elberfeld  
Teacher



Carolyn Nellon  
Administrator



Mary Thomas  
Administrator



Gary Rader  
Administrator

# "Peer" Review

## *The PAR Consulting Teacher*

Each consulting teacher works with both intern and intervention teachers.

### **Selection Criteria**

Criteria for selection of PAR Consulting Teachers will include the following:

- Taught in the Columbus Public Schools for a minimum of five (5) years.
- Demonstrated outstanding classroom teaching ability.
- Demonstrated talent in written and oral communications.
- Demonstrated ability to work cooperatively and effectively with other professional staff members.
- Extensive knowledge of a variety of classroom management and instructional techniques.

### **Selection Process**

The PAR Panel has developed an application form for the position of PAR Consulting Teacher, and the Manager of Personnel Services directs the posting of the position in all buildings. Applications will be accepted at any time and kept on file for future consideration based on the expansion and/or needs of the program.

In addition to submitting a properly completed application form, each applicant is required to have the following documents submitted directly to the Manager of Personnel Services.

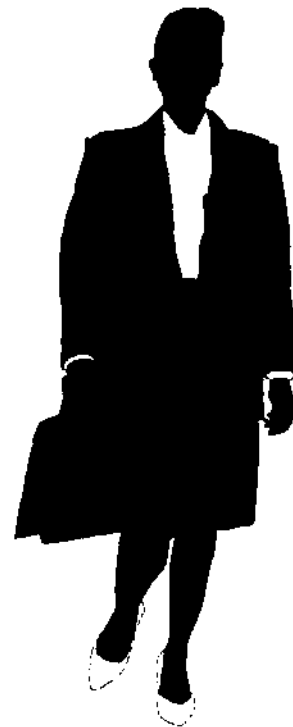
- A reference from his/her building principal or immediate supervisor if the teacher is not assigned to a school building.
- A reference from his/her senior faculty representative.
- References from two other teachers from his/her building or program if the teacher is not assigned to a school building.

The President of the CEA and the Manager of Personnel Services will review the applications and identify teachers for consideration by the PAR Panel. The Panel will select consulting teachers from this group of applicants. All applications and references will be treated with the strictest confidentiality.

### **Assignment Status**

Applicants who are not accepted as consulting teachers will be notified. Those who are selected by the PAR Panel as consulting teachers will:

- Continue in current assignment until the PAR Panel determines the need for a consulting teacher. Identification by the Panel as a consulting teacher is not a guarantee of active assignment.
- If assigned, work full-time as a consulting teacher until the Panel determines the service is no longer needed. Generally assignments will be for the school year and will not continue more than three years.
- Have a right to return to their previous teaching assignment if their assignment as a consulting teacher is for less than a full school year. Consulting teachers who are on active assignment for a full school year or more will be given every available consideration in their teaching assignment.
- Receive a supplemental contract for service as an assigned consulting teacher at the rate of 20 percent of base salary per year. Partial years will be prorated. Supplemental contracts held by consulting teachers at the time of assignment will be paid if the services under the contract have begun. For purposes of determining years of continuous service under supplemental contracts, years served as a PAR Consulting Teacher may be applied to either Group A or B in Article 906.01 of the Master Agreement.



# The PAR Participant

## *The PAR Participant*

### **Intern Participants**

All newly hired teachers who have not previously participated in the PAR Program will be designated interns for one year for the purpose of professional development and evaluation. The PAR Panel will have the authority to exclude a teacher from the program because of special job-related considerations.

### **Intervention Participants**

The process of enrolling a teacher as a PAR Program Participant is initiated whenever a building principal and/or senior faculty representative (SrFR) believes that a teacher in his/her building is experiencing serious difficulty in the performance of professional duties and could benefit by intervention from a PAR Program Consulting Teacher. If the building principal is the initiating party, he/she should call the Manager of Personnel Service and recommend the teacher as a candidate for the PAR Program. If the SrFR is the initiating party, he/she should call the CEA President with a similar recommendation.

If, after consultation, the Manager of Personnel Services and the CEA President determine that the views of the building principal and the senior faculty representative concur and that substantive cause for concern exists, then the senior faculty representative will be notified to take the recommendation to the Association Building Council (ABC).

The ABC will meet, in executive session as provided in Article 202.05 of the Master Agreement, to consider the recommendation. The executive session may be a part of a regularly scheduled ABC meeting, or the chairperson of the ABC may call a special meeting for the purpose of discussing this matter only. In the case of a special meeting, the chairperson will notify all ABC members of the date and time of the meeting at least five (5) school days in advance. Executive sessions are limited to the five (5) members of the ABC except in buildings or units that have elected to expand the size of their ABC according to contractual limits.

If the ABC decides that the teacher being discussed should be recommended as a PAR Program Participant, the *Recommendation for Intervention* form will be completed, signed by both the building principal and the senior faculty representative, and forwarded to the PAR Program Panel.

Teachers not assigned to a regular school staff may be recommended for intervention by their program supervisor. The recommendation should go to the Manager of Personnel Services. The remainder of the process will be similar to that above except that the CEA President will act in place of the Association Building Council.

The PAR Program Panel will review and vote on the recommendation. If the Panel votes to include a teacher in the Program, the Panel will notify the teacher and the building principal. The teacher's participation is not voluntary. The Panel will assign a PAR Program Consulting Teacher to the new program participant.





# Guidelines for Intervention

## Guidelines ...

for principals and senior faculty representatives in relation to teacher identification for intervention assistance within the PAR Program

The Peer Assistance and Review Program (PAR Program) has as one of its major components a plan to assist experienced teachers who are experiencing serious difficulties in their teaching assignments. This assistance is to be provided by a peer referred to as a **Consulting Teacher**. This PAR Consultant will work with the referred teacher until such time as he or she determines that the teacher is either working successfully and needs no further assistance or determines the referred teacher is not showing reasonable growth in relation to the assistance provided. It is important that everyone understands that the major purpose of intervention is to assist the experienced teacher to overcome deficiencies and again become a successful teacher.

