Peer Assistance and Review (PAR) Program Handbook

C-TiP

Clovis Unified School District

Clovis Unified School District Peer Assistance Review (PAR) Program Overview

Roles and Members:

A Referred Teacher is a CUSD teacher with permanent status who has been referred to Peer Assistance and Review (PAR) through Clovis Unified School District's Induction Program to improve their instructional skills, classroom management, knowledge of subject, and/or related aspects of professional practice in the areas identified to not be meeting standards in the Performance Appraisal and Improvement Plan and related evidence.

PAR Mentor is a Lead Instructional Coach within Curriculum and Instruction, whom are beyond their Probationary hire period and are selected by a committee primarily made of teachers.

Site Administrator is responsible for evaluating Referred Teacher, providing support, and determines continued progress in Peer Assistance Review (PAR).

Program Timeline:

The CUSD PAR program can be up to two (2) years.

Program Overview:

The CUSD PAR process shall include, but not be limited to, the following:

- PAR Mentor meets with the Referred Teacher and Site Administrator to review Performance Appraisal and Improvement Plan and PAR Handbook.

- The Improvement Plan shall be provided to the Referred Teacher, Site Administrator, and Director of Induction via e-portfolio. A copy of the Improvement Plan shall be placed in the personnel file of the Referred Teacher.

- PAR Mentor, Referred Teacher, and Site Administrator sign appropriate MOUs. PAR Mentor creates and shares e-portfolio with Referred Teacher and Site Administrator.

- PAR Mentor and Referred Teacher meet to begin partnership and determine a date for the Initial Triad Meeting with Site Administrator.
  - o PAR Mentor is responsible for scheduling Initial Triad Meeting

- PAR Mentor conducts a classroom observation of the Referred Teacher

- PAR Mentor will meet with Referred Teacher and Site Administrator separately to collect input prior to the Initial Triad Meeting.

- PAR Mentor, Referred Teacher, and Site Administrator meet for Initial Triad Meeting
  - o PAR Mentor, Referred Teacher, and Site Administrator will determine PAR Standards of Focus and Review

- o Site Administrator will introduce Individualized Learning Plan (ILP), explaining that the focus of the inquiry must align with PAR Standards of Focus
- o Meeting norms will be established and agreed on by PAR Mentor, Referred Teacher, and Site Administrator
- o Dates will be scheduled for Progress Monitoring Triad Meeting #1, Progress Meeting Triad Meeting #2, and Final Triad Meeting

  *Any dispute that may result shall be resolved by the Director of Induction

- A cooperative relationship will exist between the PAR Mentor and Site Administrator with respect to the process and content of Peer Assistance and Review and includes triad meetings in the event the administrator has concerns.
  - o Honoring confidentiality of the Referred Teacher includes avoiding sharing information with Site Administration unless the Referred Teacher is present.

- To support the Referred Teacher in improving performance to meet standards the PAR Mentor may:
  - o Conduct multiple observations (scheduled and unscheduled) of the Referred Teacher during classroom instruction, including periodic pre-observation and post-observation conferences.
  - o Monitor the progress of the Referred Teacher as it relates to the California Standards for the Teaching Profession and provide regular written reports to the Referred Teacher and administrator for discussion and review. A copy of each report shall be discussed with the Referred Teacher to receive his or her signature before it is submitted to e-portfolio. The Referred Teacher's signing of the report does not necessarily mean agreement, but rather that he or she has received a copy of the report.

- PAR Mentor shall submit reports that use evidence of practice in alignment with the improvement plan. Should Site Administrator disagree with the report written by PAR Mentor, they may submit additional evidence of practice.

- Referred Teacher shall have the right to submit a written response within ten (10) days of receipt of any report and have it attached to the report.

- The Referred Teacher shall have the right to request a meeting with the Director of Induction at any time.

- The Referred Teacher shall have the right to be represented throughout these procedures by an association representative of his or her choice.

- During the period of assistance, the Referred Teacher's performance relative to the PAR program guidelines shall be monitored by the PAR Mentor in collaboration with Site Administrator.

- Communication and consultation with the administrator shall be ongoing. The PAR Mentor shall share all written reports during a conference with the Referred Teacher at least every six (6) weeks. Copies of the written reports will be provided to the administrator through e-portfolio.

