

Saugus Union School District

Peer Assistance and Review Program



Board Adopted
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SECTION 1: PROGRAM GOAL

The Peer Assistance and Review Program exists in order to improve teaching and learning in the Saugus Union School District.

The Peer Assistance and Review Program will provide support and assistance to teachers in the district.

The program shall expect and strongly encourage a cooperative relationship between the consulting teacher and the principal with respect to the process of peer assistance and review.

The Peer Assistance and Review Program will work in coordination with the BTSA/ Induction Program. A consulting teacher may serve as a support provider for the BTSA/Induction Program.

SECTION 2: PROGRAM GUIDELINES

The Saugus Union School District offers two support programs for its new and nontenured teachers; BTSA/Induction and Peer Assistance and Review (PAR). At any given time, a teacher will be eligible to participate in only one support program.

Non-tenured teachers who are not eligible to participate in the BTSA/Induction Program shall participate in PAR depending on funding, space availability and individual need.

Teachers will participate in PAR according to the following guidelines:

- Those who receive an “unsatisfactory” rating in instructional strategies, classroom management, and/or student progress on the summative evaluation must participate in PAR;
- Those who receive two consecutive “needs improvement” ratings on the summative evaluation in any one of the three areas outlined above must participate in PAR;
- Those who receive a “needs improvement” rating in any one of the three areas outlined above will be recommended by the principal to participate in PAR;
- Others may volunteer to participate in PAR.

The District will ensure that the PAR Program aligns with the teacher evaluation process and the “Improvement of Instruction” Handbook.

The Panel will review and restructure the PAR Program and document as needed with the approval of the District and the Saugus Teachers Association. Caseload adjustments will be reviewed by the PAR panel as necessary by February 1 of each year.

SECTION 3: PEER REVIEW PANEL

- I. The Peer Review Panel (PRP) is responsible for governance of the PAR Program including, but not limited to:
 - A. Recruiting, selecting and monitoring of consulting teachers;
 - B. Conducting informational meetings;
 - C. Receiving PAR program referrals;
 - D. Matching consulting teachers and participating teachers;
 - E. Receiving and reviewing consulting teacher reports and recommendations;
 - F. . Preparing recommendations to the Board regarding PAR program participants;
 - G. Evaluating the operation of the PAR program, the effectiveness of the consulting teachers, and making recommendations for program improvement.

- II. The Peer Review Panel Members
 - A. The PRP shall include an Assistant Superintendent, one school principal, and three (3) teachers.
 - B. The school principal and Assistant Superintendent on the PRP shall be appointed by the District.
 - C. The teachers of the PRP shall be selected and appointed by the Saugus Teachers Association which represents classroom teachers in the Saugus Union School District.

- III. No member of the PRP will participate in a Panel action affecting individuals they supervise or under circumstances where their participation in that Panel action would be construed as a conflict of interest.

- IV. The District Office shall provide administrative support to the PRP including, but not limited to, the following:
 - A. Scheduling of meetings;
 - B. Preparation of meeting agendas, meeting minutes, reports, correspondence, surveys and other materials;
 - C. Coordination and distribution of materials among PRP, participating teachers, consulting teachers, principals, Personnel Department, Board and others;
 - D. Coordination of PAR program processes including CT selection, PRP selection and PAR program evaluation;
 - E. Maintenance of PRP files and records of the PAR Program.

- V. The Peer Review Panel members shall select, a Chair who will:
 - A. Preside at PRP meetings;
 - B. Provide oversight and direction for administrative processes;
 - C. Present PRP recommendations to Board
 - D. Present PRP program evaluation to Board and Saugus Teachers Association.

VI. PRP Timelines:

PRP will:

- A. May/June: Receive PAR Program referrals
- B. June/July/August: Receive PAR Program referrals (new teachers); assign participating teachers to consulting teachers and notify Personnel Office of assignments.
- C. August/September: Consulting Teacher Orientation
- C. December/January Coordinate with Saugus Teachers Association and District on selection of PRP members and develop a plan for PAR Program evaluation process.
- D. January: Conduct mid-year forum for PRP members and consulting teachers to evaluate program operation and address/or resolve any concerns/issues.
- E. April/May: Receive and review final PAR reports and recommendations from consulting teachers; prepare report for Board.
- F. May/June: Report recommendations to Board; present PAR Program evaluation to Board and Saugus Teachers Association; recruit and select consulting teachers; schedule training for consulting teachers and PRP members.