The **building principal** and the **senior faculty representative (SrFR)** are the key people in the school to provide input as to which teachers should be referred for assistance. The process of enrolling a teacher as a PAR Program Participant is initiated whenever a building principal and/or a senior faculty representative believes that a teacher in his/her building is experiencing serious difficulty in the performance of professional duties and could benefit by intervention from a PAR Program Consulting Teacher. If the building principal is the initiating party, he/she should call the **Manager of Personnel Services** and recommend the teacher as a candidate for the PAR Program.

If the senior faculty representative is the initiating party, he/she should call the **CEA President** with a similar recommendation. Conversation between the SrFR and principal about the possibility of recommending a teacher for the PAR Program must be treated in a very confidential and professional manner.

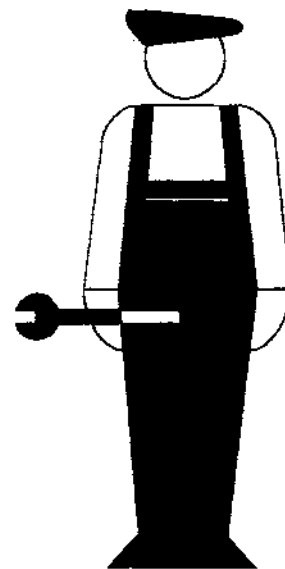
If, after consultation, the Manager of Personnel Services and the CEA President determine that the views of the building principal and the senior faculty representative concur and that substantive cause for concern exists, then the senior faculty representative will be notified to take the recommendation to the **Association Building Council (ABC)**.

The ABC will meet, in **executive session** as provided in Article 202.05 of the Master Agreement, to consider the recommendation. The executive session may be a part of a regularly scheduled ABC meeting, or the chairperson of the ABC may call a special meeting for the purpose of discussing this matter only. In the case of a special meeting, the chairperson will notify all ABC members of the date and time of the meeting at least five (5) school days in advance. Executive sessions are limited to the five (5) members of the ABC except in buildings or units that have elected to expand the size of their ABC according to contractual limits.

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The PAR Program Panel will review and vote on the recommendation. If the Panel votes to include a teacher in the Program, the Panel will notify the teacher and the building principal. The teacher's participation is **not** voluntary. The Panel will assign a PAR Program Consulting Teacher to the new program participant.



# Symptoms

## *What to look for*

Staff members are frequently well-aware when a colleague is having serious difficulty. The more common indicators of performance problems may include any of the following:

- Serious discipline and classroom control problems
- Frequent conflicts with students
- A noisy classroom atmosphere
- Children frequently out of the classroom and in the halls
- Total lack of student interest in classroom activities
- Incidence of discipline referrals
- Unduly harsh and unreasonable treatment of students
- Frequent parent complaints and difficulty resolving problems with parents
- Lack of planning and preparation for instruction
- Disorganized about meeting professional responsibilities
- Extremes in grading as reflected in grade inflation or excessive failure rates
- Lack of student growth and achievement
- Tardiness and high absence rates
- Sarcasm and demeaning comments in relation to students
- General negativism toward all facets of the job
- Difficulty with routine tasks
- Failure to comply with district policies and administrative requests

It is important to understand that **teachers** referred for assistance **are not being written off** as unsuccessful teachers that must be removed from the profession. Teachers referred to the program are viewed as valuable professionals and human beings who deserve to have the best resources available in the Columbus Public Schools (PAR Program) provided to them in the interest of improving performance to a successful standard.

The PAR Panel, composed of four members appointed by the CEA and three members appointed by the Superintendent, is charged with the responsibility to manage the PAR Program. The Panel will monitor the progress of each participant by reviewing status reports regularly submitted by the PAR Consulting Teacher. When the Panel receives a final status report from a Consultant stating that the PAR Program Participant needs no further assistance or that further assistance will not be productive, a written report of the participant's performance status is completed and signed by all seven PAR Panel members. In turn, the cochairs of the PAR Panel have a conference with the participant to review the report and receive his/her signature. Signing the report does not necessarily mean agreement, rather that he/she has reviewed and received a copy of the report. A signed copy of the report is forwarded to the director of Personnel Services for inclusion in the participant's personnel file.



# Master Agreement

## *Contract language*

Below is copy of text from the evaluation section of the Agreement Between the Columbus Board of Education and The Columbus Education Association. This contract language has been developed over the last few contracts since the creation of the PAR Program.

### 401.14

- A. The evaluation and any related actions involving teachers during the period of assignment to the Peer Assistance and Review Program (PAR Program) shall be in accordance with the procedures established by the PAR Program Panel rather than in accordance with the provisions contained in this Article 401. Such related actions shall include action by the Board based on recommendations by the PAR Program Panel regarding intern teachers and action by the Board based on reports by the PAR Program Panel regarding teachers who have been previously assigned to the PAR Program for intervention.
- B. The provisions of this Article 401 shall apply to teachers assigned to the PAR Program only in the event of administrative action which is not in accordance with the PAR Program Panel procedures. Such administrative action shall only be initiated where the basis for such action is primarily related to concerns other than classroom teaching performance.
- C. Any teacher may request to be assigned to the PAR Program by submitting a written request to the Association President. If the teacher requesting assignment to the PAR Program has been given a Notice of Special Evaluation and has more than five (5) years of continuous Columbus teaching experience, such teacher shall be accepted into the intervention phase of the PAR Program. The final determination of whether to admit a teacher with five (5) or less years of continuous Columbus teaching experience to the PAR Program will be made by the PAR Panel.
- D. Teachers who have all successful ratings on their most recent evaluation form shall not be recommended for PAR Intervention by an administrative-initiated referral unless the following has been provided:
- (1) A serious concern(s) has been identified by the principal or evaluating supervisor and a conference has been held with the affected teacher where the serious concern(s) is identified and discussed with said teacher.
  - (2) The principal or evaluating supervisor has provided suggestions and/or assistance to the affected teacher to correct the serious concern(s).
  - (3) If the serious concern(s) has not been resolved, a follow-up conference has been held with the affected teacher to so inform said teacher and, if it is the intention of the principal or evaluating supervisor to recommend the teacher for PAR Intervention, to so inform the teacher during this conference.
  - (4) A teacher shall not be represented or accompanied by a representative of any employee organization in any conferences required in 401.14D above.



