

**Peer Assistance and Review (PAR)
Joint Committee
Rules and Procedures**

I. Structure and Operation of the Joint Committee

- A. The Joint Committee shall consist of seven members. Four permanent bargaining unit members appointed by the Association and three administrators appointed by the District. [\(14.1.1\)](#)
- B. The Joint Committee shall meet at least four times with the option to meet six times during the school year. A special meeting may be called by the chairperson, by majority vote, or by consensus of the Joint Committee.
- C. The chairperson, co-chairperson, secretary, and treasurer shall be elected by majority vote of the Joint Committee. The co-chairperson will automatically become chairperson the following year. Co-chairperson, secretary, and treasurer are elected annually. The chair shall rotate on an annual basis between teacher members and administrator members. In the event that a Joint Committee Officer is unable to continue in his/her position, the remaining members of the Joint Committee shall fill the vacancy by majority vote.
- D. The secretary is responsible for taking minutes and distributing them to panel members.
- E. Records and Documents
 1. All documentation for mandated participants generated through the PAR Program shall be treated as personnel records and shall be confidential to the extent permitted by law. Forms shall be kept by the Staff Development Coordinator. The Final Report shall be placed in the participant's personnel file.
 2. Completed PAR documents are filed by the Human Resources office.
- F. Five members, the majority of whom must be bargaining unit members, shall constitute a quorum; actions of the Joint Committee shall require an affirmative vote of at least five (5) members. [\(14.1.2\)](#)
- G. Rules and Procedures can only be modified once a year during the annual review. A proposed change must be presented, seconded, discussed and voted on by **ALL** Joint Committee members.
- H. The Joint Committee shall distribute, at the beginning of each school year, a copy of the adopted Rules and Procedures to all bargaining unit members. [\(14.1.3.h\)](#)
- I. Joint Committee members shall serve staggered terms.

II. Responsibilities of the Joint Committee

A. Standards for Professional Behavior

1. Joint Committee members are expected to attend all meetings. If a member is absent from more than one (1) meeting, the member may be dismissed. Absences due to special circumstances will be considered.
2. All proceedings and materials related to reports, evaluations, and other personnel matters shall be strictly confidential. Therefore, Joint Committee members and Consulting Teachers shall disclose such information only as necessary to administer this article or as otherwise required by lawful process.
[\(14.1.3.n\)](#)

B. Program Components and Timelines

1. Provide annual training for Joint Committee members. [\(14.1.3\)](#)
2. Select and recommend the panel of Consulting Teachers to the Governing Board for approval. [\(14.1.3.b\)](#) The Joint Committee will meet with Consulting Teachers as needed.
3. Select and recommend to the Governing Board for approval, the trainers and/or training providers for Consulting Teachers, Support Providers*, and Joint Committee members. [\(14.1.3.c\)](#)
4. Provide training for Consulting Teachers and Support Providers* prior to participation in the program. [\(14.1.3.d\)](#)
5. Send written notification of participation in the PAR Program to the Referred Participating Teacher, the Consulting Teacher, and the site Principal. [\(14.1.3.e\)](#)
6. Develop an appropriate list from the panel of Consulting Teachers for selection by the Participating Teachers. The Joint Committee will assign Support Providers* for new teachers. [\(14.1.3.f\)](#)
7. Establish and implement a procedure for application and selection as a Consulting Teacher and Support Provider.* [\(14.1.3.i\)](#)
8. Determine the number of Consulting Teachers and Support Providers* in any school year, guided by and subject to such factors as the number of Referred and Voluntary Teachers and available funds, not to exceed the funded amounts minus the allowance for expenses permitted by law. [\(14.1.3.j\)](#)
9. Approve annual induction plans, assistance plans, release time, and in-service and training opportunities developed by the Staff Development Coordinator, Consulting Teachers and Support Providers* for new teachers. [\(14.1.3.k\)](#)

