

MADERA UNIFIED SCHOOL DISTRICT



PEER ASSISTANCE AND REVIEW PROGRAM HANDBOOK

Todd Lile, Superintendent
Madera Unified School District

Peer Assistance and Review Program
Steve Thornton, Coordinator-Beginning Teacher Support
Eastin-Arcola
29551 Ave. 8
Madera, CA 93637
Phone: (559)673-2450 Fax: (559)673-4932

Peer Assistance Program Information

Peer Assistance and Review is a support program for experienced teachers who wish or need assistance to improve teaching practice. It was created by state law and is funded by the state. The Madera Unified School District PAR program is administered by the Teacher Support Program Director. Governance and operation of the program are detailed in the Collective Bargaining Agreement between Madera Unified Teachers Association and Madera Unified School District.

Peer Assistance and Review occurs at two levels:

Voluntary Participation

This level is designed to support teachers who desire additional support. At this level, a teacher may participate voluntarily for up to one year. The teacher should apply for support by contacting the Teacher Support Program Director. At a personal meeting between the teacher and director, the teacher completes the application and furnishes a self assessment about teaching practices for which the Participating Teacher desires support.

The Participating Teacher signs a Memorandum of Understanding indicating expectations for participating in PAR, the conditions for anonymity and withdrawing from the program. The director contacts several Consulting Teachers, and the Participating Teacher chooses one. The Consulting Teacher signs a memorandum of understanding indicating expectations for participating in PAR, the conditions for anonymity and withdrawing from the program.

The director provides the application and self assessment to both the participating teacher and Consulting Teacher. The Consulting Teacher contacts the Participating Teacher, and the pair work collaboratively to meet the Participating Teacher's needs. A contact log is submitted to the director eight times per year verifying the time spent, and payment is made to the Consulting Teacher ten times per year.

Referred, or Mandatory Participation

This level is designed to support teachers who are referred for additional support, based on the results of evaluation by the site administration. At this level, a teacher must participate for up to one year. The site administration contacts the director, furnishes a copy of the evaluation, upon which the teacher is referred to the PAR program.

The Participating Teacher signs a Memorandum of Understanding indicating expectations for participating in PAR, the conditions for anonymity, conditions for cooperation among the Participating Teacher, the Consulting Teacher, and site

administration, and the process for assessing progress. The director contacts several Consulting Teachers, and the participating teacher chooses one. The Consulting Teacher signs a Memorandum of Understanding indicating expectations for participating in PAR, the conditions for anonymity and cooperation with site administration, and responsibility to report to the PAR panel.

The director provides the collective bargaining language and evaluation to both the participating teacher and Consulting Teacher. The Consulting Teacher contacts the Participating Teacher, and the pair meets with site administration to review the assistance plan before the end of the fourth week of school. They work collaboratively to meet the Participating Teacher's needs, as defined by the evaluation results and the assistance plan. A contact log is submitted to the director eight times per year verifying the time spent, and payment is made to the Consulting Teacher ten times per year.

By April 1 each year, the Consulting Teacher completes a written report detailing the work and results from implementing the assistance plan. The PAR panel reviews the report, and determines if sufficient progress has been made. If the panel determines that insufficient progress has been made, the panel must report this to the board of trustees at its next meeting after the April 1 date.

If you have any questions about participation in the Peer Assistance and Review Program, contact your MUTA site representative, the MUTA President, or the PAR Director.

A Note from the Teacher Support Program

This handbook is your source for answers to commonly asked questions about the PAR program. As the year progresses, you may have questions which you can answer by looking here. Your Consulting Teacher is another source for answers. Please call us if you still have questions or need clarification. We're here to work with you.

PAR Roles

Participating Teachers- Participating Teachers are those who voluntarily participate in Peer Assistance and Review, or are referred by the site administration based on results of evaluation

Consulting Teachers- These are professionals chosen by their districts who demonstrate excellent teaching, are an exemplary role model for other teachers, and are willing to spend the time working with teachers who are participate in the PAR program.

Site Administrators- Administrator support Participating Teachers and Consulting Teachers by providing professional development and substitute days allowing Participating Teaches and Consulting Teachers to work together or observe other teachers.

