
PEER ASSISTANCE AND REVIEW PROGRAM HANDBOOK

El Rancho Unified School District

The El Rancho Unified Federation of Teachers and the El Rancho Unified School District strive to provide our students with the best possible educational opportunities. This is realized when both parties collaborate in the design of a professional development program which enhances the quality of instruction through expanded and improved staff development, peer assistance and collegial support. The strongest resources often exist within the talents of our own teaching ranks. With this as our belief, we have created the following program, which reflects the District's value of the Teacher Support and Induction Programs.

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Contract Agreement

ARTICLE I- AGREEMENT

This Agreement, made and entered into this 17th day of June, 2014, by and between the Board of Education of the El Rancho Unified School District, whose address is 9333 Loch Lomond Drive, Pico Rivera, California 90660, hereinafter referred to as the “District” or “Board,” and the El Rancho Federation of Teachers, Local 3467, hereinafter referred to as the “Federation,” whose address is 9141 Slauson Ave., Suite D, Pico Rivera, California 90660. The Federation is affiliated with the California Federation of Teachers, the American Federation of Teachers, and the AFL/CIO.

ARTICLE XII - AGREEMENT

SECTION A – PURPOSE OF THE PROGRAM

1. The Peer Assistance and Review Program (PAR), a two-year program, is designed to provide assistance to all teachers who are in need of development in subject matter knowledge and/or teaching strategies or skills.
2. A program year begins and ends based on the District’s instructional calendar.

SECTION B – THE JOINT PANEL

- 1. PAR Panel:** PAR shall be administered by a Panel which shall consist of five (5) members, two (2) of whom shall be selected by the Superintendent or designee, and three (3) of whom shall be selected by the Federation. The Superintendent or designee, and the Federation President shall be ex officio members. The Panel shall be chaired in the first year by a teacher member and in the following year by a District member. The chair shall thereafter rotate on an annual basis between teacher and District members.
- 2. Term of Service:** The term of service shall be three (3) years, commencing on April 1, 2000. There shall be no limit to the number of terms that may be served. Panelists may be removed and replaced at any time by their appointing party.
- 3. Panel Meetings:** The Panel shall meet at the times and places it determines.
- 4. Votes of the Panel:** All actions of the Panel shall be approved by an affirmative vote of at least three (3) members.
- 5. Panel Responsibility:** the responsibilities of the Panel shall include the following:
 - a. Selecting BTSA Induction Program Support Providers and Consulting Teacher(s)
 - b. Reviewing reports prepared by Consulting Teacher(s)

- c. Making recommendations to the Board concerning Referred Teacher(s)
- d. Preparing program reviews as necessary
- e. Terminating the services of Consulting Teacher(s) and BTSA Support Providers for cause. Such terminations shall not be subject to the Grievance Procedure.

6. Compensation: Teacher members of the Panel shall receive release time from regular duties and/or hourly pay as reasonably needed to perform their duties.

SECTION C – CONSULTING TEACHERS

1. Number: As the need arises, the Panel may interview and recommend to the Superintendent or designee, the names of additional candidates to serve as Consulting Teacher(s) to the PAR Program.

2. Qualifications: Consulting Teacher(s) shall be permanent teacher(s) of the District with at least five (5) active and consecutive years of classroom experience and exemplary teaching ability, including, among other attributes, effective communication skills, extensive subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.

3. Application and Selection

- a. Notices shall be distributed whenever the Panel determines that further applications are desired.
- b. Classroom teacher(s) may apply to be Consulting Teacher(s). Based on a review of the applications and three (3) letters of recommendation, including one (1) from each applicant's most recent evaluator, the Panel shall select candidates for interviews and classroom observations.

4. Responsibilities

- a. Consulting Teacher(s) shall work primarily with volunteer and referred permanent teacher(s).
- b. Consulting Teacher(s) shall assist the Panel, by reporting to the Panel on a regular basis.

5. Compensation: The BTSA Advisor/Consulting Teacher selected to serve full-time shall receive the resource teacher stipend of 10% of base salary per school year. Part-time Consulting Teacher(s) shall receive a stipend equal to a BTSA Support Provider.

6. Term of Service: The term of service shall be determined by the PAR Panel, based on the needs of the Program.

SECTION D – REFERRED TEACHER(S)

1. Referral to the Program. Teachers shall be referred to the PAR Program by receiving an unsatisfactory performance evaluation or by voluntary self-referral. A teacher who has entered the Program voluntarily may be involuntarily placed in the Program in the event he/she later receives an unsatisfactory evaluation.

a. “Unsatisfactory evaluation” is defined as a permanent unit member who is given a “Practice Not Consistent With Minimum Standards” in ten (10) or more of the elements of all standards 1 – 6 on the Certificated Evaluation Form.

b. Referral to the Program shall not be subject to the Grievance Procedure.