10. Reviews the Final Report prepared by the Consulting Teacher and make recommendations to the Superintendent/Governing Board regarding participants in the program, including forwarding to the Governing Board the names of individuals who, after sustained assistance, are not able to demonstrate satisfactory improvement. [\(14.1.3.l\)](#)
 11. Evaluate annually the impact of the Peer Assistance and Review (PAR) Program in order to make changes to improve the program, including surveys and/or interviews of program participants. [\(14.1.3.m\)](#)
 12. Provide training for administrators in the use of the Teacher Performance Evaluation Form. Other training may include, but is not limited to:
 - The Elements of the California Standards for the Teaching Profession
 - Rubrics to be used for reference to establish ratings
 - An overview of staff development programs
 - Observational techniques that support professional development and promote increased student achievement
- C. The Assistant Superintendent of Human Resources shall provide the Joint Committee with the names of teachers with an unsatisfactory evaluation and a copy of the Referral for Participation and Intervention.
- D. The Consulting Teacher may meet with the principal or immediate supervisor to review and discuss the basis for referral to the PAR Program. All communication prior to the final report between the Consulting Teacher and Referred Participating Teacher shall be confidential, and shall not be shared with any others except the Joint Committee. [\(14.2.2\)](#)
- E. Communications to the Joint Committee by Consulting Teachers and/or Participating Teachers
1. The principal shall continue the evaluation process with the Referred Participating Teacher and is solely responsible for the Final Evaluation of the Referred Participating Teacher. The principal shall submit the Final Evaluation to the Assistant Superintendent of Human Resources.
 2. The Referred Participating Teacher has the right to request a meeting with the Joint Committee members and/or appropriate administrator throughout these procedures and be represented by the Association representative of his/her choice. [\(14.2.4\)](#)
 3. A copy of the Consulting Teacher's Final Report shall be submitted to and discussed with the Referred Participating

Teacher to receive his/her input before it is submitted to the Joint Committee. The Referred Participating Teacher shall sign the report to indicate he/she received a copy. The Referred Participating Teacher shall have the right to submit a written response that shall be attached to the Consulting Teacher's report, within ten (10) working days. The Referred Participating Teacher shall also have the right to request and meet with the Joint Committee to discuss the Consulting Teacher's report accompanied by an Association representative. [\(14.3.11\)](#)

III. Consulting Teacher / Support Provider* Selection Process

- A. Consulting Teacher/Support Provider* positions shall be posted and open for a period of not less than twenty (20) business days. A classroom teacher may apply for a position by submitting a completed application. Observations and interviews will occur within fifteen (15) business days from the close of applications.
- B. The minimum qualifications for Consulting Teachers/Support Providers* include:
1. Must be a permanent, credentialed, bargaining unit member. [\(14.3.1.a\)](#)
 2. Must have successfully taught in the Murrieta Valley Unified School District for three of the last five years, spending at least 50% of a full-time position providing instruction to students. With Association Representative Council approval, the minimum number of years in MTA Contract Article 14.3.1.b may be changed from three to two. Request must be in writing. [\(14.3.1.b & 14.3.1.c\)](#)
 3. Shall demonstrate exemplary teaching abilities, as indicated by effective communication skills, extensive knowledge and mastery of subject matter, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts. [\(14.3.1.d\)](#)
 4. Must be willing to attend Joint Committee mandated Consulting Teacher/Support Provider* training.
 5. Consulting Teachers/Support Providers* must sign a form agreeing to:
 - Confidentiality
 - Honest and accurate reporting of information
 - Completion of all Joint Committee adopted documents
- C. Each Consulting Teacher/Support Provider* applicant shall be required to submit three written letters of reference from individuals with specific knowledge of his/her expertise as follows: [\(14.3.2\)](#)