SECTION 4: CONSULTING TEACHERS

- I. Eligibility: Consulting teachers provide collegial support and assistance to teachers participating in the Peer Assistance & Review Program. Classroom teachers who meet the following eligibility criteria are encouraged to apply to become PAR Program Consulting Teachers:
 - A. A minimum of six (6) years experience as a teacher;
 - B. Permanent teaching status with Saugus District;
 - C. Experience with a variety of grade levels; preferably in both primary and upper grades
 - D.
 - E. Demonstrate ongoing commitment to professional development.

- II. Application Process: Consulting teacher applicants must submit the following application materials in accordance with the timelines and procedures established by the Peer Review Panel:
 - A. Recommendation from a teacher who has less than 5 years of experience;
 - B. Recommendation from a teacher who has more than 5 years of experience;
 - C. Recommendations from two administrators within Saugus Union School District;
 - D. Consulting teacher candidates may be provided with a situation (e.g., written scenario or videotaped lesson) highlighting a teacher's need for support in the areas of instructional strategies, student progress and/or classroom management and asked to develop goals and a support plan to assist that teacher.

- III. Selection Process:
 - A. The PAR Program Peer Review Panel (PRP) will receive, review and rank applications.
 - B. The PRP may conduct classroom observations of consulting teacher candidates.
 - C. The PRP will conduct interviews with consulting teacher candidates.
 - D. The PRP will select consulting teachers and submit the list of selected consulting teachers to the Board for approval.

- IV. Consulting teachers will serve a two (2) year term, with a maximum of two (2) consecutive terms.

- V. Consulting teachers should not be part of the site leadership team or hold the title of head teacher, primary or upper grade learning specialist. Exceptions may be made if the demand for consulting teachers cannot otherwise be met. Exceptions are at the discretion of the PRP.
- VI. Consulting teachers may serve as a support provider for the BTSA/Induction Program.
- VII. Consulting teachers will maintain equitable caseloads that provide effective service to participating teachers.
- VIII. Consulting teachers' site assignments will be determined with input from the consulting teacher, site principal, and Assistant Superintendent.
- IX. Consulting teachers will receive \$1,000 per assigned teacher per year and will be limited to a maximum of four assigned teachers annually.

MANDATORY TRAINING/MEETINGS:

- 1. Consulting Teacher Orientation Meeting/Coaching Training (Aug. – Full Day): Expectations of Program, Timelines, Forms, Effective Coaching and Support Strategies; How to Work with a Struggling Teacher.
- 3. Fall Review (Nov.): Check-In
- 3. Mid-Year Review (Jan.): Bring Goal Forms, Discuss Progress
- 4. Spring Review (Mar.): Check-In

SECTION 5: PLACEMENT PRIORITIES

- I. The Saugus Union School District's Peer Assistance & Review (PAR) Program provides service to participating teachers according to the following service priorities:
 - A. First priority will be given to permanent teachers who have received an "unsatisfactory" rating or two consecutive "needs improvement" ratings in the area(s) of instructional strategies, classroom management and/or student progress on the summative evaluation.
 - B. Second priority will be given to non-tenured teachers who are not eligible for the BTSA/Induction Programs (dependent on funding).
 - C. Third priority will be given to teachers who are recommended to participate based on having received one "needs improvement" rating in the area of instructional strategies, classroom management and/or student progress on the summative evaluation (dependent on funding).
 - D. Fourth priority will be given to other teachers who volunteer to participate on a space available basis (dependent on funding).

- II. Permanent teachers participating in PAR will be provided with a list of available consulting teachers and asked to prioritize the individuals with whom they would prefer to work. The Peer Review Panel will consider these preferences when assigning consulting teachers to participating teachers.