- If at any time during the period of assistance, it is determined that the Referred Teacher is unwilling or unable to meet the standards of performance, the Director of Induction may recommend to the Superintendent/designee an issuance of a notice of unsatisfactory performance per Education Code Section 44938.

- If further assistance and support will not be successful with evidence in support of this conclusion, the School Board may at such time initiate dismissal proceeding.

- The results of the Referred Teacher's participation in the PAR Program shall be made available for placement in their personnel file and shall be used in the evaluation of the Referred Teacher.

Portfolio Requirements for Review:
- CSTP Self Assessment
- Individualized Learning Plan 1
- Data Analysis 1
- Informal Observation 1
- Formal Observation 1
- Individualized Learning Plan 2
- Data Analysis 2
- Informal Observation 2
- Formal Observation 2

Peer Assistance and Review (PAR) Forms

CUSD PAR Referral

Directions: Site Administrator completes the referral and attaches required documentation.

NOTE: Only tenured teachers are eligible for referral to PAR. Teachers must have received an overall "No" on one or more of the California Standards for the Teaching Profession on the most recent Certificated Teacher Performance Appraisal.

Teacher:	School:
Employee ID#:	Grade/Subject:
Site Administrator:	

PAR Referral Documents
Attach Certificated Teacher Performance Appraisal and any additional evidence for PAR referral

Teaching History
Briefly describe the teaching history of the referred teacher:

Years (Example: 2008-2011)	School	Grade(s) or Subject(s)Taught

Referred Teacher's Signature

I understand the reason for referral to the Peer Assistance and Review (PAR) program.
PAR Referral will be submitted to Director of Induction

Referred Teacher:	Date:

Administrator's Signature

Site Administrator:	Date:

For Office Use Only

Date enrolled in PAR:
Mentor:

CUSD Peer Assistance and Review (PAR)
MEMORANDUM OF UNDERSTANDING: *Referred Teacher*

I understand that my involvement in the Peer Assistance and Review (PAR) Program is the result of an administrative referral and is intended to help me improve my instructional practice. The results from my participation in the PAR program may be used for evaluative or employment purposes. All PAR documentation will become part of my personnel file. In order to successfully complete the PAR process, I must:

1. Understand the reasons I have been referred participation in the Peer Assistance and Review (PAR) program.

2. Understand my responsibilities in the PAR Program as explained to me by my Site Administrator, PAR Mentor, and this Memorandum of Understanding (MOU).

3. Notify Director of Induction if I am dissatisfied with my PAR Mentor. A request for reassignment may be initiated by any party (i.e., Referred Teacher, PAR Mentor, or Site Administrator) at any time during the support period.

4. Meet with my PAR Mentor a *minimum* of once each week.

5. Establish and follow meeting norms (e.g., be on time, minimal interruptions, focus on topic, etc.) with my PAR Mentor.

6. Attend all scheduled triad meetings with the Site Administrator and my PAR Mentor regarding my progress in the PAR program.

7. Complete all PAR program requirements.

8. Understand that I will be given 3 release days each year as I work through the formative assessment system to improve my instructional practice.

9. Use the PAR Standards of Focus, which are based on the Certificated Teacher Performance Appraisal, to focus my work in PAR.

10. Complete a weekly log in my e-portfolio at the conclusion of each meeting with my PAR Mentor, documenting the PAR work I've done.

11. Understand that I am responsible for completing all PAR documents, sharing them with my PAR Mentor and Site Administrator during scheduled meetings, and submitting them to my e-portfolio.

12. Present evidence documenting my work in PAR for review each year by a panel of no less than four (4) Lead Induction Coaches and Director of Induction who will determine if I am making improvements to my teaching practices and meeting standards in line with the California Standards for the Teaching Profession.