- From a site principal or other school district administrator
 - From an Association member
- D. The Joint Committee shall treat all applications and references as confidential.
- E. Joint Committee Observations and Interviews
1. Part of the selection process shall include the observation of each candidate by at least one teacher and one administrator.
 2. A quorum of the Joint Committee will share and discuss interview and observation results for each Consulting Teacher/Support Provider* applicant. The interview questions and an interview rubric will be generated by members of the Joint Committee.
- F. Candidates selected for the interview shall demonstrate:
- The ability to model effective classroom instruction
 - The ability to provide clear, constructive feedback for improvement
 - The ability to work cooperatively and effectively with teachers and administrators
 - A commitment to professional growth and learning
 - A willingness to discuss assessment information and share instructional ideas and materials
 - Availability and willingness to attend meetings and provide assistance during off-contract time
- G. Consulting Teachers/Support Providers* shall be selected by and submitted for approval to the Governing Board by five (5) affirmative votes of the Joint Committee following classroom observations by the committee members. [\(14.3.3\)](#) Votes will be recorded in the secretary's minutes.
- H. The Staff Development Coordinator shall notify all applicants in writing of the Joint Committee's decision regarding their selection. Names of successful applicants shall be forwarded to the Board of Education with a recommendation for approval at the next scheduled Board meeting.
- I. The need for Consulting Teachers and Support Providers* will be determined annually by the Joint Committee by assessing the following:
- Number of Referred Teachers
 - Number of Voluntary Participants
 - Number of Participating First and Second Year Teachers
- J. The Joint Committee may select one or more Consulting Teachers and Support Providers* as Teachers on Special Assignment (TOSA) with full or partial release (minimum of 20%) consistent with 14.3.13

in the MTA contract. [\(14.4.3\)](#) Although one-to-one support is the focus of assistance, Consulting Teachers and Support Providers* may be assigned a variety of responsibilities, including but not limited to staff and curriculum development.

- K. If the intake of Induction participants exceeds the level where effective assistance can be given by previously selected Support Providers*, the district may recruit additional Support Providers* to serve on a temporary basis for the remainder of the current school year.
1. When schools are in session the Staff Development Coordinator will contact all teachers at the site or teaching the content and at the level needing support and ask for a letter of interest, plus two letters of recommendation as follows:
 - From the teacher's site administrator
 - From a bargaining unit member
 2. When schools are not in session (excluding ELO) and all teachers are not at sites, the Staff Development Coordinator and Development will contact principals and the MTA president asking for recommendations to fill particular support needs, relating to site needs and content knowledge. The Coordinator will contact the recommended teachers and ask for a letter of interest.
 3. When the number of Induction participants requiring coaching continues to exceed the number of appropriately credentialed support providers* (primarily applicable to Special Education assignments), the Joint Committee may consider applications from exemplary, experienced appropriately credentialed teachers outside the MVUSD. Such candidates are subject to the same application, observation, and interview requirements as all other candidates, are responsible for performing all duties detailed in the district's Support Provider* Job Description, and are compensated at the same rate as all other Support Providers*.
 4. Recommendations to fill all Support Provider* temporary positions will be made by the Joint Committee to the Board of Education.

- L. A Leave of Absence for one year may be requested by a Consulting Teacher/Support Provider* by submitting a request letter to the Joint Committee. The committee will consider the circumstances and past service of the Consulting Teacher/Support Provider* in its decision. Leave of Absence requests may be submitted two times in succession for a maximum leave of two years.
- M. Resignations from the position of Consulting Teacher/Support Provider* are submitted by letter to the Joint Committee.