Program Staff- The Program Staff is comprised of a Program Director, and one Administrative Assistant. The Program Coordinator administers the program, organizes its activities, evaluates the program, and works with the district and administrators. The Administrative Assistant works on a full time basis to assist the Program Director with administrative duties, including purchasing, meeting setup, payments to vendors and Consulting Teachers, and data management.

PAR Panel- The PAR Panel is composed of members representing the district administration, site administration, and teachers. Its membership is governed by the Collective Bargaining Agreement.

Eligibility

Teachers eligible to participate in PAR:

- Teachers who have taught two or more years in Madera Unified School District
- Other teachers may apply to participate, and their participation must be approved by the PAR panel

California Standards for the Teaching Profession

These standards generally describe what teachers should know and apply in teaching practice. In no order of importance, they are:

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

The CSTPs are used

- to assess teacher practice, by the Participating Teacher, the Consulting Teacher, and the PAR panel;
- organize support;
- provide for a common language about teaching practice;
- and evaluate teachers, by site administrators.

How PAR Provides Opportunities for Professional Growth

The program provides:

- A **Consulting Teacher** to coach and assist each Participating Teacher to focus on specific details of teaching as described in the CSTP; and used in the context of state-adopted content standards, performance levels, and frameworks;
- **Professional Development** that extends the Participating Teachers' knowledge and skills;
- **Substitute Days** for observing and processing observation to improve teaching practices;
- **Instructional Supplies** for use in classrooms by Participating Teachers;
- **Classroom Supplies** for use in classrooms by Participating Teachers.

To access professional development, substitute days, instruction supplies, or classroom supplies, or if you have any questions, please contact the Teacher Support Program Office at 673-2450.

Doing Business with PAR

Contact Logs

Each Consulting Teacher completes eight PAR Contact Log forms each year with you. These Contact Logs are due on a schedule provided to your Consulting Teacher. These are signed by you and your Consulting Teacher to document how you spend your time working together. Please be sure to sign this each time to verify that it is correct and reflects the time you spend working together. If the Contact Log is not correct, please discuss this with your Consulting Teacher, then sign it when it shows the time you spent and how you spent it. If you need to discuss any issues with the BTSA/PAR director, please call 673-2450. The director is available to assist you if you need clarification or have questions.

Arranging for a Sub

Teachers are entitled to up to five days per school year for the purposes of observing other teachers.

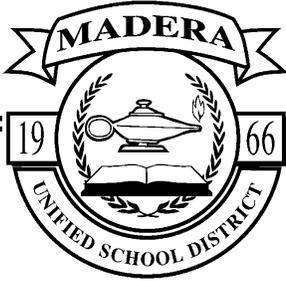
Fax the signed substitute request to Teacher Support Program office **five days before the planned absence**; activate the substitute system in the school district. If the substitute is not used please notify the Teacher Support Program office as soon as possible.

Participating Teachers use the PAR Substitute Request Form and access Aseop. Enter Professional Leave, PAR. Write your name and how long the substitute is needed in hours. It is important to get the **principal's approval before submitting the paperwork**. When you observe, file a completed Observation Record with the Teacher Support Program office within one week.

Consulting Teachers use the PAR Substitute Request Form and access Aseop. Enter Professional Leave, PAR. Write your name and how long the substitute is needed in hours. It is important to get the **principal's approval before submitting the paperwork**.

Program Evaluation

Your feedback is important. You will be required to complete an informal evaluation of the support provided by the Peer Assistance and Review Program each year, in the spring. The evaluation of the program support is designed to provide feedback to the Teacher Support Program and the PAR Panel, so that effective support is provided to all Participating Teachers and Consulting Teachers.



Teacher Support Program

Peer Assistance and Review Program

Peer Assistance and Review Directions for Site Administrators

I. Mandatory PAR

- 1) For a unit member to be referred to mandatory PAR they must receive a majority of unsatisfactory marks in two standards. If there are 5 subcategories in a standard 3 must be rated unsatisfactory. If there are 6 subcategories 4 must be rated unsatisfactory. Two overall standards must be rated unsatisfactory before a unit member can be referred to PAR. One of the unsatisfactory standards must be in standards 1-5.
- 2) A referred to PAR must be indicated on their evaluation.
- 3) Referred unit members must be submitted to the BTSA/PAR office no later than April 1
- 4) The PAR Panel will match the Participating Teacher (PT) with a PAR Consulting Teacher (CT) by May 15th.
- 5) On or before the 4th week of the start of the school year, the CT and PT will write a plan with consultation from the site administrator addressing the areas of growth identified in the unsatisfactory evaluation.