SECTION 6: SUPPORT PROCESS FOR MANDATORY PARTICIPATION

Permanent Teachers

- I. A permanent teacher will be referred for mandatory participation in PAR based upon either of the following circumstances:
 - A. The teacher receives an “unsatisfactory” rating in the area of instructional strategies (Standards 1, 3 and 4), classroom management (Standard 2) and/ or student progress (Standard 5) on the summative evaluation issued in May or;
 - B. The teacher has received two consecutive “needs improvement” ratings in the area of instructional strategies (Standards 1, 3 and 4), classroom management (Standard 2) or student progress (Standard 5) on the summative evaluation issued in May.

- II. Referral Process
 - A. To initiate the referral into PAR, the principal will complete the PAR Participation Form and forward it to Human Resources. The Human Resources Department will forward the Form to the Peer Review Panel.
 - B. Prior to the beginning of the school year, the PRP will assign consulting teachers to support each participating teacher and route a “Notification of PAR Assignment” form to the participating teacher, consulting teacher, principal, and Personnel office. In assigning consulting teachers, the PRP will consider the preferences indicated by the participating teacher.

- III. Consulting Teacher Support
 - A. Initially, the consulting teacher shall conduct an introductory visit with the participating teacher during which the consulting teacher will introduce himself/herself, explain the PAR program and schedule the initial observation. The consulting teacher will also make contact with the principal.
 - B. The consulting teacher will conduct an observation of the participating teacher and meet with the participating teacher to discuss the observation and establish performance goals.
 - C. The consulting teacher will develop the PAR Performance Goals and Support Plan with the participating teacher. The Plan shall include observations and meetings between the consulting teacher and the participating teacher (See J. Expectations).
 - D. The consulting teacher will meet with the principal and participating teacher to review the PAR Performance Goals and Support Plan. Copies of the Plan will be provided to the participating teacher and principal by mid-October.

- E. In accordance with the timelines established by district policy, the principal will conduct a Professional Planning Conference with the participating teacher. The PAR Performance Goals and Support Plan developed by the consulting teacher will be incorporated into the Professional Goals developed by the teacher.
- F. The principal and consulting teacher will function in a collaborative and cooperative relationship with ongoing communication to support the participating teacher.
- G. The consulting teacher will schedule a meeting with the participating teacher and principal to review progress and update the Plan as necessary.
- H. Prior to January 31, the consulting teacher will schedule a meeting with the participating teacher and principal to review progress towards the goals set forth in the PAR Performance Goals and Support Plan.
- I. During April, the consulting teacher will prepare the Final Report of PAR Participation, including a recommendation that the participating teacher either exit or remain in the PAR program for up to one additional academic year.
- J. The consulting teacher will submit the Final Report of PAR Participation to the Peer Review Panel. The PRP will send two (2) copies of the Final Report to the principal. The principal will have the participating teacher sign both copies of the Report. One copy of the Report will remain with the participating teacher and the other will be forwarded to the Human Resources Department for placement in the participating teacher's personnel file.
- K. The results of the participating teacher's participation in the PAR program, as reflected in the Final Report, will be incorporated into the participating teacher's Summative Evaluation.
- L. The consulting teacher will continue providing support and attending scheduled meetings through the end of academic year.
- M. Expectations:
 - i Observations: 1 Full Instructional Day; 3-5 lessons
 - ii Class Visitations: 2-4 visits to exemplary classes
 - iii Communication w/ Participating Teacher: 2 times per month via email, phone, and/or face-to-face.
 - iv Communication with Principal: Monthly

SECTION 7: SUPPORT PROCESS FOR MANDATORY PARTICIPATION

New Teachers

- I. Determination of Eligibility to Participate in PAR
 - A. Each new teacher hired by the District will receive eligibility information about available teacher support programs.
 - B. The District will confirm eligibility and participation in the appropriate support program and notify the new teacher and the principal.

- II. Enrollment in PAR
 - A. The Panel will prepare a PAR Participation list and forward it to consulting teachers, Human Resources Department and Curriculum/Instruction Department.

- III. Consulting Teacher Support
 - A. Initially, the consulting teacher shall conduct an introductory visit with the participating teacher during which the consulting teacher will introduce himself/herself, explain the PAR program and schedule the initial observation. The consulting teacher shall also make contact with the principal.
 - B. The consulting teacher will conduct an observation of the participating teacher and meet with the participating teacher to discuss the observation and establish performance goals.
 - C. The consulting teacher will develop the PAR Performance Goals and Support Plan with the participating teacher and principal. The Plan shall include observations and meetings between the consulting teacher and the participating teacher.
 - D. In accordance with the timelines established by district policy, the principal will conduct a Professional Planning Conference with the participating teacher. The PAR Performance Goals and Support Plan developed by the consulting teacher will be incorporated into the Professional Goals developed for the teacher.
 - E. The principal and consulting teacher will have ongoing communication and function in a collaborative and cooperative relationship to support the participating teacher.
 - F. The consulting teacher will schedule a meeting with the participating teacher and principal to review progress and update the Plan as necessary.
 - G. Prior to January 31, the consulting teacher will schedule a meeting with the participating teacher and principal to review progress towards the goals set forth in the PAR Performance Goals and Support Plan.
 - H. During April, the consulting teacher will prepare and submit the Final Report of PAR Participation to the participating teacher, principal and PRP. If the

participating teacher has not attained tenure, the Final Report will include a recommendation that the participating teacher exit or remain in PAR.

- I. The consulting teacher will continue providing support and attending scheduled meetings through the end of the academic year.
- J. Expectations:
 - i Observations: 1 Full Instructional Day; 1-2 lessons
 - ii Class Visitations: 1-2 visits to exemplary classes
 - iii Communication w/ Participating Teacher: 2 times per month via email, phone, and/or face-to-face.
 - iv Communication with Principal: Monthly

SECTION 8: SUPPORT PROCESS FOR VOLUNTARY PARTICIPATION

- I. Eligibility: Teachers may volunteer to participate in the Peer Assistance & Review Program. Voluntary participation is initiated by the teacher, but may be the result of a recommendation by the principal.
- II. Voluntary Enrollment in PAR
 - A. To initiate voluntary participation, the participating teacher must complete the PAR Participation Form and submit it to the Peer Review Panel (PRP).
 - B. Prior to the beginning of the school year, the PRP will assign consulting teachers subject to availability, considering the preferences indicated by the participating teachers. The PRP will route a “Notification of PAR Assignment” form to the participating teacher, consulting teacher, and principal.
 - C. Voluntary participants in the PAR program will normally remain in the program for one academic year. Voluntary participants may exit the program sooner by filing a written notice of intent to exit at least 30 days prior to the intended exit date.
 - D. Voluntary participants wishing to remain in the program for more than one academic year must resubmit the PAR Participation Form.
- III. Consulting Teacher Support
 - A. Initially, the consulting teacher shall conduct an introductory visit with the participating teacher during which the consulting teacher will introduce himself/herself, explain the PAR program, and schedule the initial observation.
 - B. The consulting teacher will conduct an observation of the participating teacher and meet with the participating teacher to discuss the observation and establish performance goals.
 - C. The consulting teacher and participating teacher will mutually develop the PAR Performance Goals and Support Plan for the participating teacher. The Plan shall include regularly scheduled observations and meetings between the consulting teacher and the participating teacher.
 - D. In accordance with the timelines established by district policy, the principal will conduct a Professional Planning Conference with the participating teacher. At this meeting, the participating teacher will present the PAR Performance Goals and Support Plan for incorporation into the Professional Goals developed by the teacher.

- E. Throughout the support period, the consulting teacher will meet with the participating teacher to review the progress towards the goals established for the academic year.
- F. At the conclusion of the academic year, the consulting teacher and participating teacher will jointly prepare the Final Report of PAR Participation.
- G. The consulting teacher will submit the Final Report to the Peer Review Panel. The PRP will forward the report to the participating teacher.
- H. The participating teacher, at his/her discretion, may share the Final Report with the principal.
- I. The participating teacher, at his/her discretion, may request that the Final Report be placed in his/her personnel file.
- J. Expectations:
 - i Observations: 1 Full Instructional Day; 1-2 lessons
 - ii Class Visitations: 1-2 visits to exemplary classes
 - iii Communication w/ Participating Teacher: 2 times per month via email, phone, and/or face-to-face.