2. Assignment of Consulting Teacher. As soon as practicable after referral to the Program, the Referred Teacher shall be assigned a Consulting Teacher by the Panel. The Consulting Teacher shall then arrange a meeting with the Site Administrator(s) or evaluator of the Referred Teacher, and the Referred Teacher. The employee’s performance shall be discussed, as well as the recommendations for improvement.

3. Preparation of Written Assistance Plan. Based on these discussions, and at least one (1) classroom observation, the Consulting Teacher shall prepare a Written Assistance Plan to assist the Referred Teacher in meeting the established goals and objectives. The plan shall be reviewed and modified as necessary by the Panel.

4. Periodic Progress Report. The Consulting Teacher shall prepare and present three (3) progress reports to the Panel and Site Administrator(s) by the following dates: December 1st and May 1st of the first program year; and by October 15th of the second program year.

Each progress report will indicate whether the Referred Teacher is demonstrating satisfactory improvement and what continued assistance is necessary. The Consulting Teacher shall make a classroom visit of at least forty (40) minutes duration a minimum of three (3) times per PAR Progress Reporting period.

5. Final Written Report. By February 1st of the second program year, the Final Written Report of the Consulting Teacher shall be presented to and reviewed by the PAR Panel. In addition, the PAR Panel shall review the evaluations of the Site Administrator(s). A portfolio of work may be submitted by the Referred Teacher as part of the Panel review.

a. Use of the Final Report. The information obtained through participation in this Program may be used by the District in any personnel decisions or proceedings regarding the Referred Teacher and shall be accessible to the administrator(s) responsible for evaluating the performance of the Referred Teacher.

b. A final classroom observation of the Referred Teacher will be made by the PAR Panel no later than February 15th of the second program year.

c. The Panel shall write a Final Recommendation Report which will be presented to the Superintendent by the Assistant Superintendent of Human Resources.

d. A meeting will be held with the Referred Teacher to discuss the Final Recommendation Report. Present at the meeting will be the Site Administrator(s), the Consulting Teacher, and the Assistant Superintendent of Human Resources. The Referred Teacher shall receive a copy of the Final Recommendation Report, and a copy will be placed in the Referred Teacher’s personnel file.

e. The Superintendent will present the Final Recommendation Report to the Board of Education for discussion and action before March 15th.

6. Voluntary Participation. Classroom teacher(s) who are voluntarily participating in the Program shall not have any documentation issued as a result of their participation. The Progress Reports shall remain strictly confidential and the property of the voluntary participant.

7. Governing Board. Nothing herein shall be interpreted as limiting the authority of the Board to initiate any form of discipline, up to and including dismissal, of the Referred Teacher at any time.

8. Length of Participation. Teacher(s) shall receive support from the PAR Program for no more than two (2) contractual school years. These two (2) years shall be consecutive except under special circumstances as defined by Board Policy.

9. Confidentiality. Documents generated by Consulting Teacher(s) and Panel members regarding specific Referred Teacher(s) as part of the PAR Program shall be deemed personnel records and shall remain confidential to the extent required by the law. The District shall be entitled to use such documents in subsequent disciplinary actions against a Referred Teacher. Panel deliberations regarding individual teacher(s) shall be closed and confidential.

SECTION E – MISCELLANEOUS PROVISIONS

1. Indemnity The District shall defend and hold harmless individual Panel members, Consulting Teacher(s) and the BTSA Advisor from any lawsuit or claim arising out of the performance of their duties under this Program as provided by the California Government Tort Claims Act.

2. Reservation of Rights. This Program and the District's evaluation functions shall operate independently of each other; however, a cooperative relationship among Site Administrators, Consulting Teacher(s) and the BTSA Advisor is encouraged with respect to the process of Peer Assistance and Review. Nothing 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.

3. Re-openers. This Article shall be re-opened at the request of either party at any time.

Program Responsibilities

| Position | Responsibilities | Training | Incentive |
|----------------------------------|--|--|--|
| PAR Joint Panel | <ul style="list-style-type: none"> Facilitate and oversee the program Evaluate and modify the program incorporating changes 3 year term (rotating) | Joint Panel Training Standards Training | Honorarium for teacher members |
| Peer Consulting Teacher | <ul style="list-style-type: none"> Offer various forms of support and assistance to Referred Teacher Conduct multiple observations of Referred Teacher Participate in Collaborative Activities weekly Monitor progress of Referred Teacher Maintain anecdotal interaction log per Referred Teacher Participate in PAR Training 1 year term as recommended by site administrator | 20 hours of training Coaching Training | 60 minutes per work week for each participating Referred Teacher assigned |
| Expert Consulting Teacher | <ul style="list-style-type: none"> Provide support to Peer Consulting Teachers, Self-Referred Teacher and Referred Teachers Provide services as requested by the PAR Panel Conduct multiple observations of Referred Teacher Maintain anecdotal interaction log per Referred Teacher 1 year term as renewed by Board Approved Contract | Consultation with PAR Joint Panel Reps to determine PAR teacher needs | Ensures that all participants receive non-bias and expert support to Referred Teachers |
| Coordinator | <ul style="list-style-type: none"> Provide training and assistance to Peer Consulting Teachers, Expert Consulting Teachers, Self-Referred Teacher and Referred Teachers Manage and maintain all PAR requirements per Board Policy and Bargaining Unit contract | Experience and Training required for PAR program | Ensures the improvement plan pursuant Article XII in the Contract is correct and complete |
| Referred Teacher | <ul style="list-style-type: none"> Be observed regularly by Principal, Coordinator, Peer Consulting Teacher or Expert Consulting Teacher during the two participation years Work with both Consulting Teachers in all aspects of the PAR program Provide weekly lesson plans for one subject/class period during PAR process Participate in weekly professional development activities as detailed by PAR Program Complete a weekly reflection /interaction log of all professional development experiences or activities to show professional growth or improvement Attend all scheduled meetings with Principal, Teacher Support Coordinator and/or Consulting Teachers (both Peer and Expert) | Weekly training provided by Consulting Teacher(s) Monthly training provided by Expert Teacher | Documents the potential professional improvement plan pursuant Article XII in the Contract |