*14.9.1.4 On or before the 4th week of the Participating Teacher's school year, the Consulting Teacher shall meet with the Participating Teacher and his/her evaluator to discuss the specific teaching/instructional areas identified as unsatisfactory and an assistance plan shall be developed **between the Consulting Teacher and the Participating Teacher in consultation with the Participating Teacher's evaluator.***

*14.9.1.4.1 The assistance plan shall include a statement of **areas needing improvement, the objectives to be met to achieve improvement and a monitoring schedule.** The assistance plan shall include, but not be limited to, specific training activities and classroom observation in the teaching/instructional areas identified as unsatisfactory **in the final evaluation.***

*14.7.3 The **evaluator and the unit member** will collaborate to take affirmative action to act upon cited recommendations. Such action shall include **specific recommendations** for improvement, **assistance in implementing** such recommendations (provision of additional resources and training), **use of constructive techniques to measure improvement, and implementation of a timeline** to monitor improvement. Improvement and correction of deficiencies and adherence to the implementation of recommendations and established timelines **will be noted in the final written evaluation.***

- 6) The participating teacher will make regular reports to the evaluator not to exceed once a month. Reports can be made in a variety of ways
 - i. Oral
 - ii. Written

- iii. Journal
- iv. Email

- 7) A mid-point report (end of fall semester for a 1 year plan, at the end of the first quarter for a semester plan) will be written by the CT and submitted to both the evaluator and PAR Panel.
- 8) The SP will make a final report to the PAR Panel that will be made available to the evaluator and PT prior to April 1st that will assist the PAR Panel's recommendation to the Madera Unified School District School Board for continuing or exiting PAR for the following school year.

II. Voluntary PAR

- 1) Unit members who have several needs improvements are ideal candidates.
- 2) Unit members who just need help due to an unusually tough assignment, a change in grade level, a change in curriculum, or are having difficulty adjusting to ever changing best practices are also great voluntary candidates.
- 3) Voluntary PAR is just that; voluntary. A PT may stop participation at any time.
- 4) Member units wishing to participate must **submit an application** outlining the help needed.
- 5) Communication between the PT and CT is to be kept confidential with the exception of contact logs submitted to the BTSA/PAR office monthly.

14.9.2.1 *A Volunteer Participating Teacher is a teacher with permanent status who volunteers to participate in the PAR Program. The purpose of participation in the PAR Program for the Volunteer Participating Teacher is for peer assistance only and the Consulting Teacher shall not participate in a performance review of the Volunteer Participating Teacher. The Volunteer PT may terminate his/her participation in the PAR Program at any time.*

- 6) Upon acceptance into the program, the PT will be given a list of trained and highly qualified CTs and will choose one.
- 7) It is highly recommended that unit members submit their application into the program prior to the start of the school year to gain maximum benefit.



MADERA UNIFIED TEACHER SUPPORT PROGRAM
Steve Thornton, Director

Peer Assistance and Review Program
Mandatory Referral

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Name of Participating Teacher

Email

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Current Grade/Content Area Assignment

School Site

of Years: in Education with MUSD

Previous PAR Participation

Name of Administrative Evaluator

This is notification of my referral for this teacher's inclusion as a Mandatory Participating Teacher in the PAR Program, as indicated by my signature below.