# Faculty Representative Communications

## Faculty Representative Communications

The following two pages are taken from the *CEA Faculty Representative Notebook*, a three-ring binder containing information about various topics of importance to our FRs as they perform their daily volunteer representation chores in their buildings or units. These two pages represent just some of the information that these FRs receive regarding the PAR program in addition to information in the *CEA Membership Handbook*, the *Agreement Between the Columbus Board of Education and the Columbus Education Association (our contract)*, and the PAR brochure.

### Peer Assistance and Review

Over 3,300 new teachers and 175 experienced teachers have been served by PAR

A

#### PAR's Two Parts

**(1) Intern:**

All new teachers who are part of the CEA bargaining unit should receive a PAR consultant. This is even true for teachers with experience in another district.

**(2) Intervention:**

Sometimes, even experienced teachers may experience problems in the classroom that may be noticed by administration or other teachers. A PAR intervention may be initiated by administration or another teacher. An intervention can even be self-initiated.

The SrFR and the ABC play an integral role in the intervention portion of the program. It is the ABC that finally decides if a teacher is recommended for PAR Intervention.

**Specific procedures will include the following:**

- Beforeworking with a teacher newly identified for intervention, the consulting teacher will meet with the building principal to discuss the case.
- The building principal will identify problems and offer suggestions for improvement.
- The consulting teacher will meet with the participating teacher to discuss the PAR Program intervention and goal setting process.
- The consulting teacher will observe the participating teacher and assess teaching performance to determine performance goals.
- The building principal, consulting teacher and program participant will meet to establish specific performance goals necessary to raise the participant's performance to an acceptable level. If specific subject or program related concerns are involved, program consultants and supervisors may also be included in this conference.
- During the participant's stay in the PAR Program, the consulting teacher will frequently observe the participant, having both pre-observation and post-observation conferences as often as practical.
- Subject area consultants and special program area supervisors may be included as frequently as deemed necessary by the consulting teacher.
- The consulting teacher will communicate regularly with the building principal regarding the progress of the program participant and to discuss reports before submitting them to the PAR Panel.
- The PAR Panel may call on building principals, PAR Program consultants, or other school system personnel to participate in discussions regarding the progress and program status of PAR Program participants.

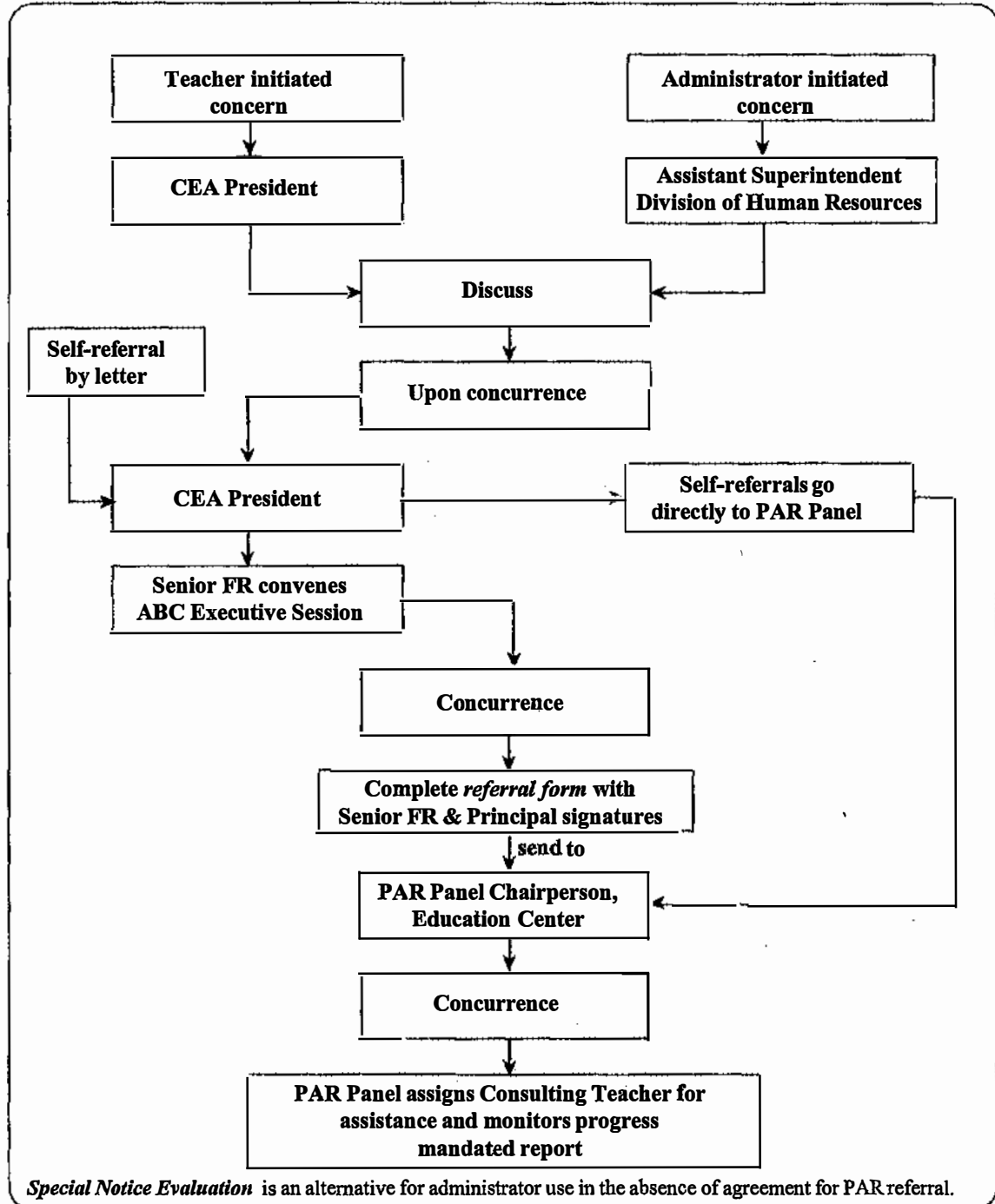
**Note:** It is up to each ABC how their building will decide such factors as how many votes it will take to approve an intervention (i.e. majority, unanimous or some other percentage.)