DEFINITION OF TERMS

- 1. PAR Program:** Allows exemplary teachers to assist other teachers in the areas of subject matter knowledge, teaching strategies, classroom management and/or teaching methods and instruction (as outlined in the Certificated Evaluation of Teaching Performance document based on the California Standards for the Teaching Profession).
- 2. Referred Teacher:** Any teacher with permanent status who has been referred to PAR program pursuant to Article IV in the Certificated Contract and whose last annual was “Unsatisfactory evaluation” which is defined as a permanent unit member who is given a “Practice Not Consistent With Minimum Standards” in ten (10) or more of the elements of all standards 1 – 6 on the Certificated Evaluation Form.
- 3. Self-Referred Teacher:** Any teacher with permanent status who volunteers to participate in PAR.
- 4. Peer Consulting Teacher (CT):** An exemplary peer teacher meeting the requirements of the PAR program pursuant to Article IV in the Certificated Contract and selected by the Joint Panel to provide assistance to a Referred Teacher.
- 5. Expert Consulting Teacher (CT):** Expert/experienced teacher trained on how to develop teachers’ expectations of student behavior and classroom environment and working with teachers who need tangible strategies and approaches that encourage appropriate student behavior and is selected by the Joint Panel to provide assistance to a Referred Teacher.
- 6. Teacher Support Coordinator:** An administrator who manages/oversees all aspects of the PAR program under direct supervision of the Director of Human Resources. The Teacher Support Coordinator provides assistance the Joint Panel, Consulting Teachers, Self-Referred Teachers and Referred Teachers through out the entire PAR process.
- 7. Joint Panel:** A committee comprised of teachers and administrators whose responsibility is to direct the PAR program.
- 8. Evaluation of Teaching Performance:** The form based on California Standards of the Teaching Profession used by the supervising administrator to certificated evaluate teachers.
- 9. Written Assistance Plan:** This plan is developed by the supervising administrator, Consulting Teacher, Expert Teacher and Referred Teacher from areas that do not meet standards indicated on the Evaluation of Teaching Performance. Goals and expectations are provided in the Written Assistance Plan and serve as a road map for teacher support activities planned throughout the school year. The Written Assistance Plan may be used as an intervention and/or remediation support tool.

CONTACT INFORMATION OF PROGRAM LEADERS

| | | | | |
|---|--|---|--|--|
| Director Mark Matthews Assistant Superintendent, Human Resources (562) 801-7341 mmatthews@erusd.org | Coordinator Heather Redding Coordinator, Teacher Support Programs (562) 334-7349 hredding@erusd.org | Educational Services Jacqueline Cardenas Assistant Superintendent, Ed. Services (562) 801-7331 jcardenas@erusd.org | Special Education Dean Cochran Director, Special Education (562) 801-7371 dcochran@erusd.org | Expert Teacher Albert F. Jones Associate Professor, California State University, Los Angeles (323) 343-4444 albertjones@erusd.org |
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PROGRAM REQUIREMENTS & CYCLE OF SUPPORT

Periodic Progress Reporting to Joint Panel of the PAR Program

1. First Cycle of Support: September to 1st of December (First Year of Participation)

1. Principal emails Teacher Support Coordinator, Human Resources (HR) by the **Friday prior to June 1st** to send final copies of Evaluation of Teacher Performance and Written Assistance Plan, to help in matching PAR Consulting Teacher (CT) with Referred Teacher. Consulting Teacher is selected and assigned in the beginning of the school year when the participating teachers return in August/September.

In the beginning of the first year of participation of the PAR Program, Principal and Teacher Support Coordinator meet Referred Teacher to:

- (a) detail expectations by developing and completing the Written Assistance Plan based on the Evaluation of Teaching Performance of the California Standards of the Teaching Profession (CSTP) and
- (b) establish a calendar of intervention support for Consulting Teacher(s) to provide possible demo/model lessons, observations of teacher in classroom and coaching conferences, demonstration lessons, professional activities, trainings, etc. between beginning of the school year and Winter Break.