13. Complete district program surveys and evaluations as requested.

_____   _____

Referred Teacher Signature   Date

Employee ID#: _____

CUSD Peer Assistance and Review (PAR)
MEMORANDUM OF UNDERSTANDING: *Site Administrator*

I understand that as a Site Administrator my role in the Peer Assistance and Review (PAR) Program is to provide a positive climate and structure so that the Referred Teacher at my school, with the guidance of their PAR Mentors, are able to improve their instructional practice. As an essential member of the PAR triad (Teacher, PAR Mentor, and Site Administrator), my support is critical for the Referred Teacher's success in completing the modified formative assessment system, while addressing the PAR Standards of Focus that are based on the most recent Certificated Teacher Performance Appraisal. In order to effectively support PAR Teachers and their Mentors, I must:

1. Complete the Certificated Teacher Performance Appraisal and determine that the teacher should be referred to PAR. (NOTE: The teacher should have received an overall "No" on one or more of the California Standards for the Teaching Profession).

2. Complete the PAR Referral and meet with the PAR candidate to explain the reason(s) for referral and describe the benefits of participation in the program.

3. Request that the PAR candidate sign the PAR Referral.

4. Bring the referred teacher's most recent Certificated Teacher Performance Appraisal to a meeting with Induction Program Staff and the assigned PAR Mentor to determine PAR Standards of Focus, review the PAR Portfolio, and clarify procedures and roles.

5. Understand that I am expected to attend all scheduled triad meetings with the Referred Teacher and PAR Mentor.

6. Schedule the initial triad meeting date when contacted by the PAR Mentor.

7. Establish meeting norms (e.g., be on time, minimal interruptions, focus on topic, etc.) for PAR.

8. Schedule dates for the three remaining triad meetings (two to monitor progress and one at the end of the year).

9. Notify Director of Induction if I am dissatisfied with the PAR Mentor assigned to the Referred Teacher.

10. Review the Referred Teacher's electronic portfolio to monitor work that has been submitted.

11. Participate in **two** progress-monitoring meetings to review the work completed in the PAR Portfolio to date, discuss progress made, and identify additional support that may be needed.

12. Participate in the final triad meeting at the end of the year to review the PAR Portfolio, discuss progress made, and review PAR panel's determination for PAR progress.

13. Understand that upon receipt of the PAR Portfolio, the PAR Induction Program Staff confirms recommendations for discontinuance or extension of PAR support and forwards the PAR Portfolio to Human Resources.

14. Complete district program surveys and evaluations as requested.

_____   _____

Site Administrator   Date

CUSD Peer Assistance and Review (PAR)
MEMORANDUM OF UNDERSTANDING: *PAR Mentor*

I understand that serving as a Mentor in the Peer Assistance and Review (PAR) Program involves assisting administratively Referred Teachers in improving their skills in one or more of the California Standards for the Teaching Profession (CSTP). The results from the Referred Teacher's participation in the PAR program may be used for evaluation purposes or to help make employment decisions. I understand that I will be expected to give my time and expertise to the Referred Teacher to whom I am assigned. All PAR documentation will become part of the PAR Teacher's personnel file. To fulfill the role of a PAR Mentor, I must:

1. Meet with site administrator to review my responsibilities and obtain information relevant to the support of the assigned Referred Teacher.

2. Contact the PAR Teacher within two weeks of being paired.

3. Establish meeting norms (e.g., be on time, minimal interruptions, focus on topic, etc.) with the PAR Teacher.

4. Meet with the PAR Teacher a *minimum* of once each week.

5. Attend all scheduled triad meetings with the site administrator and Referred Teacher.

6. Help the Referred Teacher use the PAR Standards of Focus, which are based on the Certificated Teacher Performance Appraisal, to focus the work in PAR.

7. Assist the PAR Teacher with following the steps outlined in the PAR Handbook, which are modified from the Impact! Induction Program.

8. Assist the Referred Teacher in uploading completed documents to his/her electronic portfolio.

9. Assist the Referred Teacher in collecting the evidence and artifacts necessary to document that they have attempted to improve instructional practice. The Referred Teacher will review evidence at the progress-monitoring triad meetings to help evaluate the progress that has been made.

10. Complete a weekly electronic log conclusion of each meeting with the Referred Teacher, documenting the PAR work I've helped the PAR Teacher to complete.

11. Support the Referred Teacher in the presentation of evidence documenting their work in PAR at the year-end triad meeting.