(Rev. 09/01/95)

# PAR Intervention Referral Process

## PAR Intervention Referral Process

B



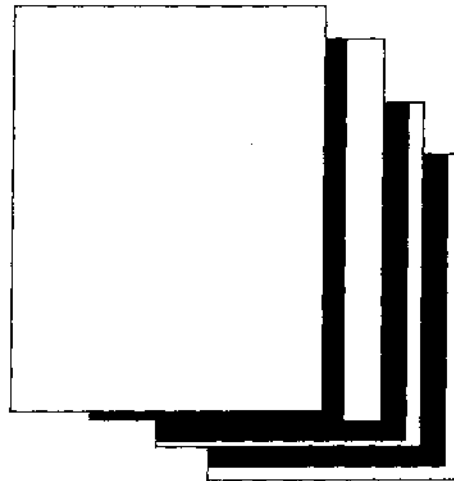
# Forms

## *Forms*

On the following pages, are copies of various forms used in the PAR Program.

### ***PAR Referral Form***

On page 13 is the form that must be signed by the building principal or department supervisor *and* the Association Senior Faculty Representative (SrFR) referring a teacher to the PAR Intervention Program. The SrFR can only sign the form if the Association Building Council (ABC) has voted to approve the referral in executive session. The percentage vote required to approve a referral is left to each unit's ABC. Where there are the usual five ABC members (the principal is NOT a member of the ABC) some may require 5 of 5, others may require 4 of 5, and still others may require only 3 of 5.



### ***Intern Interim Report***

Page 14 is a reduction of the 11 inch x 17 inch form used by the PAR Consultant and the Intern to evaluate a first-year teacher's performance.

### ***Intern Appraisal Summary Report***

Page 15 is a reduction of the 11 inch x 17 inch form used by the PAR Consultant in his/her final report regarding the performance and future employability of an intern.

### ***Principal's Summary Intern Report***

Page 16 is a full-size copy of the 8 1/2 x 11 inch form used by the principal to report his/her final evaluation of an intern. This form is attached to the PAR Consultant's summary report.

### ***PAR Panel Report (Sample)***

Pages 17 and 18 show a sample PAR Panel Report on an intervention case.

### ***Goal Setting Agreement***

Pages 19 and 20 illustrate sample Goal Setting Agreements between an intervention teacher and two different PAR Consultants.

# PAR Intervention Referral Form

**COLUMBUS PUBLIC SCHOOLS  
PEER ASSISTANCE AND REVIEW PROGRAM  
RECOMMENDATION FOR INTERVENTION**

The Principal's Advisory Council and the principal of \_\_\_\_\_ are recommending the following teacher for participation in the Intervention segment of the Peer Assistance and Review Program:

TEACHER RECOMMENDED: \_\_\_\_\_  
(please print)

TEACHER ASSIGNMENT: \_\_\_\_\_

\_\_\_\_\_  
Association Building Council Senior Faculty Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Building Principal's Signature

\_\_\_\_\_  
Date

Send complete form to:  
PAR PANEL CHAIRPERSON  
c/o Carolyn L. Nellon  
Division of Human Resources  
Columbus Education Center  
270 East State Street  
Columbus, Ohio 43215

(PEERFORM)

# Intern Interim Report

## INTERN INTERIM REPORT

Intern: \_\_\_\_\_ Building: \_\_\_\_\_  
Last First Middle Initial

Grade/Subject Position: \_\_\_\_\_

**CODE FOR USE WITH EVALUATION**

S - Successful  
 C - Area of Concern - Inconsistent performance, needs attention  
 D - Seriously Deficient - Immediate growth needs to occur

PAR Consultant Contacts

Number                  Dates

Observations \_\_\_\_\_ From \_\_\_\_\_

Conferences \_\_\_\_\_ To \_\_\_\_\_

**1. Teaching Performance** - This intern provides learning opportunities for all students through planning, stimulating activities, and frequent evaluation; develops a flexible methodology that is based on sound learning theory and prevailing conditions; and creates and maintains the appropriate intellectual and emotional climate for learning.

	Intern	Par Consultant
Comments:	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**2. Pupil Relations** - This intern applies sound principles of pupil growth and development; respects individual differences; is reasonable and impartial; and creates and maintains a democratic atmosphere within the classroom, yet merits pupil respect.

Comments:	<input type="checkbox"/>	<input type="checkbox"/>
-----------	--------------------------	--------------------------

Comments:

**3. Management Activities** - This intern makes efficient use of time and facilities; organizes classroom activities and materials; and maintains student interest and is able to manage groups of pupils.