IV. Program Training Needs

- A. The Joint Committee is responsible for providing annual training for Joint Committee members and for providing training for Consulting Teachers prior to their participation in the Peer Assistance and Review Program. [\(14.1.3 & 14.1.3.d\)](#) Training for the Joint Committee and Consulting Teachers could include but is not limited to:
 - Team Building
 - Adult Learning Theory
 - Systematic Observation Techniques: Induction
 - Coaching Skills
 - Conferencing Strategies
 - Cognitive Theory
 - Multiple Assessment Techniques
 - Dealing with Difficult Clients
 - CSTP and Content Standards
 - Due Process and Just Cause
- B. All Support Providers* will be trained in the Induction model of teacher assistance.
- C. The Joint Committee shall authorize an annual training for site administrators responsible for teacher evaluations. The training could include, but is not limited to:
 - Review of CSTP and how these are evidenced in the classroom
 - Review approved PAR forms and their use in the program
 - Developmental Stages of Teaching
 - Formal Case Study Presentations
- D. The Joint Committee will encourage its members to develop partnerships that improve the quality of educator training. The partnerships can include but are not limited to:
 - California Teachers Association
 - Murrieta Teachers Association
 - County Offices of Education
 - Colleges of Education
 - District personnel

- Private Consulting Resources
- E. The Joint Committee may budget funds to provide staff development for permanent teachers to receive assistance including workshops, training, release time for observations, and related costs. [\(14.4.4\)](#)

V. Budget Development

- A. The Joint Committee develops, coordinates and administers the annual budget for the Peer Assistance and Review Program, the Teacher Induction Program, and all Intern Programs and successors to those programs. Consideration for funding priority shall be in the following order: [\(14.4.1\)](#)
 - Peer Review
 - Peer Assistance
 - Teacher Induction
 - Intern/Pre-Intern Training
 - General Staff Development
- B. Consulting Teachers and Support Providers* shall each receive up to \$2,000 per teacher assigned to provide peer assistance. This stipend is paid when time spent is beyond the contracted workday and when the Consulting Teacher or Support Provider* completes an extra-duty time sheet accounting for those hours. [\(14.4.2\)](#)

Additional funds may be allocated for:

 - Comprehensive Training of Consulting Teachers and Support Providers*
 - Training of Participating Teachers
 - Release of Consulting Teachers, Support Providers*, and program participants for training, observations, or conferences
 - Training and meetings for Joint Committee members
 - Training of district administrative staff
 - Purchase and distribution of supplies
 - Administrative support as needed

VI. Reports

- A. The Consulting Teacher shall meet with the Referred Participating Teacher to discuss: [\(14.3.8\)](#)
 - The PAR Program
 - Establish mutually agreed upon performance goals
 - Develop the improvement plan
 - Develop a process for determining successful completion of the plan
 - Complete the required reports

- B. The Consulting Teacher shall conduct multiple observations of the Referred Participating Teacher's performance with students, and shall meet with the Participating Teacher to review and discuss observations. [\(14.3.8\)](#)
- C. The Referred Participating Teacher shall be entitled to review all reports generated by the Consulting Teacher prior to their submission to the Joint Committee and to have affixed thereto his/her comments. To effectuate this right, the Consulting Teacher shall provide the Participating Teacher being reviewed with copies of such reports at least ten (10) working days prior to any such meeting. [\(14.3.9\)](#)
- D. The Consulting Teacher shall monitor the progress of the Referred Participating Teacher and provide periodic written reports to the Referred Participating Teacher for discussion and review, prior to sending periodic written reports to the Joint Committee. [\(14.3.10\)](#)
- E. A copy of the Consulting Teacher's Final Report shall be submitted to the Referred Participating Teacher. The Referred Participating Teacher can discuss and give his/her input before it is submitted to the Joint Committee. The Referred Participating Teacher shall sign the report to indicate that he/she has received a copy. The Referred Participating Teacher shall have the right to submit a written response that shall be attached to the Consulting Teacher's report within ten (10) working days. The Referred Participating Teacher shall also have the right to request and meet with the Joint Committee to discuss the Consulting Teacher's report accompanied by an Association representative. [\(14.3.11\)](#)
- F. The Final Report of the Referred Participating Teacher's participation in the PAR Program shall be made available for placement in his/her personnel file. [\(14.3.12\)](#)