2. The Referred Teacher will maintain weekly lesson plans and monthly observations and /or self-recorded video of lesson plans taught to be reviewed by Consulting Teacher(s) as part of the the Written Assistance Plan. The Referred Teacher will also participate in weekly professional activities that will provide opportunities for professional growth and improvement as well as maintain anecdotal Interaction Log of the ongoing assistance provided by the PAR program.

3. The Consulting Teacher(s) will maintain a monthly anecdotal Interaction Log of the ongoing assistance provided to the Referred Teacher during the First Cycle of Support.

4. Due the 1st of December, both the Consulting Teacher(s) will complete a Mid-Year 1 Periodic Progress Report due to Teacher Support Coordinator and Joint Panel pursuant Article XII in the Certificated Contract.

5. Second Cycle of Support: January- 1st of May (First Year of Participation)

In or before February, Principal and Teacher Support Coordinator communicate with the Referred Teacher to:

- (a) modify and/or continuing expectations in the Written Assistance Plan of the California Standards of the Teaching Profession (CSTP) based on the Periodic Progress Reports completed by both Consulting Teacher and Expert Teacher and

- (b) establish a calendar of intervention support for Consulting Teacher(s) to provide possible demo lessons, observations of teacher in classroom, coaching conferences, professional activities, trainings, etc. between January and 1st of May.
- (c) **revised and/or modified Written Assistance Plan due to Teacher Support Coordinator and Joint Panel prior to the 1st of May.**

6. The Referred Teacher will maintain weekly lesson plans and monthly observations and /or self-recorded video of lesson plans taught to be reviewed by Consulting Teacher(s) as part of the the Written Assistance Plan. The Referred Teacher will also participate in weekly professional activities that will provide opportunities for professional growth and improvement as well as maintain anecdotal Interaction Log of the ongoing assistance provided by the PAR program.

7. The Consulting Teacher(s) will maintain a monthly anecdotal Interaction Log of the ongoing assistance provided to the Referred Teacher during the Second Cycle of Support.

8. Due the 1st of May, both the Consulting Teacher(s) will complete an End-Year 1 Periodic Progress Report due to Teacher Support Coordinator and Joint Panel pursuant Article XII in the Certificated Contract.

9. Third Cycle of Support: August - 15th of October (Second Year of Participation)

In the beginning of the second year of participation of the PAR Program, Principal and Teacher Support Coordinator meet Referred Teacher to:

- (a) review continuing expectations in the Written Assistance Plan of the California Standards of the Teaching Profession (CSTP) based on the Periodic Progress Reports completed by both Consulting Teacher and Expert Teacher and
- (b) establish a calendar of intervention support for Consulting Teacher and Expert Teacher to provide possible demo lessons, observations of teacher in classroom, coaching conferences, professional activities, trainings, etc. between August and 15th of October.

10. The Referred Teacher will maintain weekly lesson plans and monthly self-recorded video of lesson plans taught to be reviewed by Consulting and Expert Teachers as part of the the Written Assistance Plan. The Referred Teacher will also participate in weekly professional activities that will provide opportunities for professional growth and improvement as well as maintain anecdotal Interaction Log of the ongoing assistance provided by the PAR program.

11. The Consulting Teacher(s) will maintain a monthly anecdotal Interaction Log of the ongoing assistance provided to the Referred Teacher during the Third Cycle of Support.

12. Due the 15th of October, both the Consulting Teacher and Expert Teacher will complete an Mid-Year 2 Periodic Progress Report due to Teacher Support Coordinator and Joint Panel pursuant Article XII in the Certificated Contract.

13. Final Cycle of Support: October 16th - 1st of February (Second Year of Participation)

After the 16th of October, Principal and Teacher Support Coordinator communicate with the Referred Teacher to:

- (a) review continuing expectations in the Written Assistance Plan of the California Standards of the Teaching Profession (CSTP) based on the Periodic Progress Reports completed by both Consulting Teacher and Expert Teacher and

- (b) establish a calendar of intervention support for Consulting Teacher and Expert Teacher to provide possible demo lessons, observations of teacher in classroom, coaching conferences, professional activities, trainings, etc.
- (c) revised and/or modified Written Assistance Plan due to Teacher Support Coordinator and Joint Panel prior to the **1st of February**.

14. The Referred Teacher will maintain weekly lesson plans and monthly self-recorded video of lesson plans taught to be reviewed by Consulting and Expert Teachers as part of the the Written Assistance Plan. The Referred Teacher will also participate in weekly professional activities that will provide opportunities for professional growth and improvement as well as maintain anecdotal Interaction Log of the ongoing assistance provided by the PAR program.

15. The Consulting Teacher(s) will maintain a monthly anecdotal Interaction Log of the ongoing assistance provided to the Referred Teacher during the Final Cycle of Support.

