

ARTICLE 20: PEER ASSISTANCE AND PEER REVIEW (PAR)

Purpose: The Association of Colton Educators and the Colton Joint Unified School District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. Teachers are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of achieving and maintaining successful performance. Therefore, the parties agree to cooperate in the design and implementation of a program to improve the quality of instruction through expanded and improved professional development and peer assistance for permanent teachers.

Section 20.1-Participating Teachers are permanent unit members with a CLEAR credential who receive peer assistance and coaching to improve instructional skills, classroom management, knowledge of subject, and related aspects of teaching performance.

Section 20.2-Consulting Teachers are exemplary teachers meeting the requirements of Section 20.7 who are selected by the Educator Support Committee to provide peer assistance to a Participating Teacher in the Peer Assistance and Review Program (PAR).

Section 20.3-Evaluator is an Administrator appointed by the District to evaluate a Certificated Teacher.

Section 20.4 Peer Assistance and Review Program Components. There are two categories of Participating Teacher: Referred Participating Teacher and Volunteer Participating Teacher.

- a. Referred Participating Teacher-**a permanent unit member who has received an unsatisfactory final evaluation in the areas of teaching methods and instruction.
 1. A Referred Participating Teacher shall have input on the selection of their Consulting Teacher. A Referred Participating Teacher may request a change within ten (10) work days after receiving the selection. The Educator Support Committee shall make final decisions on the assignment of Consulting Teachers.
 2. All communication between Consulting Teacher and the Referred Participating Teacher shall be confidential and, without written consent of the Referred Participating Teacher, shall not be shared with any others, except the Educator Support Committee.
 3. The Referred Participating Teacher has the right to be represented at any Educator Support Committee meeting throughout these procedures by an Association representative.
- b. Volunteer Participating Teacher-**a Permanent Unit Member who voluntarily seeks to improve their teaching performance through peer assistance. Participation is for peer assistance only and the Consulting Teacher shall not document and/or participate in any performance review of the Volunteer Participating Teacher. The Volunteer Participating Teacher may terminate participation in the PAR program at any time. A teacher who has entered the program voluntarily may be involuntarily placed in the program in the event the teacher receives an unsatisfactory final evaluation as described above. Volunteer

Participating Teachers shall be given assistance if sufficient Consulting Teachers are available.

1. A Volunteer Participating Teacher shall select a Consulting Teacher from the panel of Consulting Teachers provided by the Educator Support Committee. A Volunteer Participating Teacher may request a change at any time.
2. All communication between the Consulting Teacher and a Volunteer Participating Teacher shall be confidential and, without the written consent of the Volunteer, shall not be shared with others, including the site principal, evaluator, or the Educator Support Committee.

Section 20.5 Program Process for a Referred Participating Teacher

- a. When a teacher is evaluated in accordance with Article 10 Evaluations, and the final evaluation summary mandates the teacher be placed into the PAR program, the following process shall be followed:
 1. A Consulting Teacher shall be chosen by the Educator Support Committee to coach and mentor the Referred Participating Teacher for the entire school year. The Referred Participating Teacher shall have input on the selection of the Consulting Teacher.
 2. Within the first thirty (30) calendar days of the school year, the Referred Participating Teacher and the Consulting Teacher shall meet and consult with the evaluating administrator who completed the final evaluation summary which mandated the teacher to PAR to review the areas that were unsatisfactory, and discuss a plan to address the specific areas. The goals of the resulting support plan shall include, but not be limited to, specific training activities and classroom observations in the teaching/instructional areas and to discuss a plan to address the unsatisfactory areas identified on the summary evaluation.
 3. A Consulting Teacher shall be provided up to a maximum of fifteen (15) hours release time per referred participating teacher served.
 4. The Consulting Teacher shall meet with the Referred Participating Teacher to discuss the PAR Program, establish mutually-agreed upon performance goals, develop the PAR support plan, and develop a process for determining successful completion of the program. Such support plans must be approved by the Educator Support Committee.
 5. The Consulting Teacher shall conduct observations of the Referred Participating Teacher during classroom instruction. A minimum of two (2) observations per semester shall be conducted. Observations shall be at least twenty (20) minutes in length.
 6. The Consulting Teacher shall conduct post-observation conferences with the Referred Participating Teacher. During each conference, the Consulting Teacher shall provide to the Referred Participating Teacher an information feedback form to measure progress.
 7. A classroom observation by at least one (1) Association member and one (1) Administrator from the Educator Support Committee shall be conducted, and a minimum of one (1) observation per semester shall be conducted. The observing