VII. Consulting Teachers

- A. Consulting Teachers are required to acknowledge in writing their responsibility to maintain the confidentiality of records and information to which they have access through the PAR Program.
- B. Consulting Teachers shall serve for one year, annually reviewed by the Joint Committee for renewal.
- C. No Consulting Teacher who is teaching a full-time assignment shall have a caseload of more than two (2) participating teachers.
- D. The Consulting Teacher shall monitor the participation of the Referred Participating Teacher and provide periodic written reports to the Referred Participating Teacher for discussion and review,

prior to sending periodic written reports to the Joint Committee.
[\(14.3.10\)](#)

VIII. Participating Teachers

- A. A Referred Participating Teacher is a classroom teacher with permanent status who receives assistance to improve his/her instructional skills/classroom management, knowledge of subject, and/or other relevant aspects of his/her teaching performance, as a result of an issuance of two “Unsatisfactory” ratings in the overall categories one through five (1-5) of the Teacher’s Performance Evaluation Form. [\(14.2.1\)](#)
1. All communication between the Consulting Teacher and the Referred Participating Teacher shall be confidential and shared only with the Peer Assistance and Review Joint Committee. [\(14.2.2\)](#)
 2. The Referred Participating Teacher or Consulting Teacher may request a one-time assignment change within the first sixty (60) workdays by submitting the request in writing to the Joint Committee. [\(14.2.3\)](#)
 3. The Referred Participating Teacher has the right to request a meeting with the Joint Committee members and/or appropriate administrator throughout these procedures and be represented by the Association representative of his/her choice. [\(14.2.4\)](#)
- B. A Voluntary Participating Teacher is a classroom teacher with permanent status who volunteers to participate in the PAR Program. [\(14.2.5\)](#) Voluntary participants must notify the Joint Committee of their desire to participate in PAR by completing and submitting an application for approval.
1. All communication between the Consulting Teacher and a Voluntary Participating Teacher shall be confidential and without the written consent of the Voluntary Participating Teacher, shall not be shared with others, including the site administrator, the evaluator, or the Joint Committee. [\(14.2.7\)](#)
 2. A Voluntary Participating Teacher may change his/her Consulting Teacher at any time when requested by either the Voluntary Participating Teacher or the Consulting Teacher, with approval from the Joint Committee. [\(14.2.6\)](#)
 3. A Voluntary Participating Teacher may terminate his/her participation in the program at any time. Voluntary Participating Teachers are for peer assistance only and the Consulting Teacher shall not document any performance review. [\(14.2.5\)](#)

IX. Evaluators/Principals

- A. The Assistant Superintendent of Human Resources shall provide the Joint Committee with the names of teachers with an unsatisfactory evaluation and a copy of the Referral for Participation and Intervention.
- B. The PAR Program expects and strongly encourages a cooperative relationship between the Consulting Teacher, Referred Participating Teacher, and the Principal with respect to the process of peer assistance and review. The Consulting Teacher may meet with the principal or immediate supervisor to review and discuss the basis for referral to the PAR Program. All communication prior to the final report between the Consulting Teacher and Referred Participating Teacher shall be confidential and shall not be shared with any others except the Joint Committee. [\(14.2.2\)](#)
- C. The principal shall continue the evaluation process with the Referred Participating Teacher and is solely responsible for the Final Evaluation of the Referred Participating Teacher. The principal shall submit the Final Evaluation to the Assistant Superintendent of Human Resources.
- D. The Consulting Teacher and the site administrator shall each complete a Final Report that will be submitted to the Joint Committee.