Comments:	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

**4. Overall Value to the School Program** - This intern understands the objectives of the entire school program and contributes to its success by assuming responsibilities beyond his/her specific assignment; complies with reasonable rules and requests and is accurate and punctual in completing necessary reports and records; and is a positive influence toward building the school into an increasingly effective educational unit.

Comments:	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

**5. Personal Characteristics** - This intern demonstrates qualities that characterize a successful professional including a positive, cooperative, and responsive attitude. This individual projects a professional image.

Comments:	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

**6. Staff Relations** - This intern relates and organizes his/her responsibilities in cooperation with those of others, and is a positive influence on the morale and well-being of the staff.

Comments:	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

**7. Parent-Community Relations** - This intern strives to interpret the school's objectives, program, and policies to parents and the community; and contributes to the success of community organizations serving the needs of the school.

Comments:	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

**8. Professional Growth** - This intern constantly seeks to improve his/her performance through study and experimentation, and adheres to a professional codes of ethics.

Comments:	<input type="checkbox"/>	<input type="checkbox"/>
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Comments:

**INTERN COMMENTS**

Date of Conference	Intern Signature	Consulting Teacher Signature
	White - PAR Panel    Yellow - Intern    Pink - Principal    Goldenrod - Consulting Teacher	PAR 1B 9/87



# Intern Appraisal Summary Report

## INTERN APPRAISAL SUMMARY REPORT

Intern: \_\_\_\_\_  
Last First Middle Initial

Building: \_\_\_\_\_

<input type="checkbox"/> <b>First Annual Evaluation</b> <input type="checkbox"/> <b>Second Annual Evaluation (optional)</b>	This Intern is in the _____ _____ year of continuous Columbus service _____ year of service in present school _____ year of total professional experience <p style="text-align: center;"><b>OBSERVATION RECORD</b></p> Observations _____ From _____ Conferences _____ To _____
Grade/Subject/Position: _____ Major Field of Study: _____ Areas of Certification: _____ _____ _____ Degrees(s) Held: _____ College: _____	

CODE FOR USE WITH EVALUATION			S — Successful	U — Unsuccessful	N — Not Applicable
	Intern	Evaluator			
1. Teaching Performance — This intern provides learning opportunities for all students through planning; stimulating activities, and frequent evaluation; develops a flexible methodology that is based on sound learning theory and prevailing conditions; and creates and maintains the appropriate intellectual and emotional climate for learning. ....	<input type="checkbox"/>	<input type="checkbox"/>			
2. Pupil Relations — This intern applies sound principles of pupil growth and development; respects individual differences; is reasonable and impartial; and creates and maintains a democratic atmosphere within the classroom, yet merits pupil respect. ....	<input type="checkbox"/>	<input type="checkbox"/>			
3. Management Activities — This intern makes efficient use of time and facilities; organizes classroom activities and materials; and maintains student interest and is able to manage groups of pupils. ....	<input type="checkbox"/>	<input type="checkbox"/>			
4. Overall Value to the School Program — This intern understands the objectives of the entire school program and contributes to its success by assuming responsibilities beyond his/her specific assignment; complies with reasonable rules and requests and is accurate and punctual in completing necessary reports and records; and is a positive influence toward building the school into an increasingly effective educational unit. ....	<input type="checkbox"/>	<input type="checkbox"/>			
5. Personal Characteristics — This intern demonstrates qualities that characterize a successful professional including a positive, cooperative, and responsive attitude. This individual projects a professional image. ....	<input type="checkbox"/>	<input type="checkbox"/>			
6. Staff Relations — This intern relates and organizes his/her responsibilities in cooperation with those of others, and is a positive influence on the morale and well-being of the staff. ....	<input type="checkbox"/>	<input type="checkbox"/>			
7. Parent-Community Relations — This intern strives to interpret the school's objectives, program, and policies to parents and the community; and contributes to the success of community organizations serving the needs of the school. ....	<input type="checkbox"/>	<input type="checkbox"/>			
8. Professional Growth — This intern constantly seeks to improve his/her performance through study and experimentation; and adheres to a professional code of ethics. ....	<input type="checkbox"/>	<input type="checkbox"/>			

GOAL DESCRIPTION:	PROPOSED PROFESSIONAL GROWTH ACTIVITIES:
Principal's Intern Summary Report is Attached: <input type="checkbox"/> Yes <input type="checkbox"/> No	

GENERAL STATEMENTS:	EVALUATOR'S RECOMMENDATION: I recommend this intern be offered a limited contract for next school year. <input type="checkbox"/> Yes <input type="checkbox"/> No
Date of Evaluation Conference: _____  Evaluator's Signature: _____ Title _____  Intern's Signature: _____	

# Principal's Summary Intern Report

## PRINCIPAL'S SUMMARY INTERN REPORT

Intern: \_\_\_\_\_ School: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Days Absent: \_\_\_\_\_

### Principal's Ratings

Successful

Unsuccessful

Willingness to cooperate to achieve school and system goals . . . . . \_\_\_\_\_

Adherence to district policies, procedures, and regulations . . . . . \_\_\_\_\_

Adherence to building policies, procedures, and regulations . . . . . \_\_\_\_\_

Cooperative approach toward parents and the community . . . . . \_\_\_\_\_

Supports school activities through active participation . . . . . \_\_\_\_\_

Accurate and punctual in completing records, reports, etc. . . . . \_\_\_\_\_

Evidence of effective discipline . . . . . \_\_\_\_\_

Attendance and promptness . . . . . \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
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Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

To be forwarded to the Consulting Teacher and attached to the Intern Appraisal Summary Report.