Administrator's Signature

Date

☆ I request assistance in the following *California Standards for the Teaching Profession (CSTP)* area(s):

Standard One:

Engaging and Supporting All Students I Learning
Instructional Strategies

Standard Two:

Creating and Maintaining Effective Environments for Student Learning
Classroom Management
Time Management
Classroom Organization

Standard Three:

Understanding and Organizing Subject Matter for Student Learning
Subject Matter Knowledge
Organization of Curriculum

Standard Four:

Planning Instruction and Designing Learning Experiences for all Students
Long-Term and Short-Term Planning
Instructional Modifications

Standard Five:

Assessing Student Learning
Learning Goals
Multiple Sources
Using the Results of Assessment to Guide Instruction
Communicating Student Progress

Standard Six:

Developing as a Professional Educator
Reflecting on Teaching Practice
Establishing Professional Goals
Improve Professional Practice

Additional Comments:



MADERA UNIFIED TEACHER SUPPORT PROGRAM
Steve Thornton, Director

Peer Assistance and Review Program
Voluntary Participant Application

Name of Applicant *School Site*

Home Address *City* *Zip Code*

Home Phone *Cell Phone* *Other*

Current Grade/Content Area Assignment

of Years: in Education with MUSD *Other Grades/Subjects Taught*

Credential(s) Held

This is notification of my request for inclusion as a Voluntary Participating Teacher in the PAR Program, as indicated by my signature below.

Teacher Signature

Date

☆ I request assistance in the following *California Standards for the Teaching Profession (CSTP)* area(s):

Standard One:

- Engaging and Supporting All Students I Learning*
Instructional Strategies

Standard Two:

- Creating and Maintaining Effective Environments for Student Learning*
Classroom Management
Time Management
Classroom Organization

Standard Three:

- Understanding and Organizing Subject Matter for Student Learning*
Subject Matter Knowledge
Organization of Curriculum

Standard Four:

- Planning Instruction and Designing Learning Experiences for all Students*
Long-Term and Short-Term Planning
Instructional Modifications

Standard Five:

- Assessing Student Learning*
Learning Goals
Multiple Sources
Using the Results of Assessment to Guide Instruction
Communicating Student Progress

Standard Six:

- Developing as a Professional Educator*
Reflecting on Teaching Practice
Establishing Professional Goals
Improve Professional Practice

Additional Comments: _____



MADERA UNIFIED TEACHER SUPPORT PROGRAM

Steve Thornton, Director

PAR Voluntary Participating Teacher Memorandum of Understanding

I understand and agree that to receive the full benefits provided by the Peer Assistance and Review (PAR) Program, my participation carries with it certain personal and professional responsibilities and expectations. These responsibilities/expectations include, to:

- Work collaboratively 3 hours per month with my assigned Consulting Teacher
- Complete and turn in monthly logs of activities
- Use 3-5 days of released observation time to implement and complete growth goals, as needed
- Use the California Standards for the Teaching Profession (CSTP) as a guide for self-assessment and professional growth
- Attend trainings and workshops to further my professional growth, as needed
- Purchase and use professional development materials, instructional materials, instructional supplies and classroom supplies at my request, with PAR funds (optional)
- Participate in evaluation activities of the Peer Assistance and Review Program and its operation (i.e. surveys and questionnaires)

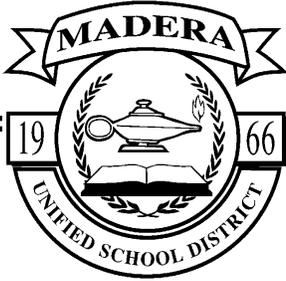
Furthermore, I understand that if I have any questions or concerns about my participation in the Peer Assistance and Review (PAR) program, I should ask the program administrator or faculty representative of the PAR Committee. As a voluntary PAR Participating Teacher, I may withdraw at any time from the program. To access substitutes, professional development, materials or supplies, I understand that I should contact the Teacher Support Program office at 673-2450.

Name _____

School _____ Grade/Subject: _____

Signature _____ Date _____

Distribution: Original to Program Director
Copy to Participating Teacher



Teacher Support Program

*Madera Induction Consortium
Pre-Credential Teacher Support
Peer Assistance and Review Program
Steve Thornton, BTSA/PAR Director*

SUPPORT PROVIDER TEACHER POSITIONS

Job Description

Support Provider Teacher positions are open to teachers who are interested in providing special assistance to the following:

- 1) *beginning teachers who are seeking to fulfill the requirements for their Professional Clear Credential;*
- 2) *intern teachers who are working on completing requirements for a preliminary credential;*
- 3) *new, experienced teachers to the district; and*
- 4) *veteran teachers who are in need of or desire peer support in subject matter knowledge, instructional strategies, and reflective practice skills.*

