

## **Appendix B5. QTEA Peer Assistance and Review Coach Topic Guide**

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- Becoming a PAR coach
  - Career thus far; how many years have you been a PAR coach?
  - How did you become a PAR coach? Who approached you? What was the application process like?
  - Training and professional development
  
- Current work as a PAR coach
  - How many teachers do you work with?
  - How often do you see each teacher?
  - What do you do with each teacher?
  
- Past work as a PAR coach
  - How many teachers have you worked with during the time that you have been a PAR coach?
  - What happens to these teachers? (Retired, dismissed, back to classroom)
  - In these cases, do you think the teachers' practice improved as a result of PAR participation?
  
- Changes to PAR as a result of QTEA
  - Voluntary participation
    - Do you work with any teachers this year who volunteered for PAR support?
    - What triggers teacher participation (could it be a first "needs improvement" rating)?
    - Why do you think more teachers have not participated on a voluntary basis?
  - Easier entry
    - Do principals feel confident evaluating teachers? Sending them to PAR? How are evaluations being used and is this changing over time?
    - How is principals' use of the evaluation tool changing (i.e., do principals use "needs improvement" more/less than they did before?).
    - Are you seeing more teachers in PAR now who wouldn't have been referred before?
  - Increased requirements for exit
    - How are teachers performing on the "essential elements"?
    - Do you have teachers who are not "proficient" on the essential elements?
  - No re-entry
  
- Case load for this year
  - Are there more? When were they referred? How were they referred?