WHITE — PERSONNEL SERVICES    YELLOW — INTERN    PINK — PRINCIPAL    GOLDENROD — CONSULTING TEACHER

# PAR Panel Report Sample (p.1)

SAMPLE

## PAR PANEL REPORT

Jane Doe

June 11, 1997

Ms. Doe was teaching a first/second grade split at Blank Elementary School in May of 1995 when she received an administratively initiated referral to PAR. She had been teaching in the Columbus Public School system for 26 years and had an additional ten years of experience outside the district.

For the 1995-96 school year, Ms. Doe transferred to Alternate Elementary School and was assigned to teach third grade. Angela Smith was assigned as her PAR Consulting Teacher in September 1995.

The principal at Alternate reported that Ms. Doe was uncooperative with staff and parents and made degrading remarks to students, and had a lack of organizational skills. These concerns resulted in the referral to PAR.

In February, 1996, the Consulting Teacher reported that while Ms. Doe exhibited an ultra-traditional teaching style, she had not witnessed degrading remarks toward students. The consultant did have concerns that Ms. Doe was not addressing the complete adopted course of study, especially science, on a regular basis.

By June 1996, there were no class difficulties to report and no concerns from the principal. Ms. Doe was including instruction in science on a more regular basis. Instruction was reported to be very teacher oriented with minimal student interaction.

Sustained improvement was reported in October 1996. Ms. Doe was frequently reminded to meet her students where they were and to advance them and not to view their unfortunate circumstances as an excuse for learning not taking place.

In June 1997, the Consulting Teacher reported that conferences had shown Ms. Doe was changing her view of students and thus had raised her expectations for them. She started to use ways to relate to each student directly and focused more on problem solving. The Consulting Teacher feels that Ms. Doe is performing at a satisfactory level and recommends a positive release from PAR intervention.

The Panel concurs with the Consulting Teacher's recommendation to discontinue Intervention services at this time. We extend to Ms. Doe our best wishes for success in her teaching career.

While in PAR Intervention, Ms. Doe was observed on 84 occasions by the Consulting Teacher. The Consulting Teacher conducted 20 conferences with Ms. Doe, seven with administrative staff and three with union representatives. During these conferences, observations were discussed, goals were set, progress toward goals was monitored, and a variety of resources was provided.

# PAR Panel Report Sample (p.2)

SAMPLE

**PAR PANEL REPORT**

**Jane Doe**

**Page Two**

Respectfully submitted by the Peer Assistance and Review Panel.

_____	_____
_____	_____
_____	_____
_____	_____

cc: Personnel file

My signature below is acknowledgment that I have read and received a copy of this report

\_\_\_\_\_ Date \_\_\_\_\_

# Goal Setting Agreement A

SAMPLE

## GOAL SETTING AGREEMENT

between

\_\_\_\_\_, Teacher

\_\_\_\_\_, PAR Consulting Teacher

### **Objective**

1. To utilize a broader variety of instructional strategies that increase opportunities for student learning.
2. To maintain positive classroom management strategies and discipline methodologies.

### **Teacher Activities**

1. Develop and utilize a lesson format that includes objectives in terms of student behavior, linking from previous student knowledge, focusing on teacher/student interaction, reviewing, and closing.
2. To employ a variety of instructional strategies in each class period.
3. Communicate with other teachers within the building to link classroom activities.

### **Consultant Activities**

1. Continue to observe and provide feedback with suggestions.
2. Provide a variety of effective instructional strategies.
3. Provide a professional observation to the Blank High "Classroom of Tomorrow."

Follow-up conference scheduled for: \_\_\_\_\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PAR Consulting Teacher Signature

\_\_\_\_\_  
Date

# Goal Setting Agreement B

SAMPLE

## GOAL SETTING AGREEMENT

between

\_\_\_\_\_, Teacher

\_\_\_\_\_, PAR Consulting Teacher

### **Objective**

Increase opportunities for student interaction and self-expression

### **Teacher Activities**

- A. WEEKLY: Experiment with a wider range of instructional strategies which will include but not be limited to the infusion of cooperative learning activities in most content areas.
- B. DAILY: Provide a writing activity that encourages students to record their thoughts and feelings.
- C. DAILY: Provide numerous opportunities for students to move around the classroom.

### **Consultant Activities**

- A. Provide weekly feedback on goal achievement which will include a monitoring checklist.
- B. Provide materials and suggestions that may facilitate goal achievement.

Follow-up conference scheduled for: \_\_\_\_\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PAR Consulting Teacher Signature

\_\_\_\_\_  
Date

# University Collaboration

## *The Ohio State University*

Any conversation about the quality of teachers will eventually contain a teacher training element. Answering the question, "Who trained, licensed and hired all the bad teachers?" can provide hours of heated debate. The Ohio State University College of Education has been at the forefront of reforming the processes by which their education graduates are trained. Under the leadership of Dean Nancy Zimpher, the education college at OSU has worked closely with the district and the teachers union to ensure that every classroom will have a caring and competent teacher. A wide array of collaborations have been created to improve the quality of educator training. PAR is only one of these efforts.

### **Training for PAR Consulting Teachers**

An integral part of professional development for PAR Consulting Teachers is the opportunity to meet regularly with university faculty to discuss issues related to entry year teachers and mentoring. Topics are identified by consulting teachers at the beginning of each quarter and include the following:

- Developmental Stages of Teachers**
- Characteristics of Consulting Teachers**
- Performance Principles**
- Formal Case Study Presentations**
- Systematic Observation Techniques**
- Dealing With Difficult Clients**
- Conferencing Strategies**
- Developing a Supportive Collegial Atmosphere**
- The "Language" of Report Writing**
- Evaluation Standards**

This ongoing professional development provides a forum for consulting teachers to discuss concerns and issues regarding their entry-year teachers and their own growth.

### **Workshop Training for Interns**

The PAR Program provides professional growth opportunities for all entry-year teachers and those new to teaching in the Columbus Public Schools. PAR consulting teachers plan a series of six workshops throughout the school year. Attendance is voluntary, but participating interns may receive up to two hours of graduate credit for participating.