X. PAR Summary

- A. **Voluntary PAR Placement:** This is designed to support teachers who have identified an area for improvement in their professional practice and would like additional support to target this area of development. Teachers who are approved for voluntary PAR placement may receive a maximum of 20 hours of support from a consulting teacher and up to \$300 toward release time and/or costs for additional professional development (pending availability of funds). Participants will also receive an account for the district's online staff development program. To qualify, teachers must complete the *Application for Voluntary Participant*, which is confidentially reviewed for approval by the PAR Joint Committee.
- B. **Referred PAR Placement:** This is designed to support teachers who have received an unsatisfactory evaluation from their site administrator. Teachers who are approved for referred PAR placement may receive a maximum of 40 hours of support from a consulting teacher and up to \$3,500 toward release time and/or costs for additional professional development. Participants will also receive an account for

the district's online staff development program. Site administrators must complete the *Referral for PAR Participating and Intervention*, which is confidentially reviewed for approval by the PAR Joint Committee.

- C. The Role of the Voluntary PAR Consulting Teacher:** Participants in PAR are paired with a consulting teacher who will provide confidential support to the participating teacher. The consulting teacher is trained in supporting the teacher through an inquiry and action research process designed to develop practices that improve instruction and student learning. The interactions between the participating teacher and consulting teacher are formative in nature--it is designed to be confidential and non-evaluative. Where possible, the PAR participant is matched with a consulting teacher with experience in a similar subject area and/or grade level. In addition to direct work with the participating teacher, the consulting teacher must also attend training in the PAR consulting process. The consulting teacher, when working with a voluntary participant, keeps all communication confidential unless provided with written consent from the voluntary participant.
- D. The Role of the Referred PAR Consulting Teacher:** Participants in referred PAR are paired with a consulting teacher who will provide confidential support to the participating teacher. The consulting teacher is trained in supporting the teacher through an inquiry and action research process designed to develop practices that improve instruction and student learning. The interactions between the participating teacher and consulting teacher are formative in nature--it is designed to be confidential and non-evaluative. Where possible, the PAR participant is matched with a consulting teacher with experience in a similar subject area and/or grade level. In addition to direct work with the participating teacher, the consulting teacher must also attend training in the PAR consulting process. The consulting teacher, when working with a referred participant, meets with the site administrator/evaluator, to review and discuss the basis for the unsatisfactory evaluation, but reports only to the PAR Joint Committee.
- E. The Role of the Voluntary Participating Teacher:** Successful voluntary PAR participants work collaboratively and proactively with the consulting teacher to enhance their professional practices. In collaboration with the consulting teacher, they use meaningful evidence to assess current practices and use the results of this assessment to design improvement plans. Successful participants have a professional

disposition that is reflective and open to ongoing improvement. To participate in a voluntary PAR placement, the teacher must complete the *Application for Voluntary Participant*, and must clearly articulate the rationale for their desire to participate in PAR.

F. The Role of the Referred Participating Teacher: Successful referred PAR participants work collaboratively and proactively with the consulting teacher to enhance their professional practices. In collaboration with the consulting teacher, they use meaningful evidence to assess current practices and use the results of this assessment to design improvement plans. Successful participants have a professional disposition that is reflective and open to ongoing improvement. The referred participant will work with the consulting teacher to develop an Improvement Plan. It is the participant's decision whether to involve the site administrator/evaluator in the development of this improvement plan.

G. The Role of the Site Administrator in Voluntary PAR Participation: The site administrator does NOT play a role in voluntary PAR participation. Voluntary PAR participants work confidentially with the consulting teacher.

H. The Role of the Site Administrator in Referred PAR Participation: For referred PAR participation, the site administrator/evaluator meets with the consulting teacher to review and discuss the basis for the referral to PAR. The site administrator may also participate, at the request of the PAR participant, in a meeting with the consulting teacher and the referred participant to develop an Improvement Plan. This improvement plan is signed by the referred participant, the consulting teacher, and the site administrator/evaluator as applicable, and is approved by the PAR Joint Committee. While the site administrator continues the evaluation process with the referred participating teacher, all work and communication between the consulting teacher and the participating teacher on the improvement plan is confidential. The consulting teacher and site administrator/evaluator each complete a final report at the end of the process and submit this report to the PAR Joint Committee for review.

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*Support Provider aka Induction Mentor