16. Due the 1st of February, both the Consulting Teacher and Expert Teacher will complete an End-Year 2 Periodic Progress Report due to Teacher Support Coordinator and Joint Panel pursuant Article XII in the Certificated Contract.

17. Final Written Report: Due by the 15th of February of the second program year.

By February 1st of the second program year, the Final Written Report of the Consulting Teacher and Expert Teacher shall be presented to and reviewed by the PAR Panel. In addition, the PAR Panel shall review the evaluations of the Site Administrator(s). A portfolio of work may be submitted by the Referred Teacher as part of the Panel review.

18. Use of the Final Report.

The information obtained through participation in this Program may be used by the District in any personnel decisions or proceedings regarding the Referred Teacher and shall be accessible to the administrator(s) responsible for evaluating the performance of the Referred Teacher.

- (a) A final classroom observation of the Referred Teacher will be made by the PAR Panel **no later than February 15th** of the second program year.
- (b) The Panel shall write a Final Recommendation Report which will be presented to the Superintendent by the Assistant Superintendent of Human Resources.
- (c) A meeting will be held with the Referred Teacher to discuss the Final Recommendation Report. Present at the meeting will be the Site Administrator(s), the Consulting Teacher, Expert Teacher, and the Director of Human Resources. The Referred Teacher shall receive a copy of the Final Recommendation Report, and a copy will be placed in the Referred Teacher's personnel file.
- (d) The Superintendent will present the Final Recommendation Report to the Board of Education for discussion and action **before March 15th**.

General Guidelines

ROLE OF THE THE PRINCIPAL / SITE ADMINISTRATOR / EVALUATOR

Primary Function:

The principal will evaluate teachers according to the ERUSD evaluation procedure and will refer any teacher who receives an overall rating of “Unsatisfactory - Practice Not Consistent With Minimum Standards,” to participate in the PAR program as part of the Evaluation of Teaching Performance and the Written Assistance Plan. The principal will then work cooperatively with the Teacher Support Coordinator, Consulting Teacher(s) and the Referred Teacher in all aspects of the PAR program.

The Principals’ Responsibilities Regarding Referred Teacher

- Contribute to formulate a Written Assistance Plan, as prescribed in the ERUSD evaluation process, including a referral to PAR, with any teacher who receives an overall rating of “Unsatisfactory - Practice Not Consistent With Minimum Standards.”
- Inform the Referred Teacher of the requirement to participate in the PAR Program the following year after receiving an overall rating of “Unsatisfactory - Practice Not Consistent With Minimum Standards” for a total time of two years.
- **Inform the PAR Joint Panel of the name of any permanent teachers referred to the PAR program by **June 1** and send final copies of the Evaluation of Teacher Performance to the PAR Joint Panel, c/o Human Resources and to the Teacher Support Coordinator, Teacher Support and Induction Programs (TSIP).**
- Meet with each Referred Teacher and his/her assigned Consulting Teacher(s) at the beginning of the PAR process to discuss the recommended areas of improvement and complete the Written Assistance Plan.
- Form a cooperative relationship with the Consulting Teacher(s) with respect to the process of the PAR program.
- Meet with the Consulting Teacher(s) and the Referred Teacher, **MONTHLY or** as necessary, to discuss the assistance provided and to modify the current assistance plan as appropriate.
- Evaluate the Referred Teacher according to the ERUSD evaluation process.

Other Duties

- Approve release time for PAR Joint Panel Members and Consulting Teachers.
- Observe the required PAR dates of teacher support and timelines.
- Maintain confidentiality.

ROLE OF CONSULTING TEACHER(S)

Primary Function:

Under the direction and supervision of the Joint Panel, the Consulting Teacher(s) will provide assistance to Referred Teachers in the Peer Assistance and Review (PAR) program to improve classroom instruction to increase student learning.

Major Duties and Responsibilities:

- **Peer Consulting Teachers** provide support and assistance for a **minimum of 60 minutes per work week** to Referred Teacher as documented by the anecdotal Interaction Log and Collaborative Activities.
- Provide modeling and coaching in the classroom of the Referred Teacher.
- Meet, as necessary, with the Referred Teacher and the Principal or designee and/or Teacher Support Coordinator to establish goals and develop a plan to meet those goals.
- Work with the Referred Teacher and his/her evaluator to assure that mutually agreed upon goals are addressed.
- Conduct multiple observations of Referred Teacher during classroom instruction.
- Support and monitor the progress of the Referred Teacher for the purpose of providing feedback to the teacher and checking for understanding.
- Use appropriate school and district resources to assist the Referred Teacher.
- Offer various forms of assistance to the Referred Teacher including, but not limited to, demonstrating, observing, coaching, or referring to training opportunities.
- Participate in the PAR training designated by the Joint Panel and Teacher Support Coordinator.
- Maintain an anecdotal Interaction Log of the ongoing assistance provided to the Referred Teacher.
- Complete required Periodic Progress Reports to inform the Joint Panel of the ongoing assistance provided to the Referred Teacher.
- Submit all progress reports to the Referred Teacher and the Joint Panel and Teacher Support Coordinator.