Topics for the workshops are specifically designed to meet the needs of teachers new to the Columbus district. They include:

- Creating a Positive Classroom Culture**
- Instructional Strategies**
- Cooperative Discipline**
- Anti-Bias and Addressing Diversity**
- Individualizing Instruction for Students With Special Needs**
- Sharing Success Stories From the First Year of Teaching**

# Coursework

## *Continuing Education*

PAR Consulting Teachers design and facilitate a three-hour graduate level course offered annually during winter quarter through The Ohio State University. Entry year teachers who elect to take the class meet weekly with the PAR consultants, Ohio State faculty and other experts invited to address topics pertinent to beginning professionals. Presenters might include personnel from the district or from the union office. Enrollment is voluntary but encouraged. Course requirements are carefully structured to be practical and applicable rather than unnecessarily burdensome. Course topics include the following:

**Teaching in the Urban Setting**  
**Effective Teaching: Management Strategies**  
**Mini-Sessions**  
**Professional Observations**  
**Dealing With Anger, Conflict and Violence**  
**Examples of Effective Teaching**  
**Resources and Their Application**  
**Mini-Sessions — Part Two**  
**Self Assessment and Reflection/Processing Observations**  
**The Educator as a Professional/Licensure/Certification**

PAR consulting teachers plan and execute other programs for teachers new to Columbus Public Schools. The Columbus Education Association sponsors an orientation program in the fall. In this social setting, new teachers are welcomed to the district. This event is held in the evening a few days before school begins and is an opportunity to meet the CEA officers, members of the CEA Board of Governors, Administrative officials and Board of Education members.

The year's activities culminate in a spring celebration at which consulting teachers join the interns in celebrating their first successful year in Columbus Public Schools.



# Reform & Protections

## *Is it enough and what if it doesn't work?*

A program like PAR demands high levels of collaboration, communication and trust. Absent these conditions, it would be difficult to sustain a program where teachers and their association put so much at risk. In addition, such a program is only *one* of the tools needed to advance the agenda of improving the educational environment and improving student performance while protecting teachers' rights. For this reason, the Columbus Education Association and the Columbus Public Schools have entered into an agreement creating a body that can oversee proposals for innovation ... allowing contract waivers where convincing arguments are brought forward to do so ... and sending eager administrative/staff planning teams back to the drawing board when unacceptable flaws are found.



Like peer assistance and review, this element called the Reform Panel also requires trust and collaboration. If both management and labor are not deriving benefits from such collaborative efforts, it is impossible for those efforts to produce positive change in the classrooms. For this reason, the following contract language has been created.

*Special attention should be given to item 1203.06 which allows either administration or the union to unilaterally cancel either the PAR Program or the Reform Panel by submitting a written 30-day notice to the other party.*

### Article 1203

#### REFORM PANEL

**1203.01** The Reform Panel shall facilitate the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the district, (b) requests for variances that may be submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations that may be made by committees created by the Panel. The Panel shall operate as a joint committee as provided in Article 506 of this Agreement.

**1203.02** The Panel shall have the authority to grant and cancel variances to this Agreement and shall have the authority to require variances in practice in one or more schools. The Panel may grant variances for a specific period of time; if not, the variances shall continue until changed. School based shared decision-making cabinets may apply for renewal of variances which are scheduled to expire. Approval by the Panel shall require a majority vote of the Panel membership. Such approval shall not be unreasonably denied. Variances from this Agreement shall also require the approval of the Superintendent and Association President.

**1203.03** All new programs or other initiatives approved by the Panel which may result in variances in practice and all cancellations of variances approved by the Panel shall be in writing and shall be signed by the Panel Chairperson, the Association President and the Superintendent. Any internal processing requirements by the separate parties prior to Panel approval shall be left to the separate parties.

**1203.04** The Panel shall establish application forms and procedures for requesting variances. Such procedures must not require a majority vote by teachers in a building in support of the variance exceeding two-thirds (2/3rds). Such procedures must be consistent with this Agreement. In addition, to assist in the work of the Panel, it shall form and direct committees, including a committee on state-mandated Competency Based Education.

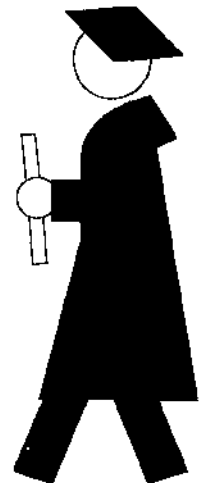
# Protections & Conclusions

- 1203.05** Notwithstanding Section 202.02 of this Agreement, if there is a Panel-authorized shared decision-making cabinet in a school, the Association Building Council shall continue to perform the duties and functions of the ABC as provided in this Agreement, except when any of those duties and functions are assumed by such cabinet and the ABC has been so advised by the cabinet. In such a school the ABC shall be made up of the elected teacher members of the cabinet and the Senior Faculty Representative, who shall serve on both. The cabinet shall have no authority with regard to the PAR Program.
- 1203.06** The Panel shall begin operations with the ratification of this Agreement and shall continue in effect with full authority as provided herein and without regard to the term of this Agreement, until either party notifies the other in writing of its desire to terminate the Panel. In the event of such notification, as with the PAR Panel, the authority of the Reform Panel shall be terminated thirty (30) days after such notification. All variances to this Agreement in effect at the time of termination shall be automatically canceled as shall all variances in practices required by the Panel except those related to the implementation of State mandated Competency Based Education or other legally mandated programs.
- 1203.7** During the thirty (30) day period between notification of cancellation and termination, the Panel shall make every effort to provide for an orderly transition period by attempting to minimize problems resulting from the cancellation of variances. The parties recognize that educational sensibility and personnel considerations will not permit some variances to be phased out during this thirty (30) day transition period. No later than the date of termination of the Panel, the Board will provide the Association with a timeline for completing the cancellation of any variances that cannot sensibly be completed during the thirty (30) day transition period. In addition, representatives of the Board and Association shall meet promptly and as necessary to discuss such orderly transition and to determine if the parties wish to retain any of the variances. Any variances to this Agreement which the parties wish to maintain must be processed as amendments to this Agreement.