members shall conduct post-observation conferences with the Referred Participating Teacher and Consulting Teacher. During each conference, the observing members shall provide to the Referred Participating Teacher an information feedback form to measure progress.

8. The Consulting Teacher shall submit a mid-year report to the Educator Support Committee on the Referred Participating Teacher's progress no later than December 1st.
 9. The Consulting Teacher shall complete and submit a final report of the Referred Participating Teacher's progress in meeting the goals of the support plan to the Educator Support Committee no later than May 1st. The final report shall include the assistance provided and a statement of the Referred Participating Teacher's progress with the plan. A copy of the final report shall be provided to the Referred Participating Teacher.
 10. The Educator Support Committee shall not act on the Consulting Teacher's final report before ten (10) workdays following the receipt of the report to allow the Referred Participating Teacher sufficient time to submit a written response.
 11. The final report of the Referred Participating Teacher's participation in the PAR program shall be submitted to Human Resources for placement in the personnel file, and shall not be used in the formal evaluation by the site administrator of the Referred Participating Teacher.
- b. Should the final report conclude that the referred participating teacher did not make adequate progress in the par program, the following process shall be followed:
1. The Educator Support Committee may submit a recommendation to the Superintendent and/or Governing Board to authorize one (1) additional school year in the PAR program.
 2. If approved, the Referred Participating Teacher may receive additional services which may include, but are not limited to:
 - a. An additional year of support from a Consulting Teacher.
 - b. Requirements to attend mandatory trainings, conferences, and/or workshops related to the elements that were unsatisfactory.
 - c. Requirements to observe fellow colleagues, with permission.
 - d. An outside coach.
 3. During the second year of peer assistance, the Consulting Teacher and site principal shall consult and make a recommendation on which type of support the Referred Participating Teacher shall receive. This recommendation is subject to the approval of the Educator Support Committee.

Section 20.6 Educator Support Committee

- a. The Educator Support Committee members and terms are defined in Article 19 Teacher Induction Program.
- b. The Educator Support Committee oversees/coordinates the implementation of the PAR program.
- c. The duties of the Educator Support Committee related to the PAR Program shall be as follows:

1. Select the trainers and/or training providers for Educator Support Committee Members and Consulting Teachers.
2. Schedule and attend training(s).
3. Establish its own rules and procedures, including the method for the selection of a Chairperson by majority vote.
4. Select Consulting Teachers.
5. Make available initial and ongoing training for Consulting Teachers prior to the Consulting Teachers' participation in the program.
6. Make available the list of Consulting Teachers for selection by the Referred Participating Teacher.
7. Make available the list of Consulting Teachers for input by the Volunteer Participating Teacher.
8. Adopt Rules and Procedures to effect the provisions of this Article. Develop forms necessary for Rules and Procedures. Adopted rules and procedures shall be consistent with the terms of this Article. To the extent that there is an inconsistency, the terms of the Collective Bargaining Agreement shall prevail.
9. Make available a copy of the adopted Rules and Procedures to all Bargaining Unit Members.
10. Establish and implement procedures for the application and selection of Consulting Teachers, and for assessing the quality of services provided to a Referred Participating Teacher.
11. Determining the number of Consulting Teachers in any school year, and the amount of release time provided to Consulting Teachers based upon participation in the program, the budget, and other relevant considerations.
12. Review the final report prepared by the Consulting Teacher and make recommendations to the Superintendent/Governing Board regarding the Referred Participating Teacher's progress in the PAR program.
13. Approve PAR support assistance plans developed by Consulting Teachers before implementation.
14. Accept or reject voluntary requests for assistance from bargaining unit members based on criteria developed by the Educator Support Committee.
15. Make assignments of Consulting Teachers prior to the end of the school year. Make assignments of other trainers for staff development needs as the budget allows, with input from the Educational Services Division.
16. Develop an appeal process in regard to the application of this Article. The Educator Support Committee's decision shall be final.
17. Evaluate the effectiveness of the PAR program in order to make changes to improve the program annually.