Desired Qualifications, Skills, Experience and Knowledge:

- Extensive knowledge and mastery of subject matter, teaching strategies, instructional techniques, and classroom management strategies necessary to meet the needs of all students
- At least three (5) years of teaching experience
- Substantial recent classroom experience
- Demonstrated exemplary teaching ability

CHARACTERISTICS OF CONSULTING TEACHER TEACHER

The Peer Consulting Teacher (CT) provides a minimum of 60 minutes per work week to each assigned Referred Teacher. The Peer Consulting Teacher may utilize the hours for training, observing in the classroom, modeling, coaching conferences, dialoging with Referred Teachers, and conferencing with principals.

| What are the characteristics of a Consulting Teacher? | What support and assistance does a Consulting Teacher provide? | What types of tasks does a Consulting Teacher NOT do? |
|--|---|---|
| <p>Professionalism:</p> <ul style="list-style-type: none"> • Proficient and professional listening skills • Knowledge of subject matter and effective teaching methods • Familiarity with the California Standards for the Teaching Profession • Proficient and professional classroom management skills • Commitment to the improvement of teaching • Honors confidentiality | <p>Referred Teacher Communications:</p> <ul style="list-style-type: none"> • Maintains ongoing communications with Referred Teacher • Builds a working relationship • Shares information regarding successful professional experiences • Gives and receives effective feedback; listens, asks questions • Provides professional support and encouragement • Conferences and coaches • Is available by phone, text or email • Consults with supervising administrator and/or coordinator • Maintains confidentiality | <p>The Consulting Teacher...</p> <ul style="list-style-type: none"> • Does NOT complete any PAR requirements (i.e. documentation, lesson plans, reflections, etc.) for the Referred Teacher, RATHER supports Referred Teacher to honestly complete all PAR requirements individually • Does NOT make copies for Referred Teacher, RATHER demonstrates how to make copies and maintain / organize class materials |
| <p>Personal Attributes:</p> <ul style="list-style-type: none"> • Respected by peers • Respectful of other's opinions and attitudes • Trustworthy • Resourceful and creative • Organized and competent | <p>Modification & Facilitation of WAP:</p> <ul style="list-style-type: none"> • Sets realistic goals and expectations • Listens with empathy • Is open-minded • Observes the Referred Teacher in the classroom; conduct pre-and post-observation conferences • Models lessons | <p>The Consulting Teacher...</p> <ul style="list-style-type: none"> • Does NOT give over curriculum materials, RATHER helps or facilitates Referred Teacher to create own curriculum materials or directs teacher where to find curriculum materials |
| <p>Effective People Skills:</p> <ul style="list-style-type: none"> • Able to work with adults • Uses good coaching techniques • Objective, not judgmental • Empathizes with teachers | <p>Joint Panel Communications and Reports:</p> <ul style="list-style-type: none"> • Maintains non-evaluative posture in all written and verbal interactions • Keep records; writes factual reports on PAR forms | <p>The Consulting Teacher...</p> <ul style="list-style-type: none"> • Does NOT grade student work of Referred Teacher, RATHER demonstrates how to analyze student work or assessments to help guide instruction |
| <p>Other Skills:</p> <ul style="list-style-type: none"> • Able to diagnose problems • Able to formulate options for solutions to problems • Able to adhere to timelines and due dates | <p>Organizational Behaviors:</p> <ul style="list-style-type: none"> • Sets dates/times for Consulting Teacher/Referred Teacher meetings | <p>The Consulting Teacher...</p> <ul style="list-style-type: none"> • Is NOT required to provide support to Referred Teacher past the work day hours RATHER provides support during the work day hours. |

PURPOSE OF OBSERVATIONS AND OBSERVATIONAL DATA

As part of the program outlines in ERFT Contract Article XII Section D4 which states: “The Consulting Teacher shall make a classroom visit of at least forty (40) minutes duration a minimum of three (3) times per PAR Progress Reporting period.” Consulting teachers referred to in this contract language are considered both the peer teacher assigned as well as the expert teacher assigned to provider support to the referred teacher as part of the PAR program.

There are two progress report periods within one school year which means a **minimum of 6 observations is required per school year** are to be made by the Consulting Teacher. To meet these minimum observation requirements it is customary to allow for observations to take place at **any time** during normal working hours of the school day according to the referred teacher’s work schedule. **It is important to note that these observations may occur with or without prior notice to the referred teacher.** It is customary at times, a range of days will be provided to the referred teacher via email or phone call prior to the observation happening. **At other times, these required observations may and/or shall occur without prior arrangement or notice to the referred teacher.**

The purpose of these prearranged and unannounced observations are to gather student and teacher data which needs to be specifically observed to inform the various types of pedagogical trainings and guidance offered by both consulting and expert teachers. Research has long suggested that providing teachers opportunities to observe and be observed by their peers and colleagues can support improvement throughout their career (Bird & Little, 1986; Feiman-Nemser, 1983; Little, 1982, 1987; Showers, 1985; Tallericco, 2014). There are many benefits associated with peer observation of teaching, with the main purpose being to enhance the teacher’s own learning and teaching. It can also bring improved quality of student learning, an increased awareness of dissemination of ideas about best practice.