## Conclusion

We have compiled this packet of information because we believe that our PAR Program works. We understand the concerns voiced by many of our colleagues about taking such bold steps to improve and protect public education. The information enclosed is brief and does not reflect the entire range of our reform program in Columbus. The best way to learn more about this peer assistance and review program is to actually see it in action. NEA President Bob Chase spent three days observing our PAR Consultants on their rounds. He was apparently impressed enough with their performance to support a resolution at the 1997 Representative Assembly reversing NEA's previous opposition to peer assistance and review.

We at CEA welcome your questions about our PAR Program. Remember that you can communicate with us through our Web site e-mail connection found at [www.ceaohio.org](http://www.ceaohio.org). Our e-mail address is [cea@iwaynet.net](mailto:cea@iwaynet.net).



*Thank you for showing an interest in our program and  
in improving public education ...  
for children.*

# Statistics

## Intern Teacher Summary Chart 1986/87—1996/97

<i>Race</i>	<i>Sex</i>	<i>Evaluated Out Successfully</i>	<i>Resigned Before Evaluation</i>	<i>Nonrenewed Resigned</i>	<i>Declined Contract</i>	<i>Totals</i>
1	F	1,929	34	26	16	2,005
2	F	507	16	18	24	565
3	F	27	0	0	1	28
4	F	12	0	0	0	12
5	F	1	0	0	0	1
1	M	457	20	31	3	511
2	M	155	7	15	6	183
3	M	4	0	1	0	5
4	M	2	0	0	0	2
5	M	0	0	0	0	0
<b>Totals</b>		<b>3,094</b>	<b>77</b>	<b>91</b>	<b>50</b>	<b>3,312</b>

*Sex codes: F = female M = male*

*Race codes: 1 = White 2 = Black 3 = Hispanic 4 = Asian 5 = American Indian/Alaskan Native*

## Intervention Teacher Summary Chart 1986—1997

<i>Intervention Outcomes (178 total in 12 years)</i>	<i>Number</i>	<i>Percentage</i>
Currently in PAR Program	13	7.3%
Released in GOOD standing	78	43.8%
Released in POOR standing / action pending	1	0.6%
Released in POOR standing / resigned	15	8.4%
Released in POOR standing / retired	3	1.7%
Released in POOR standing / disability retirement	7	3.9%
Released in POOR standing / nonrenewed	0	0.0%
Released in POOR standing / terminated	2	1.1%
Exited system while in the program / resigned	13	7.3%
Exited system while in the program / retired	18	10.1%
Exited system while in the program / disability retirement	27	15.2%
Other	1	0.6%

# About Columbus Public Schools

## General Information

As of November 1997, 64,248 students were enrolled in the district's 144 schools. More than 56 percent are African-American, nearly 40 percent are white, over 2 percent are Asian, 1 percent are Spanish, and a slight fraction are Native-American.

Columbus employs 4,668 full-time professional staff members, 309 administrators and 2,578 nonteaching and support staff employees. Approximately 22 percent of the teaching staff have a bachelor's degree, 29 percent have a bachelor's with 150 semester hours, 36 percent have a master's degrees, 11 percent have a master's degree with 30 additional semester hours and 1 percent have doctorates.

Nearly 28 percent of Columbus teachers have 0-5 years of experience, 24 percent have 6-10 years, 8 percent have 11-15 years, 13 percent have 16-20 years, 15 percent have 21-25 years and 12 percent have over 26 years. Male staff members number 22.7 percent of the total while females are 77.3 percent.

The racial breakdown of Columbus Public Schools teaching staff is 76.8 percent white, 22.4 percent African-American, 0.4 percent Spanish-American and 0.4 percent Asian.



## The Columbus Education Association

The Columbus Education Association can trace its origin back to the period immediately following the American Civil War. CEA was originally the outgrowth of two organizations. The Women's Teachers' Association of Columbus, Ohio, was the oldest of the merging bodies. It apparently was organized in 1871. The Women's Teachers' Association espoused the goals of "enlightening society and building the profession."

The Columbus Men's Teachers' Alliance can be traced from 1888. It held regular monthly business meetings. A recorded teacher's salary in 1894 was \$375 a year.

In April of 1925, the two organizations came together and adopted the name of the Columbus Teacher Federation. In June of 1951, the name was changed to the Columbus Education Association.

In the late 1960's, the Association went through a major transition. It became more vocal about the profession. This activity culminated in the first written master agreement being approved in 1968-69. The CEA agreement was one of the first in Ohio. That same school year, a bargaining election was held and CEA was selected by 97.8 percent of the voting teachers over a rival group or a third choice of no representation.

CEA grew as an organization during the period between 1974 and 1978. A five-day strike in 1975 made it very clear that teachers would not work unless their concerns were dealt with fairly. Although a strike is always a time of difficulty and loss, teachers had firmly stood up and respect was strongly achieved.

John Grossman has been CEA President since 1978. In recent years, CEA has had to face desegregation, reductions in force and serious financial crises; but it continues to move forward. The Association has helped create a number of innovative programs that have received national attention.

A series of major educational reform projects have been started in the last five years. This has helped keep Columbus teachers in a competitive position even though they work in a major urban district. The CEA remains committed to the goals of its founders as it looks toward the future of public education.



### The Columbus Education Association

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