



Peer Assistance and Leadership Program

Memorandum of Understanding Between the Twin Rivers Unified School District and The Twin Rivers United Educators Association August 9, 2017

PEER ASSISTANCE AND REVIEW PROGRAM

This Memorandum of Understanding (MOU) is entered into between the Twin Rivers Unified School District (TRUSD) and the Twin Rivers United Educators (TRUE) Association regarding a Peer Assistance and Review (PAR) program pilot starting May 5, 2017 and extending through June 30, 2018. This document supersedes the previous PAR MOU which was previously in effect until June 30, 2017.

BACKGROUND

The TRUSD/TRUE Peer Assistance and Review (PAR) program was jointly designed to assist veteran teachers to meet standards for effective teaching. Because the teachers' union and the administration jointly developed PAR, this program represents a shift in how our system supports teachers. The PAR program will provide instructional support to teachers.

The PAR program is a joint venture with an oversight panel composed of teachers appointed by the TRUE and administrators appointed by the Superintendent who share responsibility for quality control and improvement.

The PAR program aligns to TRUSD Strategic Framework in two focus areas: 1) Unparalleled Student Achievement ensuring that all student graduate college, career, and civic-minded ready, and 2) Organizational Efficiency & Effectiveness: TRUSD will identify, recruit, retain and develop the best employees.

FOCUS ON BUILDING CAPACITY

It is in the interest of both TRUSD and TRUE to create a systematic, non-adversarial process that supports all teachers in their ongoing professional growth.

PROVISIONS OF THE MOU

This is the second pilot year for our PAR program. The PAR pilot is for unit members who are identified by the prescribed criteria as well as those who volunteer to take part in the program.

1. ~~The budget~~ for 2017-2018 PAR Pilot shall be no more than two (2) Mentor Teachers.
2. Members who are assigned or volunteer to serve as participants in the PAR Pilot program will be held harmless. The goal of the second pilot year is to learn from what has been developed and work to add, modify and adjust in the 2017-2018 school year. The goal of our second pilot will be to have a finalized PAR program in 2018-2019
3. All efforts will be made to complete the selection of Participating Teachers by May 22, 2017.

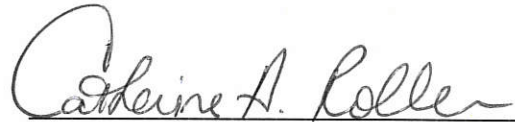
4. All efforts will be made to complete the retention of Mentor Teachers placement for the 2018-2019 PAR program by March 1, 2018.
5. All efforts will be made to complete the selection and notifications of Participating Teachers for the 2018-2019 PAR program by May 25, 2018.
6. All efforts will be made to complete the selection of new Mentor Teachers for the 2018-2019 PAR program by July 1, 2018.
7. This agreement shall not exclude any of the existing provisions, except as noted above, of the collective bargaining contract, which shall remain in full force during the term of this agreement.
8. The parties hereby agree to the provisions regarding the PAR program as outlined in Appendix A: Peer Assistance and Review with the exclusion of x.3.2.7.b, x.3.2.7.c, x.7.1, x.7.4, x.8.4.7, x.8.4.7.a, x.8.5.6, X.9,

Twin Rivers Unified School District (TRUSD)

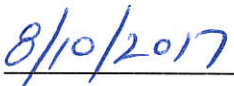
Twin Rivers United Educators (TRUE)



Gina Carreón, Assistant Superintendent



Catherine Roller, TRUE President



Date



Date

Article x- Peer Assistance and Review

X.1 Philosophy:

x.1.1 The primary purpose of Peer Assistance and Review (PAR) is to assist veteran teachers to meet standards for effective teaching.

x.1.2 The PAR program is not designed for teachers who simply could use some improvement in their teaching techniques; but instead, is for experienced teachers seriously deficient in California Standards for the Teaching Profession (CSTPs) 1-5.

X.2 Definitions:

x.2.1 PAR Panel: The PAR program shall be governed by the PAR Panel composed of four (4) teachers appointed by TRUE and three (3) members appointed by the Superintendent.

x.2.2 Mentor Teacher (MT): A full-time release exemplar teacher selected and directed by the PAR panel to assist and review teachers will be assigned to the program to work exclusively with induction teachers and PAR participating teachers.

x.2.3 Participating Teacher (PT): any teacher with permanent status who receives three (3) or more "Does Not Meet" (in CSTP 1-5) on an evaluation or who received two (2) "Does Not Meet" for two (2) consecutive years or any teacher who volunteers to participate as space allows.

x.2.4 Voluntary Participant: A permanent teacher may volunteer to receive PAR support as space allows. A voluntary participant may withdraw at any point.

x.2.5 Panel Co-Chairs: The TRUE President or designee and the Superintendent's designee shall be responsible for keeping the Superintendent apprised of the program and are responsible for co-chairing the PAR panel and PAR process.

x.2.6 Individual Learning Plan (ILP): The plan developed by the MT and PT in consultation with the Principal to address areas of concern.

x.2.7 PAR Reviewer: The PAR reviewer will conduct the initial observations and make a recommendation as to inclusion in the PAR panel. The PAR reviewer will be either an MT (preferred) or an induction support provider as directed by the PAR co-chairs.

X.3 The PAR Panel:

x.3.1 The PAR panel consists of:

x.3.1.1 four (4) teachers appointed by TRUE including the President or designee and three teachers. Representation is as follows: one (1) elementary teacher, one (1) middle school or junior high teacher and one (1) high school teacher.

x.3.1.1.a members of the panel excluding the TRUE president or designee will serve a term of three (3) years with staggering term expiration.

x.3.1.1.b two (2) alternative members one (1) representing elementary and one (1) representing secondary will be appointed and trained as alternates to ensure a full voting contingency.

x.3.1.2 three (3) administrators appointed by the Superintendent including a designee of the Superintendent and two (2) site administrators representing elementary and secondary.

x.3.1.2.a two (2) district alternative members, one (1) representing elementary and one (1) representing secondary will be appointed and trained as alternates to ensure a full voting contingency.

x.3.1.3 the PAR panel will be co-chaired by the TRUE President or designee and the Superintendent's designee.

x.3.2 The duties of the PAR panel include the following:

x.3.2.1 serving as the interview panel for the MTs and make a recommendation for hiring.

x.3.2.1.a The PAR Co-chairs will do the paper screening of applicants and set the interview schedule.

x.3.2.2 Assign, reassign, review, evaluate, and renew or release MTs and provide support and feedback to MTs during PAR Panel meetings.

x.3.2.2.a The PAR Co-chairs will be responsible for the collection of evidence, including panel input leading to the formal evaluation.

x.3.2.2.b The Superintendent's designee will be responsible for completing the formal evaluation and other necessary paperwork in collaboration with the TRUE President or designee.

x.3.2.3 The PAR Co-Chairs will coordinate the professional development of the MTs with input from the PAR panel.

x.3.2.4 Determine the policies and procedures that govern PAR and approve all necessary forms and documents.

x.3.2.5 The co-chairs will meet with the Superintendent in October, January and April to communicate information and concerns.

x.3.2.6 Conduct hearings on inclusion into the PAR program or non-inclusion and referral back to the site for additional support. The PAR Panel notifies the teacher and site administrator of their decision.

x.3.2.7 Review all interim and final reports, including MT reports and observations, Principal's formal evaluation, and other supporting evidence in order to make employment recommendations to the Superintendent of:

x.3.2.7.a meeting standard on all CSTPs 1-5 to return to the normal evaluation cycle (with or without a support plan).

x.3.2.7.b Does Not Meet Standard on one or more CSTPs 1-5 to receive a 30-day notice of dismissal

x.3.2.7.c an additional period of support

x.3.2.8 Address and resolve concerns of PTs or Principals regarding PAR program or support.

X.4 Mentor Teacher (MT):

x.4.1 A MT is a full-time release teacher who provides assistance to a PT assigned to the PAR program. MTs are experienced teaching professionals who are selected through a rigorous selection process with input from the PAR panel. A rigorous selection process ensures that they are outstanding teachers that are able to communicate their knowledge and strategies about best practices to adult learners.

x.4.1.1 MTs will be placed on salary schedule 7.

x.4.2 The MT will provide support on a full-time release basis for the purpose of observing PT and meeting with them to plan and provide support and assistance. In addition, the PAR panel may authorize additional support appropriate to meet the needs of the participating teacher.

x.4.2.1 MTs will be provided weekly collaboration and planning time to support their work.

x.4.3 The term of a MT shall be one (1) year with an extension of three (3) years for a total of four (4) years; full time release. Upon completion of the fourth year, the MT must return to the classroom for at least two (2) years before reapplying to be a MT

x.4.3.1 MTs will have the right to return to their school of origin at the conclusion of their service. If there is no open position, a position will be created by an involuntary transfer of the least senior teacher at the site.

x.4.4 The parties do not see participation in the PAR Program as part of a career ladder to becoming a District Administrator. Therefore, applicants must agree not to be

appointed to an administrative position during such term nor be appointed to an administrative position for one (1) school year following their term.

x.4.5 The following are the minimum qualifications for a MT:

x.4.5.1 a credentialed teacher with permanent status.

x.4.5.2 five (5) years of recent experience as a classroom teacher, three (3) of which must have been in Twin Rivers.

x.4.5.3 must have teacher evaluation at "meets" or above on all Twin Rivers evaluations.

x.4.6 The following are the desired qualifications, skills, experience and knowledge:

x.4.6.1 Master's degree

x.4.6.2 experience in modeling teaching behavior to adult learners in a variety of settings (e.g., workshops, seminars, courses, etc)

x.4.6.3 demonstrated understanding and ability to implement the California Common Core Standards and imbedded instructional strategies of communication, collaboration, critical thinking, and creativity

x.4.6.4 evidence of Instructional leadership (e.g. team leader, resource teacher, interdisciplinary resource teacher, department chair, system wide committees, Instructional Leadership Team, etc.)

x.4.6.5 ability to demonstrate best practices in a variety of teaching methods and to model a repertoire of teaching skills.

x.4.6.6 knowledge of best practices in instructional strategies, including high quality first instruction, for the improvement of classroom instruction.

x.4.6.7 demonstrated ability to analyze student results and achievement data and to implement appropriate strategies to meet student needs.

x.4.6.8 excellent communication, interpersonal and leadership skills

x.4.6.9 ability to coach and mentor adults in need of professional assistance

x.4.7 The caseload of a MT shall be based on a 12-point system. A new teacher (induction) counts as one (1) point while a Participant Teacher (PT) will count as three (3) points. A MT will not be assigned more than four (4) Participant Teachers. The caseload of the MT can be reduced at the PAR panel's discretion.

x.4.8 The primary duty of the MT is to write and monitor a growth plan for each PT included in the PAR program due to performance concerns. The purpose of a growth

plan is to explicitly identify high-priority areas of improvement and to align support in those areas.

X.5 Teachers Served by the PAR Program (PT):

x.5.1 permanent, non-probationary classroom teachers who have received three (3) or more “does not meet” on CSTP 1-5 identified key sub-standards on formal evaluation;

x.5.2 permanent, non-probationary classroom teachers who have received two (2) or more “does not meet” on CSTP 1-5 identified key sub-standards for two (2) consecutive years;

x.5.2.1 Key sub-standards have been identified through the pilot process, efforts will be made during the 2017-2018 school year to align these standards across all parts of the district with the goal of agreed upon key standards for entrance, support and exit from the PAR program.

x.5.3 permanent, non-probationary classroom teacher who voluntarily seeks to improve their teaching performance.

X.6 Role of the Site Administrator

x.6.1 The evaluation process is the responsibility of the PAR program, not the site administrator once a teacher has been included into the PAR process. The site administrator is required to:

x.6.1.1 complete four (4) reflections on CSTP Standard 6 using provided forms for review during each PAR panel meeting.

x.6.1.2 attend each PAR Panel meeting to provide the PAR Panel with information related to CSTP Standard 6, additional information may be presented as he or she feels it necessary during Panel meetings.

x.6.1.3 conduct two (2) joint walk-throughs, one during Round 2 and one during Round 3 for the purpose of calibrating the MT and site administrator’s observation practices. They are not part of the administrators evaluative evidence provided to the panel.

x.6.1.4 When the PAR panel identifies site-based impediments to possible success, the PAR Panel will request specific remedies to be completed by the site administrator.

x.6.1.5 The site administrator will continue to coordinate school support, respond to parent concerns and deal with other professional conduct based issues.

x.6.1.6 The site administrator may continue to conduct informal walk-throughs and coordinate support with the MT.

x.6.1.7 The site administrator will preserve confidentiality regarding the teacher's inclusion in PAR.

X.7 Triggering PAR:

x.7.1 When a trigger for inclusion into the PAR program is met, the administrator or immediate supervisor notified the Human Resources Department no later than March 15th. The site administrator will provide evidence of deficiencies and supports provided including previous work plans. The triggers for inclusion into the PAR program are as follows:

x.7.1.1 a teacher who is not currently in the PAR program receives three (3) or more "Does Not Meet" on CSTPs 1-5 on an evaluation OR

x.7.1.2 a teacher who is not currently in the PAR program receives two (2) or more "Does Not Meet" on CSTPs 1-5 for two (2) consecutive years

x.7.2 The PAR Panel Co-chairs will assign a PAR reviewer to complete a review of that teacher's classroom which will consist of the following:

x.7.2.1 The PAR reviewer meets with the Principal and the teacher

x.7.2.2 The PAR Reviewer completes a minimum of two (2) formal observations: one announced and one unannounced

x.7.2.3 The PAR Reviewer reports the information found and makes a recommendation to the PAR Panel.

x.7.3 The PAR Panel does the following:

x.7.3.1 Hears the report from the PAR reviewer and the referring administrator.

x.7.3.2 decides on inclusion or non-inclusion in the program; and

x.7.3.3 notifies the teacher and administrator of the decision

x.7.4 Teachers who do not agree with the findings of the PAR panel can submit an appeal. The appeal should state how he or she meets the CSTPs 1-5 and any concerns he or she has about the evaluation process.

x.7.4.1 The PAR panel will provide the Principal and the PAR Reviewer an opportunity to defend their position

x.7.4.2 The PAR panel will rule on the appeal to determine if the teacher is included in the PAR program.

- x.7.5 If the PAR panel finds that the teacher does NOT warrant the PAR program:
 - x.7.5.1 The panel may make recommendations for site based support
 - x.7.5.2 All observations completed by the principal, PAR Reviewer and PAR panel findings will become part of the employee's cumulative performance folder

X.8 PAR Expectations by Rounds:

- x.8.1 The normal period of support will commence at the start of school year until one month prior to the end of the school year.

- x.8.1.1 The PAR panel can recommend longer or short periods of PAR support on a case-by-case basis

- x.8.1.2 The PAR Rounds will be identified as a 6 week cycle of support.

- x.8.2 PAR Round 1

- x.8.2.1 The MT will review the PAR processes with the PT

- x.8.2.2 The MT and PT will establish meeting times

- x.8.2.3 The MT and PT will complete the Goal Setting Form and develop the first Individual Learning Plan (ILP)

- x.8.2.4 The MT will provide demo lessons, team teaching and offsite teacher observations.

- x.8.2.5 The MT will complete a MINIMUM of five (5) observations (unannounced) evidenced by Observation Reflection forms

- x.8.2.6 The MT will complete a Formal Observation as evidenced by the Formal Observation Form.

- x.8.2.7 The site administrator will review CSTP standard 6 within 6 weeks from the start of the PAR process

- x.8.2.8 The PAR panel will meet at the end of the round to review progress

- x.8.3 PAR Round 2

- x.8.3.1 MTs will work in pairs to conduct joint observations in an effort to calibrate their data collection

- x.8.3.2 The MT and PT will develop or modify the ILP based on the recommendations of the PAR panel and progress made thus far

- x.8.3.3 The MT will provide demo lessons, team teaching and offsite teacher observations.

x.8.3.4 The MT and administrator will perform a joint formal walkthrough for the purposes of calibration.

x.8.3.5 The MT will complete a MINIMUM of five (5) observations (unannounced) evidenced by Observation Reflection forms

x.8.3.6 The MT will complete the Interim Observation as evidenced by the Interim Observation Form.

x.8.3.7 The Principal will review CSTP standard 6 by the end of the 6 week cycle of support.

x.8.3.8 The PAR panel will meet at the end of the round to review progress

x.8.4 PAR Round 3

x.8.4.1 The MT and PT will develop or modify the ILP based on the recommendations of the PAR panel and progress made thus far.

x.8.4.2 The MT and administrator will perform a joint formal walkthrough for the purposes of calibration.

x.8.4.3 The MT will complete a MINIMUM of five (5) observations (unannounced) evidenced by Observation Reflection forms

x.8.4.4 The MT will complete a Formal Observation as evidenced by the Formal Observation form.

x.8.4.5 The Principal will review CSTP standard 6 by week 6 of the round.

x.8.4.6 The PAR panel will meet at the end of the round to review progress.

x.8.4.7 If provided evidence that the PT has not met an acceptable level of proficiency on CSTPs 1-5, the Human Resources Department may issue a 90-day intent to release notification, as required by California Education Code

x.8.4.7.a If sufficient progress is demonstrated during the Round 4, the 90- day notification will be rescinded

x.8.5 PAR Round 4

x.8.5.1 The MT and PT will develop or modify the ILP based on the recommendations of the PAR panel and create a transition ILP if needed

x.8.5.2 The MT will complete a MINIMUM of five (5) observations (unannounced) evidenced by Observation Reflection forms

x.8.5.3 The MT will complete a Formal Observation as evidenced by the Formal Observation

x.8.5.4 The site administrator will review CSTP standard 6 by the end of week 6

x.8.5.5 The PAR panel will meet at the end of the round to review progress.

x.8.5.6 If provided evidence that the PT has not met an acceptable level of proficiency on CSTPs 1-5, the Human Resources Department may issue a 30-day intent to release notification, as required by California Education Code

X.9 Exiting PAR:

x.9.1 During the final PAR panel Round the Panel will make a recommendation to one of the following:

x.9.1.1 The PT has met the identified key substandards of CSTPs 1-5 and is returned to the classroom and the normal evaluation cycle.

x.9.1.1.a If the PT is recommended to PAR again within a three (3) year period and the PAR panel concurs that their needs warrant support, the Superintendent may recommend that the teacher be dismissed by the district in accordance with due process as provided by California Education Code.

x.9.1.1.b If after a three (3) year period a PT is referred back to PAR the teacher will have the opportunity to repeat the program one (1) more time.

x.9.1.2 The PT is making progress on the identified key substandards but hasn't improved enough and is recommended for additional PAR cycles up to one (1) additional year as determined by the PAR Panel.

x.9.1.3 The PT has not met the identified key substandards on CSTPs 1-5 and is released from PAR and a report is filed with the Superintendent who may dismiss the teacher in accordance with due process as provided by California Education Code.

x.9.2 The PAR panel will notify the PT and site administrator in writing of the PAR Panel's actions at the conclusion of Round 4. The letter will include the information on the process to appeal including a date by which the appeal must be filed.

x.9.3 In any instance in which the PT or site administrator disagrees with the final actions of the PAR Panel they may file an appeal. Both the site administrator and PT will be notified of the appeal.

x.9.3.1 The appeal shall be scheduled for thirty (30) minutes.

x.9.3.1.a 15 minutes will be allotted for presenting evidence to support the appeal.

x.9.3.1.b 15 minutes will be used for questions from the PAR Panel members.

x.9.3.2 The site administrator or PT should bring written evidence on the standards to support their appeal.

x.9.3.3 The PT may bring a TRUE representative or other guest with them when addressing the PAR Panel.

x.9.3.4 The PAR Panel will discuss the case following the appeal and determines a final PAR Panel action and submits notification in writing to the PT, site administrator and Superintendent.

x.9.4 If the PT goes on paid or unpaid leave while in the PAR program, the process will be completed upon return. The PAR Panel will decide on any adjustments to the process on a case-by-case basis.

x.9.5 If a PT in the PAR program tenders his or her resignation or gives notification of intent to retire at the end of the school year, it will not affect the data gathering or support provided by the MT, nor will it be taken into consideration by the PAR Panel when rendering a final recommendation.

x.10 Voluntary PAR

x.10.1 Teachers eligible to participate in the volunteer PAR program is based on availability:

x.10.1.1 Permanent, non-probationary classroom teacher who voluntarily seeks to improve their teaching performance.

x.10.2 Voluntary PAR consists of support by the MT only. Voluntary PAR participants are not subject to PAR Panel review.

x.10.3 All communications and documentation between MT and self-referred teacher are confidential, and without the written consent of the self-referred teacher, shall not be shared with others including the site administrator or PAR Panel.

x.11 PT's Due Process Rights:

Due Process Rights will be finalized and included in our Appendix in 2017-18 to ensure support is provided to PT's.

x.11.1 PT's shall be entitled to review all reports generated by the MT prior to their submission to the PAR Panel and to have her/his comments attached. The MT shall provide the PT these documents at least 5 working days before the PAR Panel meetings.

x.11.2 The PT shall have the right to be represented by TRUE at any meeting or panel to which he or she is called and shall be given a reasonable opportunity to present her/his point of view concerning any report being made.