WHY USE PEER OBSERVATION?

There are several benefits from using peer observation:

- maintaining and enhancing teaching quality and therefore improving student learning;
- developing self-awareness about a variety of instructional aspects;
- reflecting on various aspects of your teaching practice;
- recognizing and identifying good practice in others;
- identifying your own professional development needs;
- providing evidence of quality teaching practice for promotion applications;
- identifying and promoting good practice and innovation in teaching and learning;
- deepening understanding of the work of colleagues in and across departments and faculties;
- networking with colleagues to discuss various learning and teaching issues; and
- increasing the sense of collaboration and enhanced trust through allowing colleagues to observe and comment upon each other’s teaching.

The ERFT Contract Article IV Section E2 also states: The evaluatee(s) may include any of the following as documentation of progress toward meeting the standards of proficiency in the areas of evaluation described in Section B: video/audio tapes, curriculum units, teacher journals, logs and calendars, interviews, lesson plans, evidence of communications with parents/students, examples of student work, records of participation in school improvement efforts, reports on professional growth activities, or other relevant documentation.”

The PAR Program has been designed to help the Referred Teacher to collect all types of “documentation of progress toward meeting the standards of proficiency in the areas of evaluation” such as the required **weekly lesson plans** and **self-recorded lesson plans** taught in class, **interaction logs**, collaborative **professional activities**, etc. This documentation is to be used by the Referred Teacher as a point of reflection on current pedagogical practices in collaboration with Consulting and Expert Teachers as a way to set goals and make changes / improvements in order to meet standards of proficiency in the areas of evaluation especially those detailed on the Written Assistance Plan.

Required Documents & Reports

WRITTEN ASSISTANCE PLAN (WAP)

COLLABORATIVE ACTIVITY LOG

| Collaborative Activity Log | | | |
|---|---|--------|--|
| First/Last Name: | Consulting Teacher Name: | Date: | |
| Subject: | School: | Grade: | |
| <p>Check all that apply Which California Standards for the Teaching Profession (CSTP) are the focus of this Collaborative Activity Log?</p> | | | |
| | 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs | | |
| | 2.7 Using instructional time to optimize learning | | |
| | 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning | | |
| | 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction | | |
| <p>What's Working:</p> <p style="text-align: right;">Current Focus—Challenges—Concerns:</p> | | | |
| | | | |
| <p>Teacher's Next Steps:</p> <p style="text-align: right;">Consulting Teacher (CT) Next Steps:</p> | | | |
| | | | |

PERIODIC PROGRESS REPORTS

Peer Assistance and Review (PAR) Periodic Progress Reports

| | |
|-------------------------|--------------------|
| Participant Name: _____ | School Site: _____ |
| Date Referred: _____ | |

| | |
|--|--|
| Progress Report for December 1st Period of First Year of Participation | |
| Group Mtgs/Observations Dates: _____ | |
| Is the Referred Teacher demonstrating satisfactory improvement? | |
| | |
| What continued assistance is necessary? | |
| | |
| Progress Report for May 1st Period of First Year of Participation | |
| Group Mtgs/Observations Dates: _____ | |
| Is the Referred Teacher demonstrating satisfactory improvement? | |
| | |
| What continued assistance is necessary? | |
| | |

PAR Periodic Progress Report continues on to next page.

Peer Assistance and Review (PAR) Periodic Progress Reports

| | |
|-------------------------|--------------------|
| Participant Name: _____ | School Site: _____ |
| Date Referred: _____ | |

| | |
|--|--|
| Progress Report for October 15th Period of Second Year of Participation | |
| Group Mtgs/Observations Dates: _____ | |
| Is the Referred Teacher demonstrating satisfactory improvement? | |
| | |
| What continued assistance is necessary? | |
| | |
| Final Written Report for February 1st Period of Second Year of Participation | |
| Group Mtgs/Observations Dates: _____ | |
| Is the Referred Teacher demonstrating satisfactory improvement? | |
| | |
| What continued assistance is necessary? | |
| | |

Final Classroom Observation by PAR Panel no later than February 15th of Second Year.

INTERACTION LOG

Sample Interaction Log

Your email address (teacher@erusd.org) will be recorded when you submit this form.

* Required

1. Who is completing this Interaction log? *

Participating Teacher, Consulting Teacher, Expert Teacher, Coordinator, Administrator
Mark only one oval.

- Participating Teacher
- Consulting Teacher
- Expert Teacher
- Coordinator
- Administrator

2. Date of Interaction: *

Type the date on which the interaction happened.

Example: December 15, 2012

3. Who participated or attended this interaction? *

Check all that apply.