12. Attend all Mentor network meetings and trainings.

13. Consider teaching professional development sessions, as needed and/or requested.

14. Complete district program surveys and evaluations as requested.

_____   _____

PAR Mentor   Date

CUSD PAR Standards of Focus

Based on the PAR Referred Teacher's Certificated Teacher Performance Appraisal, Site Administrator should check the standards on which this teacher should focus the work in PAR.
(May check overall standard(s) and/or specific elements)

Standard 1: **Teacher Engages and Supports All Students in Learning**	
1.1 Uses knowledge of students to engage them in learning	
1.2 Connects learning to students' prior knowledge, backgrounds, life experiences and interests	
1.3 Connects subject matter to meaningful, real-life contexts	
1.4 Uses a variety of instructional strategies, resources, & technologies to meet students' diverse learning needs	
1.5 Promotes critical thinking through inquiry, problem solving, and reflection	
1.6 Monitors student learning and adjusts instruction while teaching	
Standard 2: **Teacher Creates and Maintains Effective Environments for Student Learning**	
2.1 Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully	
2.2 Creates a physical or virtual learning environment that promotes student learning, reflects diversity, and encourages constructive and productive interactions among students	
2.3 Establishes and maintains learning environments that are physically, intellectually, and emotionally safe	
2.4 Creates a rigorous learning environment with high expectations and appropriate support for all students	
2.5 Develops, communicates, and maintains high standards for individual and group behavior	
2.6 Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	
2.7 Uses instructional time to optimize learning	
Standard 3: **Teacher Understands and Organizes Subject Matter for Student Learning**	
3.1 Demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks	
3.2 Applies knowledge of student development & proficiencies to ensure student understanding of subject matter	
3.3 Organizes curriculum to facilitate student understanding of the subject matter	
3.4 Utilizes instructional strategies that are appropriate to the subject matter	
3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	
3.6 Addresses the needs of English learners and students with special needs to provide equitable access to the content	
Standard 4: **Teacher Plans Instruction and Designs Learning Experiences for All Students**	
4.1 Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	
4.2 Establishes and articulates goals for student learning	
4.3 Develops and sequences long-term and short-term instructional plans to support student learning	
4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students	

4.5 Adapts instructional plans and curricular materials to meet the assessed learning needs of all students	
Standard 5: **Teacher Assesses Student Learning**	
5.1 Applies knowledge of the purposes, characteristics, and the uses of different types of assessment	
5.2 Collects and analyzes assessment data from a variety of sources to inform instruction	
5.3 Reviews data, both individually and colleagues, to monitor student learning	
5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction	
5.5 Involves all students in self-assessment, goal setting, and monitoring progress	
5.6 Uses available technology to assist in assessment, analysis, and communication of student learning	
5.7 Uses assessment information to share timely and comprehensible feedback with students and their families	
Standard 6: **Teacher is Developing as a Professional Educator (Teacher Professionalism)**	
6.1 Reflects on teaching practice in support of student learning	
6.2 Establishes professional goals and engages in continuous and purposeful professional growth and development	
6.3 Collaborates with colleagues and the broader professional community to support teacher and student learning	
6.4 Works with families to support student learning	
6.5 Engages local communities in support of the instructional program	
6.6 Manages professional responsibilities to maintain motivation and commitment to all students	
6.7 Demonstrates professional responsibility, integrity, and ethical conduct	
Standard 7: **Teacher Completes Additional Professionalism Standards**	
7.1 Possesses work habits that reflect punctuality, dependability, efficiency, and accuracy	
7.2 Adheres to policies and procedures of the school and district (e.g. Stull Bill)	
7.3 Fulfills assigned duties and attends required meetings	
7.4 Required documentation is in compliance (e.g. Attendance, Grades, Special Education Documentation)	

CUSD Peer Assistance and Review (PAR)

PAR Initial Triad Meeting Summary	
Teacher:	School:
Employee ID#:	Grade/Subject:
PAR Mentor:	Site Administrator:

Agenda Items
The Site Administrator facilitates this meeting and discusses the items below.

