

ARTICLE 6A: PEER ASSISTANCE AND REVIEW

- 6A.1 In accordance with California legislation AB1X, the District and the Association shall implement a Peer Assistance and Review Program (hereafter referred to as PAR) for all unit members, excluding nurses, counselors, program specialists and psychologists by July 1, 2000 pending adequate State funding. The PAR program shall involve the Consulting Teacher (CT) who provides assistance and the Participating Teacher (PT). Teachers shall be referred to Peer Assistance and Review (PAR) on receipt of an “unsatisfactory” evaluation and/or those who wish to participate in the program.
- 6A.2 Unit member(s) must apply and shall not be assigned in order to be considered for a Consulting Teacher (CT) position(s). The CT shall be a credentialed teacher with tenured status, at least five (5) years of experience, and/or a retired teacher in good standing with recent classroom experience. The CT must have exemplary teaching ability, communication skills, and mastery of strategies to meet student needs. CT’s will be selected through an application and interview process which will include a classroom observation by a panel of two (2) unit members and one (1) district representative.
- 6A.3 Roles and responsibilities of the CT may include, but are not limited to, coaching, observations, feedback, demonstration lessons, lesson planning support, and classroom management strategies. The CT shall be responsible for:
- 6A.3.1 Completing training required to develop observation and coaching skills needed for PAR activities.
 - 6A.3.2 Providing sustained assistance to the PT which shall include an improvement plan developed in collaboration with the PT and the referring principal.
 - 6A.3.3 Conducting requested and/or needed multiple observations of the PT during classroom instruction and conducting post-observation conferences on a regular basis.
 - 6A.3.4 Providing assistance to help the PT meet the performance standards and criteria set by the California Standards for the Teaching Profession.
 - 6A.3.5 Meeting with the PT and the principal to discuss the PAR program, assist in establishing performance goals consistent with student needs and District learning standards, and participating in the development of an improvement plan and measurable goals as well as the process for determining successful completion of the PAR program for the time period agreed upon.
 - 6A.3.6 Carrying out duties of the CT in a professional manner and maintaining confidentiality of the PT outside of the required conversations and discussions with all contacts.
 - 6A.3.7 Linking the PT with resources, training and materials needed to develop and improve instruction. Providing assistance in mutually agreeable areas that impact instruction and student learning.
 - 6A3.8 Actively participate in required training.
- 6A.4 The components of this agreement which require the expenditure of District funds shall only be operative so long as the funding provided is adequate to support the program without encroaching on the District unrestricted general fund.

6A.4.1 Full time classroom teachers/specialists /instructional coaches may support one participating teacher and will be compensated at the following annual stipend, paid in two parts: in January and June of each year.

a. 1PT = \$2,000

6A.5 Contractual agreements reached between the District and third party providers that implement the Peer Assistance and Review Program (PAR) should comply with the financial guidelines of this agreement unless otherwise agreed between WTA and the District or required by law.

6A.6 Consulting Teachers (CT) shall not be considered management or supervisory based upon Their participation in PAR. Teachers who provide assistance and review shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with Section 810) of Title 1 of the Government Code. The District shall hold these teachers and administrators harmless for actions occurring within the scope of their responsibility for participation in PAR. The decisions of the CT which might lead to a decision by the District to bring dismissal actions are discretionary, not ministerial, and are not grievable nor subject to unfair practices for failure to meet a duty of fair representation. PT's retain all rights to due process regarding termination of employment. Consulting Teachers shall not participate in discussions or vote on any matter in which he/she has a professional or personal conflict of interest.

6A.7 It is intended that all documentation and information related to participation in the PAR program be regarded as a personnel matter, and, as such is subject to the personnel record exemption in Government Code §6250 et seq. Even though it is recognized that the act of teaching is not a private act and is subject to public discussion, Consulting Teachers, Participating Teachers and administrators shall keep their work with a Participating Teacher confidential.

6A.7.1 A PT shall not be evaluated on the basis of participation in PAR, and any results or products shall not be placed in the District Office personnel file. Participation is solely for the purpose of peer assistance and shall remain confidential. A PT may terminate participation in the PAR program at any time.

BEGINNING TEACHER SUPPORT AND ASSESSMENT (BTSA) INDUCTION

- 6B.1 BTSA Participating Teachers (PT's) will be required to complete the BTSA program.
- 6B.2 PT's will receive a \$350 annual stipend upon completion of each year's requirements as determined by the district.
- 6B.3 All teachers employed by the district that qualify for BTSA will be required to participate and complete the up to two year BTSA program as a condition of employment.
- 6B.4 Support Providers
- 6B.4.1 Unit member(s) must apply and shall not be assigned in order to be considered for a support provider position(s). The Support Provider shall be a credentialed teacher with tenured status, at least 5 years of experience, and/or retired teacher in good standing with recent classroom experience. The Support Provider must have exemplary teaching ability, communication skills, and mastery of strategies to meet student needs. Support Providers will be selected through an application and interview process which shall include a classroom observation.
- 6B.4.2 Roles and responsibilities of Support Providers may include but will not be limited to:
- 6B.4.2.1 Actively participate in required Support Provider training for year 1, year 2, and all periodic updates.
- 6B.4.2.2 Complete required documentation.
- 6B.4.2.3 Meet weekly with Participating teacher(s) for an average of 1.5 hours each week for 29 weeks each year for up to two years.
- 6B.4.2.4 Review and approve documents provided by the PT. Observe PT's classroom performance in order to provide feedback to the unit member.
- 6B.4.2.5 Support and guide PT's in BTSA requirements.
- 6B.4.2.6 Support the PT in the collection of evidence that meets program standards regarding his/her teaching practice up to the two-year period.

6B.5

Compensation

- 6B.5.1 Full time classroom teachers / specialists / instructional coaches may support a maximum of four (4) PT's and will be compensated at the following annual stipends, paid in two parts: in January and June of each year:
 - a. 1PT = \$1,656
 - b. 2PTs = \$3,312
 - c. 3PTs = \$4,312
 - d. 4PTs = \$5,312

- 6B.5.2 SP's working with PT's that clear their S.B. 2042 credential through BTSA will be paid an additional \$100 for each credential cleared.

- 6B.5.3 A unit member on special assignment may provide BTSA support to a maximum of 18 teachers as 50% of their regularly assigned duties (prorated if less).

- 6B.6 Contractual agreements reached between the District and third party providers that implement the Beginning Teacher Support and Assessment Program should comply with the financial guidelines of this agreement unless otherwise agreed between WTA and the District or required by law.

- 6B.7 The components of this agreement which require the expenditure of District funds shall only be operative so long as the funding provided is adequate to support the program without encroaching on the District unrestricted general fund.