- Participating Teacher
- Consulting Teacher
- Expert Teacher
- Coordinator
- Principal
- Other: _____

4. Type of Interaction *

Mark only one oval.

- In-person
- Phone call
- Email or text
- Video chat
- Other: _____

5. Focus of the Interaction *

Mark only one oval.

- Peer Observation
- Lesson planning
- Collaboration with other professionals
- Student assessment
- Analysis of student work
- Pre-Conference of Observation
- Post-Conference of Observation
- Observation of Participating Teacher

6. Approximately how much time did you spend on this interaction? *

Mark only one oval.

- 15 minutes
- 30 minutes
- 45 minutes
- 60 minutes
- 90 minutes
- 120 minutes

7. CSTP focus of the interaction? *

Mark only one oval.

- 1 Engaging and Supporting All Students in Learning
- 2 Creating and Maintaining Effective Environments for Student Learning
- 3 Understanding and Organizing Subject Matter for Student Learning
- 4 Planning Instruction and Designing Learning Experiences for All Students
- 5 Assessing Students for Learning
- 6 Developing as a Professional Educator

8. Summary of Interaction: What happened? *

Briefly describe the interaction.

9. Reflection: How did it go? *

Describe how this interaction may have assisted participants to move toward WAP goal(s).

10. Evidence: Was professional growth demonstrated? If so, details as to how? *

Describe how this interaction may have demonstrated professional growth on behalf of the participating teacher.

11. Continued Assistance Needed: What are the next steps? *

Describe next steps to assist participants to move toward goal(s).

A copy of your responses will be emailed to hredding@erusd.org

WEEKLY LESSON PLANS AND FEEDBACK

| Weekly Lesson Plans | | | | | | | |
|--|--------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Week Dates | Teacher Name | School | Subject/Grade | Peer CT Name | Expert CT Name | Feedback | |
| | | | | | | | |
| Days of the Week Bellwork A review activity for all students to autonomously and independently begin as soon as they enter the classroom. Bellwork should take no more than 10 minutes for students to complete. Content Objective: What will your students know and be able to do at the end of this lesson? Language Objective: What language will the student need to produce or understand in order to achieve the content objective? Evidence of Learning: What is the student work, product, or performance or assessment that will demonstrate learning? Connect and Model: Communicate the objective, discuss relevance, connect to prior knowledge, and model the objective. Explicitly demonstrate the objective. "I do, you interact." Guided Practice and Collaboration: Support students to implement the objective(s). "We do." Provide a structure for students to work together to share their thinking and implement the objective. "You do, I assist." Closure: Summarize and synthesize the objective. Can the student explain their understanding to me and/or to peers? "Let's recap and set next steps." Independent Practice: Determine how students practice and apply the objective on their own. Homework: Meaningful independent assignment(s) that also summarize and synthesize the content objective. Adaptations or Accommodations: What adaptations or accommodations will be made for English Language Learners and Special Needs students? Positive and Productive Environment: What routines, procedures, and norms need to be in place for students to access the content and language objectives? | Monday | Tuesday | Wednesday | Thursday | Friday | CTs Feedback | |
| | Bellwork | Bellwork | Bellwork | Bellwork | Bellwork | Bellwork | Bellwork |
| | Content Objective: | Content Objective: | Content Objective: | Content Objective: | Content Objective: | Content Objective: | Content Objective: |
| | Evidence of Learning / Assessment: | Evidence of Learning / Assessment: | Evidence of Learning / Assessment: | Evidence of Learning / Assessment: | Evidence of Learning / Assessment: | Evidence of Learning / Assessment: | Evidence of Learning / Assessment: |
| | Connect / Model & Guided Practice: | Connect / Model & Guided Practice: | Connect / Model & Guided Practice: | Connect / Model & Guided Practice: | Connect / Model & Guided Practice: | Connect / Model & Guided Practice: | Connect / Model & Guided Practice: |
| | Guided Practice and Collaboration: | Guided Practice and Collaboration: | Guided Practice and Collaboration: | Guided Practice and Collaboration: | Guided Practice and Collaboration: | Guided Practice and Collaboration: | Guided Practice and Collaboration: |
| | Closure: | Closure: | Closure: | Closure: | Closure: | Closure: | Closure: |
| | Independent Practice: | Independent Practice & Homework: | Independent Practice & Homework: | Independent Practice & Homework: | Independent Practice & Homework: | Independent Practice & Homework: | Independent Practice: |
| | Homework: | Adaptations or Accommodations: | Adaptations or Accommodations: | Adaptations or Accommodations: | Adaptations or Accommodations: | Adaptations or Accommodations: | Homework: |
| | Positive and Productive Environment: | Positive & Productive Environment: | Positive & Productive Environment: | Positive & Productive Environment: | Positive & Productive Environment: | Positive & Productive Environment: | Positive & Productive Environment: |
| <i>A proverbial phrase that has been attributed to Benjamin Franklin, "By failing to prepare, you are preparing to fail" and later by Winston Churchill, "He who fails to plan is planning to fail."</i> | | | | | | | |