	1. The Site Administrator reviews the PAR Standards of Focus with the Referred Teacher and PAR Mentor to determine the focus of the work to be done in PAR.
	2. PAR Mentor introduces Individualized Learning Plan (ILP) documents, explaining that the focus of the inquiries must align with the PAR Standards of Focus.
	3. PAR Mentor reviews the required documents for PAR Portfolio and evaluative process.
	4. The Site Administrator clarifies roles and responsibilities of each party (may refer to MOUs).
	5. Meeting norms are established (e.g., be on time, minimal interruptions, focus on topic, etc.) for PAR.
	6. Dates are scheduled for the three remaining triad meetings: Progress-Monitoring Triad Meeting #1, Progress-Monitoring Triad Meeting #2, and the Final Triad Meeting.

Dates of Future Triad Meetings

Progress-Monitoring Triad Meeting #1:
Progress-Monitoring Triad Meeting #2:
Final Triad Meeting:

Signatures

Teacher:	Date:
PAR Mentor:	Date:
Site Administrator:	Date:

CUSD Peer Assistance and Review (PAR)

PAR Progress-Monitoring Triad Meeting #1 Summary

Teacher:	School:
Employee ID#:	Grade/Subject:
Mentor:	Site Administrator:

Progress to Date

Review the work completed in the PAR Portfolio and discuss progress made.

What progress has been made toward improving instructional practice in the area(s) identified on the PAR Standards of Focus?

Follow-Up Support Requested

What additional support is needed?	Person(s) responsible for arranging and/or providing this support:			
		Mentor		Site Administrator
		Mentor		Site Administrator

Signatures

Teacher:	Date:
PAR Mentor:	Date:
Site Administrator:	Date:

CUSD Peer Assistance and Review (PAR)

PAR Progress-Monitoring Triad Meeting #2 Summary	
Teacher:	School:
Employee ID#:	Grade/Subject:
Mentor:	Site Administrator:

Progress to Date	
Review the work completed in the PAR Portfolio and discuss progress made.	

What progress has been made toward improving instructional practice in the area(s) identified on the PAR Standards of Focus?

Follow-Up Support Requested				
What additional support is needed?	Person(s) responsible for arranging and/or providing this support:			
		Mentor		Site Administrator
		Mentor		Site Administrator

Signatures	
Teacher:	Date:
PAR Mentor:	Date:
Site Administrator:	Date:

CUSD Peer Assistance and Review (PAR)

PAR Final Triad Meeting Summary	
Teacher:	School:
Employee ID#:	Grade/Subject:
Mentor:	Site Administrator:

Progress to Date
Review the work completed in the PAR Portfolio and discuss progress made.
What progress has been made toward improving instructional practice in the area(s) identified on the PAR Standards of Focus?

Follow-Up Support Requested				
What additional support is needed?	Person(s) responsible for arranging and/or providing this support:			
		Mentor		Site Administrator
		Mentor		Site Administrator

Signatures		
Teacher:		Date:
PAR Mentor:		Date:
Site Administrator:		Date:

CUSD Peer Assistance and Review (PAR)

PAR Year-End Report

Teacher:	School Year:
Employee ID#:	Date PAR Support Began:
School:	PAR Mentor:
Grade/Subject:	Site Administrator:

Panel PAR Portfolio Review
Mark the appropriate boxes with an X to indicate that completed documents have been submitted

	PAR Procedural Guide Checklist		Component 1-Self Assessment
	PAR Referral		ILP 1
	MOUs (PAR Teacher, Mentor, Administrator)		Data Analysis 1
	PAR Standards of Focus		ILP 2
	Initial Triad Meeting Summary		Data Analysis 2
	Progress-Monitoring Triad Mtg. #1 Summary		PAR Year-End Report
	Progress-Monitoring Triad Mtg. #2 Summary		PAR Teacher's Year-End Response
	Final Triad Meeting Summary		Monthly Electronic Logs

Site-Administration Determination

	Discontinue PAR support
	Extend PAR support for another year *(NOTE: Teacher must have received an overall "No" rating in one or more of the California Standards for the Teaching Profession Standards 1-6 on the most recent Certificated Teacher Performance Appraisal.) Ed Code 44500*

	If extended:		Submit Year 2 PAR Standards of Focus
			Referred Teacher is willing to participate in Year 2

Signatures

Site Administration:	Date:
PAR Mentor:	Date:
Teacher:	Date: