



CONEJO VALLEY UNIFIED SCHOOL DISTRICT

AND

UNIFIED ASSOCIATION OF CONEJO TEACHERS

Peer Assistance and Review (PAR) Handbook

CVUSD PAR Program

Governance Committee

Mark McLaughlin

Induction Program Director

Assistant Superintendent, Human Resources

Bob Iezza

Deputy Superintendent, Instructional Services

Randy Smith

UACT President, Elementary Teacher Representative

Kris Olson

Middle School Teacher Representative

Sandra Martinez-Galvan

High School Teacher Representative

Consultant Teachers

Deborah Kolodney, Induction Program Coordinator

Mary Vehrs, Consultant Teacher

Gina Mandell, Consultant Teacher

Clerical Staff

Sandy Hollister

TABLE OF CONTENTS

Introduction.....	1
Definition of Terms.....	2
Guidelines.....	2
Program Overview.....	3
Roles and Responsibilities.....	4
Participating Teacher.....	4
Consultant Teacher.....	5
Governance Committee.....	5
Program Director.....	5
Referral Process.....	6
Required PAR.....	6
Voluntary PAR.....	7
Procedures.....	8

APPENDICES

Appendices.....	10
Appendix A: California Standards for the Teaching Profession (CSTP).....	10
Appendix B: Permanent Teacher Referral.....	11
Appendix C: CVUSD PAR Program Outline.....	12
Appendix D: Timeline for Beginning PAR Process.....	13
Appendix E: Reporting Process.....	14
Appendix F: Bi-Annual Reports	15
Appendix G: CiPAR Teacher Referral – Required form.....	17
Appendix H: CiPAR Teacher Referral – Voluntary form.....	18
Appendix I: Bi-Annual Report - Form.....	19
Appendix J: CiPAR Bi-Annual Review - Form.....	20
Appendix K: CiPAR Post Observation Discussion Log form.....	22
Appendix L: Conejo CiPAR Trust Agreement.....	24

Introduction

CONEJO INDUCTION PEER ASSISTANCE AND REVIEW

The Conejo Valley Unified School District (CVUSD) and the Unified Association of Conejo Teachers (UACT) strive to provide the highest possible quality education for the students of the Conejo Valley. Both parties agree that optimum student performance can be achieved only if there is a fully qualified teacher in every classroom. In order for students to succeed in learning, teachers must succeed in teaching. The parties believe that all teachers, even the most skilled, must focus on continuous improvement in their professional practice. Therefore, the parties agree to cooperate in the design and implementation of a professional development program to improve the quality of instruction through expanded and improved staff development, peer assistance and professional accountability.

Teachers in the program are viewed as valuable professionals who are entitled to have resources available to them to enhance continuous performance improvement. The primary function of CiPAR is to oversee the Conejo Induction program and the Peer Assistance and Review program.

MISSION AND PHILOSOPHY

The Peer Assistance and Review (PAR) Program, created through legislation in 1999, is a cooperative effort by local unions and school districts to assist classroom teachers to improve teaching and learning. PAR is a major step in expanding the authority of teachers to manage the profession by utilizing their expertise to provide collegial support, assistance, and review.

GOAL

The goal of a peer assistance and review program is to help teachers develop practices to improve instruction and student performance. A formal peer assistance program links a Participating Teacher with a Consultant Teacher. The Consultant Teacher provides ongoing support through goal setting, observation, and consultation. A PAR program includes a joint teacher/administrator peer review panel. Certificated classroom teachers chosen by the local union constitute the majority of the panel with the remainder of the panel composed of school administrators chosen to serve on the panel by the school district. Implementing an effective PAR program is an important step towards helping teachers manage the profession by using their expertise to provide collegial support, assistance, and review.

Definition of Terms

1. Conejo Induction - Peer Assistance and Review (Ci-PAR): Program which allows exemplary teachers to assist other teachers in implementing strong teaching strategies based on the California Standards for the Teaching Profession (CSTP).
2. Referred Teacher (or Required PAR): Any teacher with permanent status who is required to follow an improvement plan (written by site administrator) as a response to an unsatisfactory formal evaluation.
3. Voluntary Participating Teacher: Any teacher with permanent status who volunteers to, or asks for participation in, the PAR Program.
4. Governance Committee: A committee comprised of administrators and teacher representatives whose responsibility it is to direct and oversee the PAR Program.
5. Support Provider (SP): An exemplary teacher who meets the requirements for this position and is chosen by the Governance Committee.
6. California Standards for the Teaching Profession (CSTP): A set of standards that were developed jointly by the Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE). The CSTPs are intended to provide a common language and vision about the complexity of the profession by which all teachers can define and develop their practice (See Appendix)

Guidelines

A high-quality PAR program is collectively bargained and includes active participation of teachers both as colleagues and as consultants. An effective PAR program includes the following:

- Meaningful and effective mentoring for voluntary and referred teachers by trained Consultant Teachers
- Well-defined guidelines developed by the PAR panel that include the focus of the program, referral process, statement of confidentiality, consultant teacher selection and support, and reporting procedures
- Clear understanding of roles and responsibilities by all involved so that all parties understand the distinction between the formal evaluation process and the PAR process
- Institutional commitment to, and support by funding of, the PAR program
- Provision of training for PAR panel members and Consultant Teachers
- Quality assistance that supports the needs of the beginning, mid-career, and veteran teachers who have been referred to the program

- Ongoing evaluation of the program that includes monitoring progress of the PAR program, collecting data from the program for annual reports, and evaluating the goals and objectives of the program

PAR provides teachers with structure, understanding and application of effective teaching strategies in the classroom. Important to any PAR Program model is that it is fully funded and provides quality support to teachers with full participation of the local bargaining representative.

Program Overview

The PAR program's primary function is to provide support and assistance to teachers in the district who receive an overall unsatisfactory evaluation from an administrator. Teachers referred to this program will normally receive assistance from a Support Provider Teacher for a period of one school year. The intent of the program is to provide assistance from the start of a school year through the end of the school year.

The assistance provided includes weekly observations/consultations with the Support Provider, opportunities to visit model classrooms, demonstration lessons, professional development opportunities, help with classroom management strategies, and assistance with standards-based lesson/curriculum design.

Once the program has identified the referred teachers and has assigned a Support Provider, the program will be made available to volunteer teachers. The CiPAR Committee will determine the number of available openings for volunteer participants.

The PAR Program encourages a cooperative relationship between the Support Provider, the Participating Teacher and the Principal with respect to the process of peer assistance and review. Prior to working with a Participating Teacher, the Consultant Teacher will meet with the Principal or immediate supervisor to review and discuss the basis for participation in the PAR Program.

Roles and Responsibilities

PARTICIPATING TEACHERS: Description & Responsibilities

The goal of a peer assistance and review program is to help teachers develop practices to improve instruction and student performance. A formal peer assistance program links a Participating Teacher with a Consulting Teacher/Support Provider who provides ongoing support through observation, the sharing of ideas and skills, and the recommendation of materials for further study. A PAR program includes a joint teacher/administrator peer review panel. Certificated classroom teachers chosen by the local union constitute the majority of the panel with the remainder of the panel composed of school administrators chosen to serve on the panel by the school district. PAR is a major step in expanding the authority of teachers in managing the profession by utilizing their expertise to provide collegial support, assistance, and review.

1. A **PARTICIPATING TEACHER** is a teacher with permanent status who volunteers or is referred for assistance to the PAR Program in order to improve his or her ability to engage students in learning, create and maintain an effective classroom environment, organize and deliver subject matter effectively, plan effective lessons, and/or effectively assess students for learning and adjust instruction accordingly.
2. A **VOLUNTEER** Participating Teacher is a teacher with permanent status who volunteers to participate in the PAR program; therefore, the purpose of participation is for peer assistance only and the Consultant Teacher shall not communicate with administration regarding the Volunteer Participating Teacher's classroom performance unless written permission is granted through mutual agreement between the Participating Teacher and the Consultant Teacher. A Volunteer Participating Teacher may terminate his or her participation in PAR at any time.
3. A **REQUIRED** Participating Teacher is a teacher with permanent status who is referred for participation in the PAR program due to an unsatisfactory performance evaluation (**see UACT Contract for definition**); therefore, the purpose of participation is to improve specific areas of performance as indicated by an unsatisfactory performance evaluation. A referral for **Required** PAR is made by receipt of an **unsatisfactory evaluation**. A **Required** Participating Teacher will follow an assistance plan decided upon by site administration and UACT which will be reviewed on an on-going basis by the Participating Teacher, Governance Committee, site administration, and the assigned Consultant Teacher (AKA Support Provider). A **Required** Participating Teacher's time in PAR is subject to the established timelines of no more than one (1) year. A continuance by the Participating Teacher, Consultant Teacher/Support Provider or site administrator beyond the established timelines in PAR can be requested. The decision to extend beyond the established one (1) year timeline would be made by the Governance Committee.

Consultant Teachers/Support Providers: Description & Responsibilities

1. A Support Provider (previously Consultant Teacher) is a teacher who provides assistance to a Participating Teacher pursuant to the PAR Program. The qualifications for the Support Provider are set forth in the CiPAR-Induction (formerly known as BTSA) Trust Agreement which can be accessed via the Appendices, or on the CVUSD Induction website.
2. A Consultant Teacher/Support Provider is a fully credentialed UACT member who is a full-time release teacher with permanent status and at least five (5) years of teaching experience. Further qualifications can be accessed via the CiPAR-Induction Trust Agreement which can be accessed via the Appendices, or on the CVUSD Induction website.
3. All communication between the Support Provider and a Voluntary Participating Teacher shall be confidential in terms of reporting on instructional work to site administration unless express written consent of communication between the Support Provider and the site administrator is provided by the Volunteer Participating Teacher.

GOVERNANCE COMMITTEE: Description & Responsibilities

1. The CiPAR Governance Committee is comprised of five (5) members as follows: two (2) district office administrators and three (3) unit members.
2. The CiPAR Governance Committee oversees all aspects of PAR as outlined in the CiPAR-Induction Trust Agreement which can be accessed via the Appendices.
3. The CiPAR Governance Committee meets up to ten (10) times a year at which time the Support Providers report on Participating Teacher(s) progress.

PROGRAM DIRECTOR

The Program Director shall be the Assistant Superintendent of Personnel Services. The Program Director will:

- Stay informed on credential requirements.
- Stay informed on induction standards.
- Act as liaison with State Agencies (Commission on Teacher Credentialing).
- Act as the liaison with institutions of higher education.
- Act as the liaison with CVUSD departments concerning fiscal, professional development, and other issues.
- Monitor credentials and induction program eligibility.
- Verify completion of induction requirements and recommends participating teachers for professional credentials.
- Attend Director's Academy training or other appropriate professional development.

REFERRAL PROCESS & TIMELINES: REQUIRED PAR

1. By the last working day of April, the principal shall refer a permanent teacher with an unsatisfactory evaluation (see CBA for definition of an unsatisfactory evaluation) to the PAR program for the following school year.
2. The unsatisfactory evaluation, indicating a referral to Required PAR, must be sent to the Assistant Superintendent of Personnel Services, who as a member of the CiPAR Governance Committee, will then present the unsatisfactory evaluation for review at the next Governance Committee meeting.
3. After review of the unsatisfactory evaluation, the Governance Committee will issue a decision regarding participation in PAR for the following school year no later than the last working day in May.
4. Should a decision about Required PAR placement be made, both the site administration and referred teacher will receive written notice and a PAR Handbook.
5. At the time of placement in Required PAR, the Consultant Teacher/Support Provider (assigned by the Governance Committee) will arrange to meet with the site administrator, a unit member, and the Participating Teacher to complete an Assistance Plan that will begin on the first day of the following school year.
6. The Consultant Teacher will begin official meetings with the Required Participating Teacher within the first two weeks of the following school year. The Consultant Teacher/SP, Required Participating Teacher, and the site administrator will develop mutually agreed upon goals (focused and intentional) based on the unsatisfactory evaluation. Observations and post-observation conferences by the Consultant Teacher/SP will begin shortly thereafter as outlined under “Ongoing Procedures.”
7. The term of assistance for Required PAR Participating Teacher shall be one (1) year.
8. Determination of successful completion of PAR or for an optional second year will be made by the Governance Committee with input from the site administrator and Required Participating Teacher. The Required PAR Participating Teacher will also be given the option to discuss progress being made towards mutually agreed upon goals with the Governance Committee at or around the same time.
9. Any adjustments that need to be made regarding goals, timelines and/or change in Consulting Teacher/SP shall be addressed by the Governance Committee.

REFERRAL PROCESS & TIMELINES: VOLUNTARY PAR

1. By the last day of April of any given school year, a permanent teacher may request Voluntary PAR assistance for the following school year by submitting a completed Voluntary PAR Request Form.
2. The Voluntary PAR assistance request is sent to the Assistant Superintendent of Personnel Services, who as a member of the CiPAR Governance Committee, will then present the request to the Governance Committee for review at the May Governance Committee meeting.
3. After review of the Voluntary PAR assistance request, the Governance Committee will issue a decision about participation in Voluntary PAR for the following school year by the end of May of the school year in which the request is made.
4. Once a decision about Voluntary PAR assistance is made, the requesting teacher will receive written notice and a PAR Handbook.
5. Once a permanent teacher has been granted Voluntary PAR assistance, the teacher, site administrator and the Personnel Office will be notified by the PAR Program Director/Coordinator by the end of May of the same school year.
6. A Voluntary PAR Participating Teacher receiving assistance from the PAR program may terminate his or her assistance at any time by filling out a Voluntary PAR Termination Request form and submitting it directly to the Assistant Superintendent of Personnel Services.
7. At the time of placement in Voluntary PAR, the Consultant Teacher/SP (assigned by the Governance Committee) will arrange to meet with the Voluntary Participating Teacher to complete an Assistance Plan. Once the Assistance Plan is completed, the Consultant Teacher and Voluntary Participating Teacher will schedule a meeting with the site administrator for input and to review the Assistance Plan. This meeting should take place no later than the second week of the following school year. In the event that a change takes place with the administrator or teacher's site assignment, the Consulting Teacher/SP must schedule a time to meet with the new administrator and Voluntary Participating Teacher to review the established Assistance Plan.
8. The Consultant Teacher will begin official meetings with the Voluntary Participating Teacher within the first four weeks of the following school year.
9. The term of assistance for a Voluntary PAR Participating Teacher shall normally be (1) year with an option for extension to a second year if the Governance Committee concludes that the Voluntary PAR Participating Teacher may continue.
10. The purpose of participation in the Voluntary PAR program is for assistance only.
11. The Voluntary Participating Teacher will participate in the evaluation cycle, by site administration during this year if scheduled.

PROCEDURES (after referral process is complete): CT/PT

1. When a Voluntary Participating Teacher refers him or herself to PAR, the Consultant Teacher/SP shall complete the following with the PT: review the process and procedures involved in voluntary participation in PAR, establish mutually agreed upon performance goals based on the CSTPs and develop an assistance plan for the upcoming school year. Once such a meeting has occurred, the Participating Teacher and the Consultant Teacher/SP will sign the Voluntary Participating Teacher PAR form which will subsequently be submitted to the Governance Committee and site administration.
2. When Required Participating Teacher is referred to and placed in PAR, the Consultant Teacher/SP shall complete the following: meet with the site administrator and Participating Teacher to develop an assistance plan that will be signed by all in attendance, review the process and procedures involved in required participation in PAR, and establish mutually agreed upon performance goals based on the CSTP that align with the assistance plan. These goals will be provided to and reviewed by the site administrator and the Governance Committee.

ONGOING PROCEDURES: CT/PT/GOVERNANCE

1. During the period of participation in Voluntary PAR, evaluations and formal observations of Participating Teachers shall be the responsibility of the site administrator.
2. During the period of participation in Required PAR, formal observations of the Participating Teachers shall be the responsibility of both the Consultant Teacher and the site administrator. Copies of all formal observations shall be shared with the Governance Committee.
3. The Consultant Teacher shall conduct at least (2) observations monthly of both Required and Voluntary Participating Teachers during classroom instruction and shall conduct post-observation meetings after each observation. Consultant Teachers will meet with Participating Teachers three to four (3-4) times monthly. Observation and post-observation meetings will focus on the mutually agreed upon assistance plan and goals. Consultant Teachers will keep meeting logs, observation reports, and post-observation reports on file. All items will also be provided to Participating Teachers.
4. In the case of a Required PAR Participating Teacher, observations, goals, and post-observation conference information will be shared with site administration.
5. In the case of a Voluntary PAR Participating Teacher, observations, goals, and post-observation conference information will not be shared with the Governance Committee.
6. Consultant Teachers/SP shall assist Participating Teachers by coaching, demonstrating, observing, conferencing, referring for observation, and/or by other activities which, in their professional judgment, will assist the Participating Teacher in meeting his/her mutually agreed upon goals and assistance plan.
7. The Consultant Teacher/SP shall continually monitor (see timelines above) the progress of both the Voluntary and Required Participating Teacher and provide monthly reports to the Governance Committee for discussion and review.

8. Reports of progress for Required PAR Participating Teachers will be provided by the Consultant Teacher to the Governance Committee during regularly scheduled Governance Committee meetings
9. All decisions made by the Governance Committee, in collaboration with site administration, shall be submitted in writing to the Participating Teacher. The Participating Teacher shall have the right to submit a written response, within twenty (20) work days, and have it attached to the final report. The Participating Teacher shall also have the right to request a meeting with the Governance Committee with Association representation.

Appendices

(A)

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

STANDARD ONE:

STANDARD TWO:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING	CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
<p>Connecting students' prior knowledge, life experience, and interests with learning goals</p> <p>Using a variety of instructional strategies and resources to respond to students' diverse needs</p> <p>Facilitating learning experiences that promote autonomy, interaction, and choice</p> <p>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</p> <p>Promoting self-directed, reflective learning for all students</p>	<p>Creating a physical environment that engages all students</p> <p>Establishing a climate that promotes fairness and respect</p> <p>Promoting social development and group responsibility</p> <p>Establishing and maintaining standards for student behavior</p> <p>Planning and implementing classroom procedures and routines that support student learning</p> <p>Using instructional time effectively</p>

STANDARD THREE:

STANDARD FOUR:

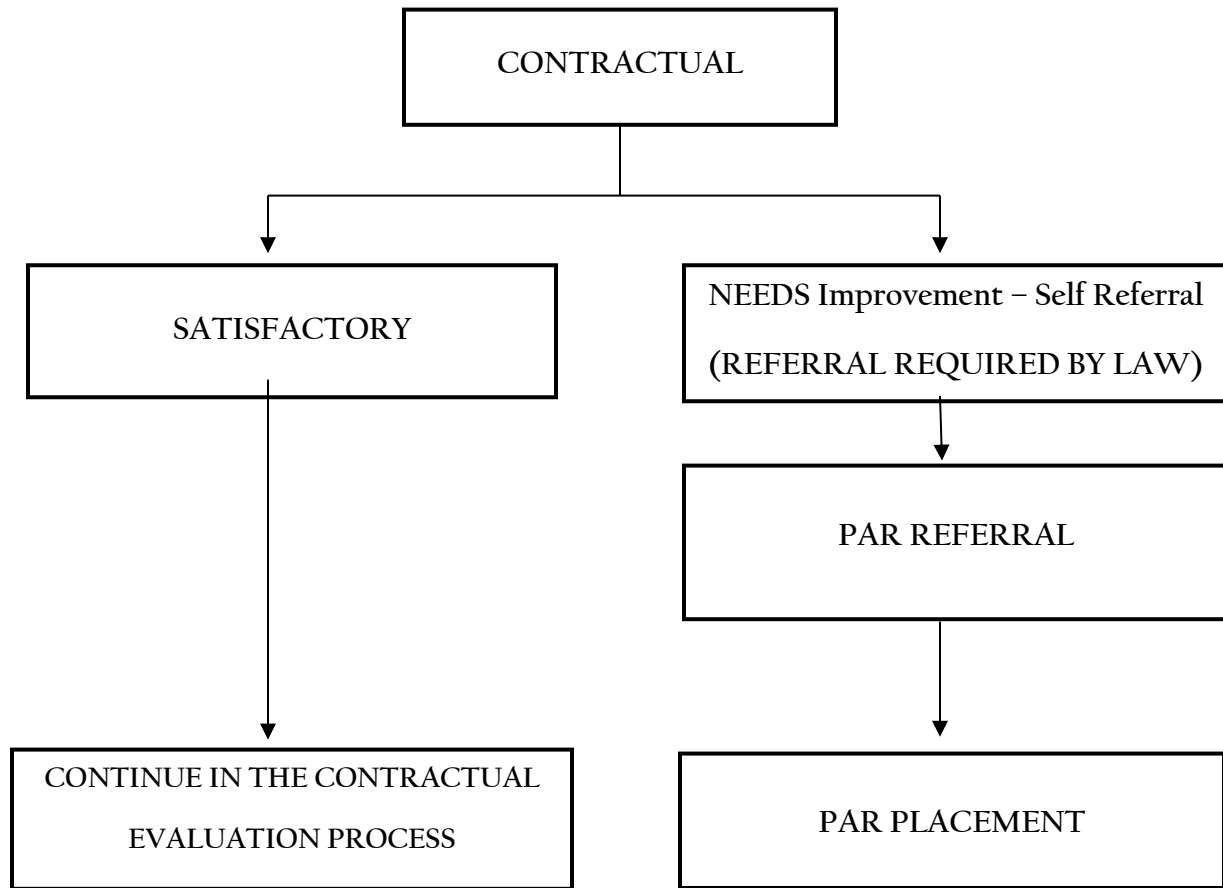
UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
<p>Demonstrating knowledge of subject matter content and student development</p> <p>Organizing curriculum to support student understanding of subject matter</p> <p>Interrelating ideas and information within and across subject matter areas</p> <p>Developing student understanding through instructional strategies that are appropriate to the subject matter</p> <p>Using materials, resources, and technologies to make subject matter accessible to students</p>	<p>Drawing on and valuing students' backgrounds, interests, and developmental learning needs</p> <p>Establishing and articulating goals for student learning</p> <p>Developing and sequencing instructional activities and materials for student learning</p> <p>Designing short-term and long-term plans to foster student learning</p> <p>Modifying instructional plans to adjust for student needs</p>

STANDARD FIVE:

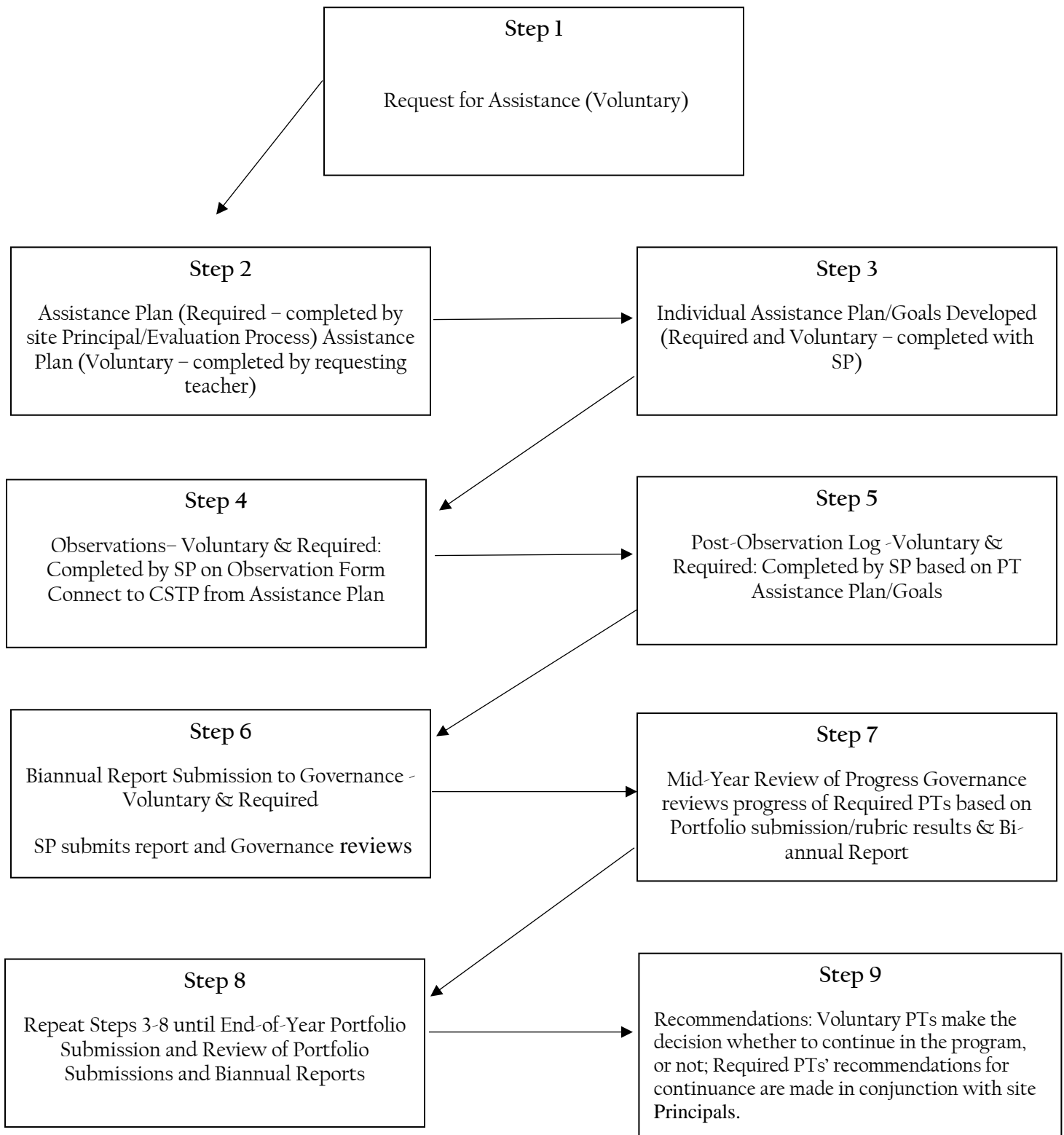
STANDARD SIX:

ASSESSING STUDENT LEARNING	DEVELOPING AS A PROFESSIONAL EDUCATOR
<p>Establishing and communicating learning goals for all students</p> <p>Collecting and using multiple sources of information to assess student learning</p> <p>Involving and guiding all students in assessing their own learning</p> <p>Using the results of assessments to guide instruction</p> <p>Communicating with students, families, and other audiences about student progress</p>	<p>Reflecting on teaching practice and planning professional development</p> <p>Establishing professional goals and pursuing opportunities to grow professionally</p> <p>Working with communities to improve professional practice</p> <p>Working with families to improve professional practice</p> <p>Working with colleagues to improve professional practice</p> <p>Balancing professional responsibility and maintaining motivation</p>

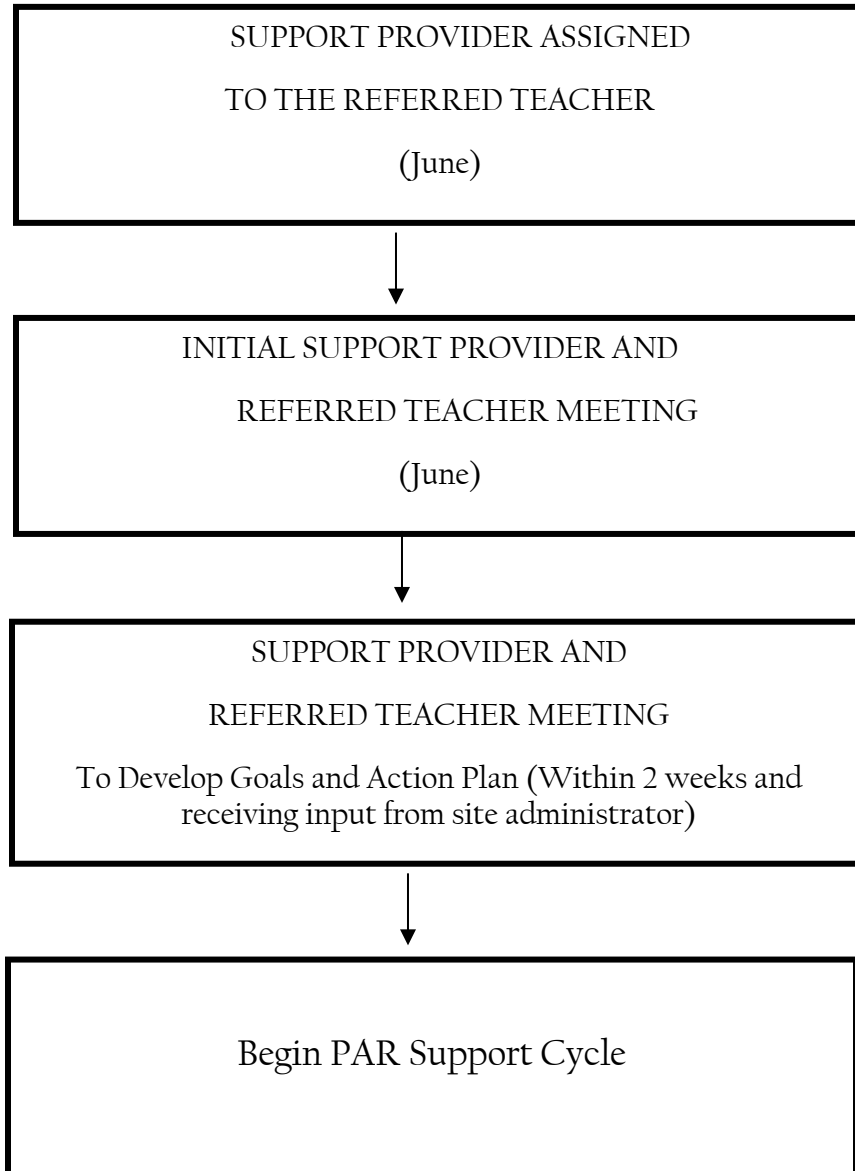
(B) Permanent Teacher Referral



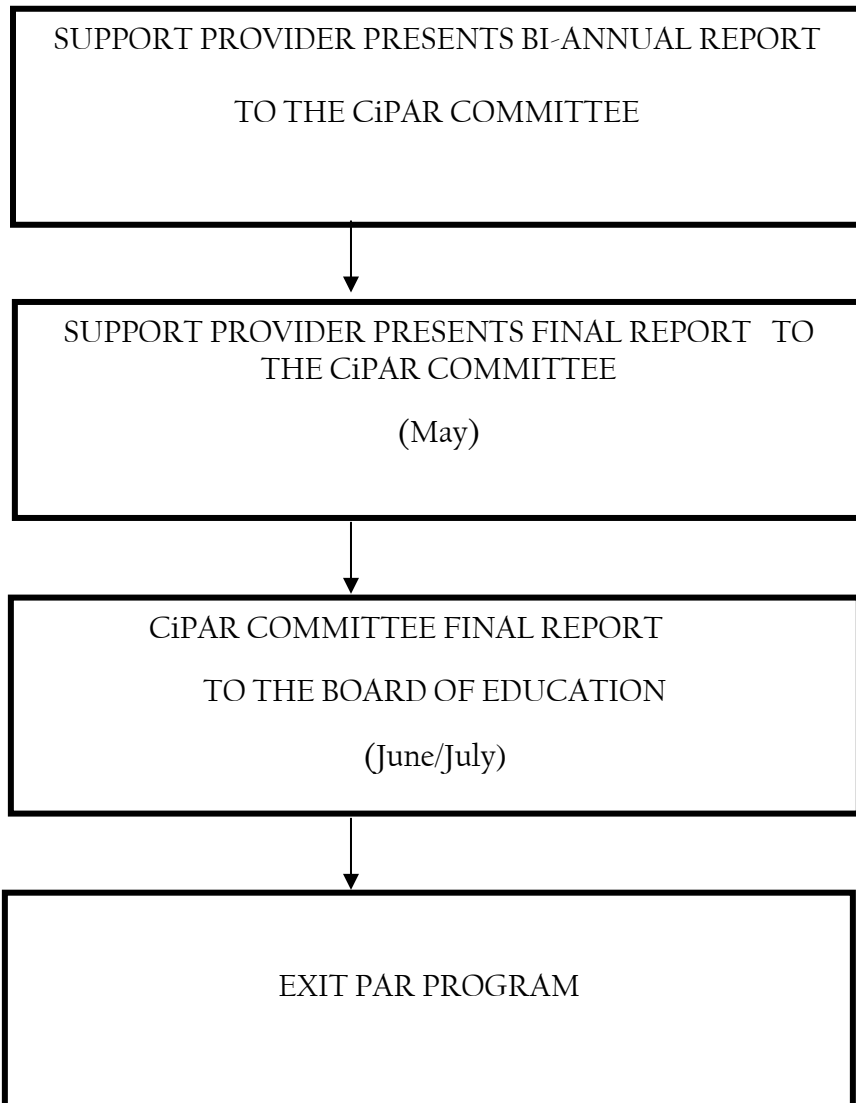
(C) CVUSD PAR Program Outline



(D) Timeline for Beginning the PAR Process Referred Teacher



(E) REPORTING PROCESS VOLUNTARY/REQUIRED TEACHER



(F) Bi-Annual Reports to the Ci-Par Committee

The Bi-annual Report is a confidential document and should be treated as such by the Consultant Teacher/SP. It is a factual report that includes: Focus goals, nature of the support given to the Required Participating Teacher, and frequency and length of meetings between the Consultant Teacher/SP and the Required Participating Teacher. The first report starts from the time of the initial meeting between the Consultant Teacher/SP, Referred Teacher, and Site Administrator. The subsequent reports begin after presenting the last report to the CiPAR Committee.

All reports are to be reviewed with the Required Participating Teacher prior to being submitted to the CiPAR Committee. The Required Participating Teacher may add comments to these reports. The Required Participating Teacher needs to sign the final document, which will then be placed in the teacher's district personnel file. A copy of the final report will be given to the Referred Teacher.

The following is an example of a Bi-annual Report. It should be typed on district letterhead.

First Bi-annual report to the CiPAR Committee

Date (report is being given to committee)

From: Consultant Teacher (*sign after name*)

Re: Referred Teacher

Paragraph 1

Document the date of the first meeting between the Consultant Teacher/SP, Required Participating Teacher and Site Administrator, needed areas for improvement based on Referred Teacher's evaluation and Assistance Plan, and goals established for the Required Participating Teacher

Paragraph 2

State the types of assistance given from the time of the initial meeting to the time the report is completed. Include the number of times the Consultant Teacher/SP and Required Participating Teacher met, the approximate number of hours they met, and how many appointments were observations and how many were consultations only. The specific goals that were being addressed and the type of support given during meetings need to be included.

Example:

"I have met with the Referred Teacher 15 times since July 3rd. Approximately 13 hours were while students were present and 10 hours were when no students were in the room. We worked on lesson planning ... I modeled 5 lessons. We observed another classroom. ..."

Paragraph 3

State when the Consultant Teacher, Required Participating Teacher, and Administrator will be meeting to go over the Bi-annual report (within 2 weeks of presenting it to the Governance Committee). Document those goals that will continue to be areas of focus for the Required Participating Teacher.

Required Participating Teacher signature: _____ date: _____

Cc: Required Participating Teacher

(F) Bi-Annual Administration Report Meeting

The purpose of the Bi-annual Administration Report Meeting is to give the Administrator the opportunity to meet with the Consultant Teacher/SP and the Required Participating Teacher, and to review current progress being made by the Required Participating Teacher in the CiPAR Program.

- The meeting will occur within two weeks of the Bi-annual Report which was presented to the Governance Committee.
- The agenda will be led by the Consultant Teacher. He/she will:
 1. Read the Bi-annual Report that was presented to the CiPAR Governance Committee.
 2. Review the goals that were discussed at the initial meeting with the Site Administrator.
 3. Discuss progress since that meeting.
 4. Discuss areas of growth in established goals
 5. Principal reviews evidence presented and makes suggestions for improvement as they relate to Required Participating Teacher's evaluation.
 6. Goals are restated and clarified as they relate to the Required Participating Teacher's evaluation.

(G) PEER ASSISTANCE AND REVIEW (PAR)

CiPAR Teacher Referral: Required

A principal shall refer a permanent teacher with an unsatisfactory evaluation to the Required PAR Program for the following school year.

A PAR referral must consist of the following:

- A completed and signed PAR Teacher Referral (this form)
- Teacher’s most recent unsatisfactory evaluation and corresponding observation(s)
- The referred teacher must be provided a copy of this referral form and any attached documents.

Principal’s Name/School	Date
Referred Teacher’s Name	Grade(s)/Subject(s)

Please indicate the areas below for which the teacher requires PAR assistance (If you would like to elaborate on any of the areas below, please attach an additional page.):

REQUEST FOR TEACHER ASSISTANCE (Support from a PAR Consultant Teacher)
Area of Focus: <input type="checkbox"/> ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (CSTP 1) <input type="checkbox"/> CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (CSTP 2) <input type="checkbox"/> UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (CSTP 3) <input type="checkbox"/> PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (CSTP 4) <input type="checkbox"/> ASSESSING STUDENT LEARNING (CSTP 5) <input type="checkbox"/> OTHER (be specific):
Principal Signature (Required) :
TO BE COMPLETED BY THE PERSONNEL SERVICES DEPARTMENT/PAR Date: _____ Approved by Program Director/CiPAR Committee: ___ Yes ___ No Personnel Assigned (Consultant Teacher): _____ Support Begins (Date): _____

By the last of working day in March, please send original to:

Personnel Services
 1400 E Janss Rd.
 Thousand Oaks, CA 91362

(H) PEER ASSISTANCE AND REVIEW (PAR) Voluntary Request for Assistance

Name	Date
School	Grade(s)/Subject(s)

Any permanent teacher may volunteer to participate in the program for the purpose of obtaining peer assistance to improve performance. All communications between the Voluntary Participating Teacher (PT) and the PAR Consultant Teacher/Support Provider are confidential and shall not be shared with site administration without the written consent of the Voluntary Participating Teacher.

Please select appropriate type of assistance that you are seeking:

REQUEST FOR TEACHER ASSISTANCE (Support from a PAR Consultant Teacher)
Area of Focus: <input type="checkbox"/> ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (CSTP 1) <input type="checkbox"/> CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING (CSTP 2) <input type="checkbox"/> UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (CSTP 3) <input type="checkbox"/> PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (CSTP 4) <input type="checkbox"/> ASSESSING STUDENT LEARNING (CSTP 5) <input type="checkbox"/> OTHER (be specific):
Teacher Signature (Required) :

TO BE COMPLETED BY THE PERSONNEL SERVICES DEPARTMENT/CiPAR Date: Personnel Assigned (Consultant Teacher): Approved by Program Director: Support Begins (Date):

By the last of March, please send original to:

Personnel Services
 1400 E Janss Rd.
 Thousand Oaks, CA 91362
 -or-
 Send via inter-office mail to
 D.O. Personnel Services

(I) Bi-Annual Report Form

CVUSD Peer Assistance and Review

The Bi-annual Report is a confidential document submitted by an Induction Program Consultant Teacher. It is to be used in conjunction with the Required PAR Participating Teacher's assistance plan to aid the PAR Governance Committee in the recommendation process (see Governance Recommendation form).

The Bi-annual Report is to be a factual record. Copies of all reports are to be given to the Required PAR Participating Teacher prior to submission to the Governance Committee. The Participating Teacher will sign the document, and a copy will be placed in their District Personnel file. The Participating Teacher may attach comments to the Bi-annual Report within 10 days of submission to the Governance Committee.

School Year: _____

Mark the following: ____ Report #1 ____ Report #2

Consultant Teacher: _____

Participating Teacher: _____

Date: _____

To be completed by the Consultant Teacher:

Address the length of time you have supported the Participating Teacher and supports provided (observations, meetings, professional development, etc.). Your comments should include how many meetings you've had with the Participating Teacher, how many observations you've conducted, additional supports that have been provided (such as release time for observing other teachers), and the specific goals you've been working on relative to the Participating Teacher's goals and Assistance Plan.

Consultant Teacher Signature: _____

Participating Teacher Signature: _____

(J) PAR Bi-Annual Review Form

CVUSD Governance Committee

Date: _____ Voluntary PAR: ___ Required PAR: ___ Years in PAR: _____

PT: _____ CT: _____

Part I: Using the information provided on the Bi-annual Report and the Portfolio Assessment, please address the following items as completely as possible.

1. The Participating Teacher has been observed a minimum of three (3) times this semester and three post-observation logs have been provided.
___ YES ___ NO

If you marked "NO," please explain:

2. The Participating Teacher has made significant progress towards his or her goals this semester as evidenced by progress towards the CSTP areas identified as weaknesses on the PAR Request or Referral form and Assistance Plan.
___ YES ___ NO

If you marked "NO," please explain:

3. The Participating Teacher has shown evidence of student achievement in his or her classroom related to the following areas:
 - Teacher Subject Matter Knowledge (communication of subject matter knowledge)
___ YES ___ NO
 - Quality of Teaching (academic rigor & high student expectations)
___ YES ___ NO
 - Teacher-Student Relationships (rapport w/ students)
___ YES ___ NO
 - Teacher Clarity (organization, explanations, & assessment of student learning)
___ YES ___ NO

For any area(s) marked "NO," please list suggestions for improvement:

PART II: Recommendations: Mark all that apply

We, the members of the CiPAR Governance Committee, hereby recommend the following for _____, based on the evidence provided at this Bi-annual check.

Continue in Voluntary PAR with another check on _____.

Continue in Required PAR with another check on _____.

Discontinue Voluntary PAR effective _____.

Discontinue Required PAR effective _____.

Discontinue Voluntary PAR and move to Required PAR effective _____.

Note next steps based on above recommendations:

Administrative Representative (signature): _____

Teacher Representative (signature): _____

Original (PT File) Copy (PT) Copy (Required PAR Site Principal)

(K) PAR Post-Observation Discussion Log

Directions: Complete the log below during a post-observation conference. Be sure to fully complete any areas that pertain to the Participating Teacher's specific goals. If time allows, additional CSTP areas may be addressed. Both the PT and CT should retain a copy of this log with the observation.

PT Name: _____ CT Name: _____ Date: _____

Grade Level/Subject: _____ School: _____

<p>Engaging Students in Learning (CSTP 1): What did you do in this lesson to that fostered academic rigor, communicated high expectations, and that created student desire to learn more about the subject matter?</p>	<p>Focus for Improvement:</p>
<p>Classroom Environment (CSTP 2): How does your classroom environment support student learning?</p>	<p>Focus for Improvement:</p>
<p>Classroom Management (CSTP 2): What strategies were employed to create positive rapport with students, manage disruptive behavior, and how did the strategies contribute to student learning?</p>	<p>Focus for Improvement:</p>

<p>Lesson Organization (CSTP 3 & 4): Was your lesson organized in a manner that reflected an understanding of your students' needs and in a way that contributed to student learning?</p>	<p>Focus for Improvement:</p>
<p>Subject Matter Knowledge & Communication (CSTP 3 & 4): Were your directions and lesson objectives clearly communicated to students? Were the lesson's goals and objectives connected to student achievement and learning?</p>	<p>Focus for Improvement:</p>
<p>Assessment (CSTP 5): What methods did you employ to assess student learning/achievement? How did you use your assessments to guide further instruction?</p>	<p>Focus for Improvement:</p>

(L) Trust Agreement

CONEJO INDUCTION PEER ASSISTANCE AND REVIEW (CiPAR)

A. Preamble

The Unified Association of Conejo Teachers (UACT) and the Conejo Valley Unified School District (CVUSD) strive to provide the highest possible quality education for the students of the Conejo. Both parties agree that optimum student performance can be achieved only if there is a fully qualified teacher in every classroom. In order for students to succeed in learning, teachers must succeed in teaching. The parties believe that all teachers, even the most skilled, must focus on continuous improvement in their professional practice. Therefore, the parties agree to cooperate in the design and implementation of a professional development program to improve the quality of instruction through expanded and improved staff development, peer assistance and professional accountability.

Teachers in the program are viewed as valuable professionals who are entitled to have resources available to them to enhance continuous performance improvement. The primary function of CiPAR is to oversee the BTSA Induction program and the Peer Assistance and Review program.

B. Conejo Induction Peer Assistance and Review (CiPAR) Governance Committee

The Governance Committee serves as the governing body for the Conejo Induction Peer Assistance and Review (CiPAR) Program and determines guidelines that are consistent with the terms of the Collective Bargaining Agreement.

1. The Governance Committee will consist of five (5) members. Members of the Governance Committee will include three (3) members selected by UACT and two (2) members appointed by the CVUSD. The Governance Committee will establish its operational procedures.
2. The Governance Committee will establish a meeting schedule. Meetings will not be held unless four (4) of the five (5) members are present. Such meetings may take place during the regular workday, in which event teachers who are members of the Committee will be released from their regular duties without loss of pay. Governance Committee members may not send alternates.
3. The Governance Committee shall meet as needed. The Committee shall annually select a chairperson for the Committee, who shall in alternate years be from among the Association and administrative members.
4. The Governance Committee shall be responsible for selecting Consultant Teachers (defined in Section D), evaluating Consultant Teachers' performance and their documentation, and providing in-service training for them during the school year. The Governance Committee will provide written confirmation of participation in the CiPAR Program to participating teachers, Principals or immediate supervisors, and Consultant Teachers. The Governance Committee shall select one Consultant Teacher to serve as Program Coordinator.
5. The Governance Committee, either by consensus or majority vote, will adopt guidelines for implementing the CiPAR Program. Said guidelines will be consistent with the provisions of the Trust Agreement and the law.

6. The Governance Committee will approve the assignment of Consultant Teachers to Participating Teachers annually. Either teacher has the right to meet with the Governance Committee to discuss the assignment or other issues. At the request of either teacher, the Governance Committee may change assignments at any time during the year.
7. It is intended that all documentation and information related to participation in the CiPAR Program be regarded as a personnel matter, and as such, is subject to the personnel record exemption in Government Code 6250 et seq.

C. Participating Teachers

1. A Participating Teacher is a unit member who receives assistance and coaching to improve instructional skills, classroom management, and knowledge of subject and related aspects of teacher performance. There are four (4) categories of Participating Teachers.

a. BTSA Participating Teachers (PT)

1. In order to help new unit members successfully begin their careers in the District, all newly hired unit members with less than two (2) full years of fully credentialed teaching experience will be required to participate in the CiPAR Program.

Induction candidates (those clearing credentials) will gather evidence for an Induction Portfolio which demonstrates growth over time, as related to the Induction Program Standards 5 and 6 – Teaching All Students: Pedagogy (CSTP) and Universal Access (Equity, Teaching English Learners and Special Populations).

2. A Consultant Teacher will be assigned to assist each identified PT.
3. Guidelines for the PT and the Consultant Teacher will be maintained and distributed by the Governance Committee.

b. Pre-Intern and Intern (P-I and I) Participants

1. Newly hired unit members who have not completed credential requirements.
2. A Consultant Teacher may be assigned to assist each identified Pre-Intern and Intern.

c. Required PAR Participants (RP)

1. The purpose of participation in the CiPAR Program is to help correct job related deficiencies and to assist the unit member to improve performance. Permanent unit members who exhibit serious job related deficiencies and have received unsatisfactory ratings by the Principal on their annual Certificated Evaluation Report will be required to participate in the CiPAR Program as an intervention. At the discretion of the Governance committee, any teacher with a reemployment recommendation of “Retain but must show improvement may be placed in CiPAR upon recommendation of the CiPAR governance board. Also the Principal/designee needs to have

observed and notified the Teacher of concerns with the Teacher's performance and tried to rectify them before making a recommendation for participation in CiPAR.

2. A Consultant Teacher will be assigned to assist each identified RP.
3. The Consultant Teacher will provide assistance to the RP and will report progress and participation to the Governance Committee. The RP shall have the right to submit a written response to the final report, to request a meeting with the Governance Committee, and to have representation at the meeting.
4. The results of the RP's participation in the CiPAR Program may be used in the evaluation of the teacher pursuant to Education Code Section 44660 et seq.

d. Volunteer PAR (VP) Participants

1. A permanent unit member who seeks to improve his/her teaching performance may request a Consultant Teacher to provide peer assistance. All such requests shall go through the Governance Committee. It is understood that the purpose of participation in the CiPAR Program is only to provide peer assistance, and that the Consultant Teacher will not participate in the evaluation of a VP. Furthermore, the VP may terminate his/her participation in the CiPAR Program at any time without the requirement to state a reason for termination from the program.
2. Information obtained by the Consultant Teacher while assisting the VP cannot be utilized in the evaluation process and/or as the basis for mandatory participation in the CiPAR Program unless so requested by the VP.
3. The VP teacher, in consultation with the CT, may choose to create a plan for additional time in Voluntary PAR. The VP teacher may invite the principal to participate in discussions at the beginning of the year and additional meetings as needed.

D. Consultant Teachers

Qualifications of the Consultant Teacher and Program Coordinator

A Consultant Teacher:

- Must be tenured and have spent the last five years teaching in the CVUSD.
- Must represent the highest standards of the profession
- Possess a strong educational philosophy.
- Is recommended to have a breadth of teaching experience since the Consultant Teacher may work with a wide variety of teaching assignments.
- Must be able to communicate effectively both orally and in writing.
- Have strong interpersonal skills
- Have CLAD or alternate EL Certification

Selection and Evaluation of the Consultant Teacher

1. The Governance Committee will determine the number of Consultant Teachers needed in any school year.
2. A notice of vacancy will be circulated via district e-mail and posted at all sites and in the District Office to fill the position of Consultant Teacher. In addition to submitting an application form, each applicant is required to submit three references from individuals (including the current principal) who have direct knowledge of the applicant's abilities to be a Consultant Teacher.
3. Consultant Teachers shall be selected by consensus or by a majority vote of the Governance Committee after interviews of all final candidates.
4. The Governance Committee will monitor and evaluate the effectiveness of the Consultant Teachers and will make decisions regarding their continuation in the program. The Governance Committee may remove a Consultant Teacher from the position at any time because of the specific needs of the CiPAR Program, inadequate performance of the Consultant Teacher, or other just cause. Prior to the effective date of such removal, the Governance Committee will provide the Consultant Teacher with a written statement of the reason(s) for the removal, and, at the request of the Consultant Teacher, will meet with him/her to discuss the reason(s).

Service Guidelines

1. Consultant Teachers shall have a caseload determined by a ratio of Consultant Teachers to Participating Teachers. All attempts will be made to not exceed a ratio of 16 – 18 Participating Teachers to each consultant Teacher as funding allows, as determined by the Governance Committee.
2. Consultant Teachers will serve for a minimum period of three (3) years and a maximum of five years. The CT may reapply after returning to the classroom for one (1) year. As deemed necessary, the Governance Committee may extend the number of years of service to benefit the program.
3. Consultant Teachers will receive their regular salary, as well as a monthly allowance for mileage and a stipend of approximately \$6,000 to compensate them for additional time and responsibilities during their work year. The Program Coordinator will receive an additional stipend of \$2,000.
4. The CiPAR Program encourages a cooperative relationship between the Consultant Teacher, the Participating Teacher and the Principal with respect to the process of peer assistance and review. Prior to working with a Participating Teacher, the Consultant Teacher will meet with the Principal or immediate supervisor to review and discuss the basis for participation in the CiPAR Program.
5. As appropriate, the consultant teachers will make board presentations regarding the status of the Program.

Duties of the Consultant Teacher

A Consultant Teacher shall assist all teachers participating in the CiPAR program by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist participants.

The Consultant Teacher will:

- Meet on a regular basis with the Principal to discuss the progress of the Participating Teacher.
- Meet with the Participating Teacher to discuss the CiPAR Program, to establish mutually agreed upon performance goals, and to develop an Individual Learning Plan (ILP) for PT.
- Collaborate with RP, CT, and administrator to create an assistance plan and determine parameters for successful completion of the CiPAR program.
- Spend a minimum of twenty (20) hours per evaluation period (twice a year) with each Participating Teacher unless the Consultant Teacher and the Governance Committee mutually agree on an alternate timeline.
- Conduct multiple written observations of the Participating Teacher during classroom instruction and provide specific, timely feedback after each visit.
- Document all observations, visitations and meetings. Maintain a written log of contacts and comments/notes for each Participating Teacher.
- Keep all written material as required by the Commission on Teacher Credentialing.
- Participate in regular meetings with other Consultant Teachers.
- Provide in-service opportunities as needed.
- Submit reports to the Governance Committee when requested.
- Participates in appropriate professional development.

Duties of Program Coordinator

- Implements the CiPAR Program 50% of the time and acts as Consultant Teacher 50% of the time (with ½ of the caseload of Participating Teachers.)
- Monitors Participating Teachers' progress toward completion of the induction requirements.
- Notifies the Participating Teachers concerning progress and participation in the program.
- Organizes staff development for Participating Teachers and Consultant Teachers.
- Assists Consultant Teachers with concerns and issues that arise.
- Collaborates/Participates/Leads in the planning and implementation of professional development meetings and seminars, with the Consultant Teachers.
- Monitors completion of induction requirements.
- Participates in appropriate professional development.

E. Program Director

The Program Director shall be the Assistant Superintendent of Personnel Services. Role and responsibilities are to:

- Stay informed on credential requirements.
- Stay informed on induction standards.
- Is the liaison with State Agencies (Commission on Teacher Credentialing).
- Act as the liaison with institutions of higher education.
-
- Act as the liaison with CVUSD departments concerning fiscal, professional development, and other issues.
- Monitor credentials and induction program eligibility.
- Verify completion of induction requirements and recommends participating teachers for professional credentials.
- Attend Director's Academy training or other appropriate professional development.

F. Budget Components

- Release time for Governance Committee as necessary to assist with portfolio review and teacher observation (\$1,500 annually.)
- Stipend for Governance Committee members of \$2,300 annually.
- Replacement costs for Consultant Teachers salary and benefits at Step __ Column __
- Stipend for Consultant Teachers of approximately \$6,000.
- Stipend for Program Coordinator \$6,000 plus \$2,000.
- Mileage for Consultant Teachers - \$335 per month.

G. Evaluation and Adjustment to the CiPAR Program

The Governance Committee shall evaluate the impact of the Conejo Induction Peer Assistance and Review (CiPAR) Program. This evaluation may include:

- Interviews of the program participants, both Consultant Teachers and Participating Teachers.
- Surveys of the program participants, both Consultant Teachers and Participating Teachers.
- Assistance with Portfolio Review and teacher observation.

The District agrees to indemnify and hold harmless the Association, any Association member, the Governance Committee and the Consultant Teachers from any liability arising out of their participation in the CiPAR Program as provided in Education Code Section 44503, subdivision (c) and Government Code Section 820.2.

EDUCATIONAL POLICY TRUST AGREEMENT

This Agreement is entered into between the UNIFIED ASSOCIATION OF CONEJO TEACHERS ("UACT") and the CONEJO VALLEY UNIFIED SCHOOL DISTRICT ("DISTRICT").

RECITALS

1. The parties hereto desire to establish a system, the purpose of which is to assist teachers employed by the DISTRICT in the development of proficiency in performance of their duties.
2. The DISTRICT and UACT have established the Conejo Induction Peer Assistance and Review Program ("CiPAR"). The CiPAR Program provides teachers new to the DISTRICT with an experienced classroom teacher, called a Mentor Teacher, who serves as a support system. The Mentor Teachers' primary responsibility is to provide each new teacher with thorough and frequent classroom observations, reflective feedback, curriculum support, model lessons, coaching, and "just in time" support. The program will include first year teachers, second year teachers, tenured teachers on assistance plans (see PAR handbook), and volunteer teacher participants.
3. The entire program, which includes peer support/review of new teachers and an intervention plan for tenured teachers, is governed by the DISTRICT and UACT under the contract and this Educational Policy Trust Agreement.
4. All Mentor Teachers remain a member of the teachers' bargaining unit.

NOW THEREFORE, it is agreed as follows:

1. Recitals. The foregoing Recitals are incorporated herein by reference as if set forth in full.
2. Entire Agreement. It is understood and agreed that this Agreement contains the entire agreement (including attachment Pages 1 through 7) between the parties and that the terms of the Agreement are contractual and not mere recital.
3. Authority. The persons so signing this Agreement hereby warrant they have authority to execute this instrument and have, prior to signing, fully read and understood this Agreement.

Dated: 9-27-18

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
By: [Signature]
By: _____

Dated: _____

UNIFIED ASSOCIATION OF CONEJO TEACHERS
By: _____