Section 20.7 Consulting Teacher Requirements

- a. The qualifications for the Consulting Teacher shall be set forth in the Rules and Procedures, with the following minimum qualifications:
 1. Bargaining unit member with permanent status.
 2. Possession of a California Clear teaching credential.

3. Exemplary full-time classroom teaching experience for a minimum of five (5) years.
 4. Shall demonstrate exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
- b. In applying for a position of Consulting Teacher, each applicant is required to submit two (2) confidential references from individuals with specific knowledge of his or her expertise, as follows:
 1. A reference from a site principal or other administrator.
 2. A reference from an Association representative.
 - c. Consulting Teachers shall be selected by a majority vote of the Educator Support Committee following classroom observations by at least one (1) Association member and one (1) administrator. Observations shall be at least twenty (20) minutes in length in a classroom.
 - d. The term of the Consulting Teacher shall be up to three (3) years, and the Consulting Teacher may reapply for additional terms.
 - e. Consulting Teachers shall receive a one-time per diem rate for the completion of training during their off-track/summer period upon prior approval of the Educator Support Committee.
 - f. Functions performed pursuant to this Article by bargaining unit employees shall not constitute either management or supervisory functions. The Consulting Teacher shall continue to have all rights of bargaining unit members.
 - g. Consulting Teachers shall have the responsibility for up to two (2) Referred Participating Teachers. With approval of the Consulting Teacher, the Educator Support Committee may assign up to two (2) additional Referred Participating Teachers.

Section 20.8 Budget Priorities and Considerations

- a. The District shall not be required to allocate funds for the program as set forth in this Article.
- b. In addition to the regular salary, a Consulting Teacher shall receive a stipend of \$3,000 per Teacher served.
- c. Bargaining unit members of the Educator Support Committee shall receive a stipend of \$4,000.

Section 20.9 Other Provisions

- a. Unit Members who function as Educator Support Committee or Consulting Teachers under this document shall not be considered either management or supervisory employees as defined by Government Code Section 3540.1(g) and (m).
- b. The District shall defend and hold harmless individual Educator Support Committee members and Consulting Teachers from any lawsuit or claim arising out of performance of their duties under this PAR program as provided by the California Tort Claims Act. The Association retains the right to participate in the litigation.

- c. All proceedings and materials related to PAR evaluations, reports, and other personnel matters shall be strictly confidential. Therefore, Educator Support Committee members and Consulting Teachers may disclose such information only as necessary to administer this Article.
- d. The program described in this Article and the District's evaluation functions shall operate independently of each other; however a cooperative relationship between the principal and the Consulting Teacher is encouraged with respect to the process of peer assistance and review. Nothing within this agreement or within the program shall prohibit or limit the District and Governing Board from exercising its legal or contractual rights regardless of the participation of a teacher within the program. Such rights include, but are not limited to, the issuance of a notice of unsatisfactory performance, issuance of a notice of intention to dismiss from employment, administrative transfers, involuntary reassignment, and evaluation independently of the program. Decisions and actions within the program are not binding on the District nor the Governing Board.
- e. This Article may be reopened at any time by mutual consent of the parties as needed.