Maximum caseload and compensation per Support Provider Teacher shall not exceed

- 1) *three BTSA Participating Teachers per semester;*
- 2) *one Referred Participating Teacher and two Voluntary Participating Teachers per semester; and*
- 3) *any reasonable combination of the above, per the Director's discretion.*

Support Provider Teachers shall be paid as follows:*

<u>No. of Teachers</u>	<u>Program</u>	<u>Stipend - When Paid</u>	
1	MIC Participant	\$2,250/year*	10 monthly increments
1	PCTS	\$2000/year	10 monthly increments
1	Vol. PAR	\$1500/year*	10 monthly increments
1	Referred PAR	\$4000/year*	10 monthly increments

**All stipends are contingent upon the outcome of current CA State budget negotiations and these amounts are reflective of Madera Unified only. More information about this level of support depends on state approval of the district's application for funds.*

Qualifications

Candidates for this position must

- *be a credentialed permanent teacher of the District with substantial recent experience in classroom instruction (or recently retired).*
- *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.*
- *possess a positive recommendation by the applicant's evaluator in the area(s) of subject matter knowledge and teaching methods.*

Requirements

Support Provider Teachers will

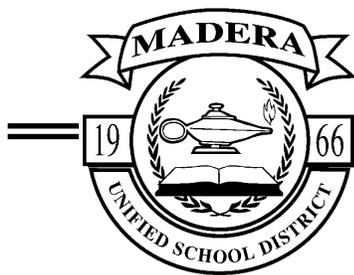
- *provide support to participating teacher(s) in the form of structured conversations, demonstration lessons, and other appropriate activities that will support the Participating Teacher*
- *conduct multiple classroom visitations of at least thirty minutes duration, and shall have both pre-observations and post-observation conferences with the Participating Teacher(s)*
- *participate in Support Provider training sessions*
- *attend meetings, seminars, and/or workshops designed to provide techniques needed to enhance the ability to work with others.*
- *complete and submit assistance plans and reports as required.*

PAR Panel members will interview candidates and conduct a classroom observation of each candidate.

COMPLETE AND SUBMIT THE SUPPORT PROVIDER TEACHER APPLICATION

To

*Steve Thornton,
Teacher Support Services Director
Madera Unified School District
For additional information, please contact
Steve Thornton, (559) 673-2450
stevethornton@madera.usd.org*



Teacher Support Program

Peer Assistance and Review Program

Consulting Teacher Application

Name of Applicant	District	School Site
Home Address	City	Zip Code
Current Grade/Content Area Assignment	Home Telephone	
Number of Years in Education	In District	
Other Grade(s) Taught _____	Subject(s) Taught _____	

Mark the following that apply to your growth as a professional:

- _____ Doctorate
- _____ MA
- _____ credentialed classroom teacher with permanent status
- _____ English Language Development Specialist Credential
- _____ Bilingual Certificate of Competence and/or Bilingual Credential
- _____ Special Education Credential
- _____ Reading Specialist Credential
- _____ Other Credentials: _____
- _____ BTSA Support Provider
- _____ Pre-Intern Coach
- _____ mentor teacher : year(s) _____ position(s) _____
- _____ curriculum committee participant
- _____ department chair/team leader
- _____ experience as a teacher trainer/staff development leader
- _____ site leadership team
- _____ subject matter project experience
- _____ other: _____



Teacher Support Program

*Beginning Teacher Support and Assessment Program
Peer Assistance and Review Program*

CONSULTING TEACHER PERSONAL LETTER OF APPLICATION

Please address the following points in your letter of application:

- *Knowledge of beginning teacher development*
- *Knowledge of the state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the California Standards for the Teaching Profession*
- *Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective Support Provider*
- *Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers*
- *Willingness to share instructional ideas and materials with Participating Teachers*
- *Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity*
- *Effective interpersonal and communication skills*
- *Willingness to work with a Participating Teacher*
- *Demonstrated commitment to personal professional growth and learning*
- *Willingness and ability to be an excellent professional role model*