

**ARTICLE XII**  
**PROFESSIONAL TEACHER SUPPORT PROGRAM**

I. Beginning Teacher Induction Program (BTIP)

A. Purpose

1. This component of Beginning Teacher Induction Program shall provide assistance to eligible first and second-year teachers new to the profession. Beginning Teacher Induction Coaches shall provide assistance. The Induction Committee and the Associate Superintendent of School Leadership and Support will provide program oversight.
2. The District will utilize funds annually budgeted based on the anticipated number of participating teachers in the program.

B. Induction Committee

1. Two (2) teachers selected by NTA shall serve on the Beginning Teacher Induction Program Committee with two (2) administrators appointed by the Superintendent or designee.
2. Meetings and Compensation

The Induction Committee shall establish an annual meeting schedule with a minimum of five (5) meetings annually. It is mandatory that members attend scheduled meetings. In the event one member is unable to attend, to hold a meeting, a majority of the members must be present. Every effort shall be made to meet at times other than during the school day to allow teachers to remain in the classroom. Induction Committee members shall receive an annual stipend of \$3000. Replacements will receive a proportional amount as determined by the Induction Committee, based on the relative amount of time he/she spends in training and completing other committee duties.

3. An Induction Committee member (teacher) cannot serve concurrently as a PAR Committee Member (teacher) or be an Induction Coach.

C. Beginning Teacher Induction Coaches

1. Beginning Teacher Induction Coaches (“Induction Coaches”) shall be selected by the Induction Committee and must have a minimum of three years of successful teaching experience in the District.
2. Criteria for selection of Induction Coaches shall be based upon a review of the applicant’s resume, credential(s), qualifications, letters of recommendation, most recent evaluation and observation of the applicant’s teaching performance, and interviews by the Induction Committee as

necessary.

3. The Associate Superintendent of School Leadership and Support or designee, along with the Induction Committee, will determine the caseloads of Induction Coaches. Caseloads shall take into consideration the amount of time required to complete the assignment.
4. The performance of an Induction Coach is subject to annual review by the Induction Committee.
5. Induction Coaches shall not evaluate Beginning Teacher Induction Program participants.

D. Compensation:

1. An Induction Coach will receive a stipend of \$2200 for each mentee, with a goal of no more than two (2) mentees per Induction Coach.
2. In return for the Induction Coach stipend, the Induction Coach will provide support and assistance to assigned beginning teachers as required by the Beginning Teacher Induction Program, attend required meetings and carry out other necessary related duties.
  - i. Meet with Induction Committee before the end of the fourth instructional week of the start of the school year and before the end of the school year.
  - ii. Respond to communications with the Induction Committee;
  - iii. Meet with the participating teacher two times a month recommended but minimum one time a month;
  - iv. Communicate with the principal;
  - v. Confirm progress with mentee and the Committee.
3. The stipends shall be paid in two (2) installments: half in December and half at the end of the school year.
4. Release time will be given as needed for training, observations, and meetings that are required by the Beginning Teacher Induction Program. Release time for an Induction Coach will be allowed in consultation with the Induction Coach's site administrator.

E. Intern Support

1. Stipends and duties for unit members who provide support to interns will be according to Sections B and C above, unless otherwise designated in the Memorandums of Understanding (MOUs) between the District and each of the agencies who sponsor interns.

## II. Peer Assistance and Review (PAR) Program

The Natomas Unified School District and the Natomas Teachers Association (NTA) have developed the following procedures for implementation of the Peer Assistance and Review Program. The purpose of this program is to provide support to permanent teachers.

### A. Purpose

1. The purpose of this Article is to maximize the opportunities in a manner which best meets the needs and maximizes the professional growth of all teachers in the District.
2. The parties intend to utilize funds budgeted for this Program to assist permanent teachers assigned or voluntarily participating in this PAR program.
3. The Program's assistance component shall be provided through Coaches as described below. This assistance shall not constitute the evaluation of unit members as set forth in Article IX of the NUSD/NTA Bargaining Agreement and Education Code section 44660 et seq.

### B. Definitions applicable to this program

1. "Referred Teacher." A Referred Teacher is a permanent teacher who has received an overall rating of "Unsatisfactory" on the Certificated Employee Summative Evaluation (Appendix C, Form D). A Referred Teacher is also a permanent teacher who has received an overall rating of "Needs Improvement" for two years in a row.
2. "Evaluator." An administrator or instructional supervisor appointed by the District to evaluate a certificated teacher.
3. "PAR Coach." A selected teacher meeting the qualifications outlined in Section F.
4. "PAR Committee." The Peer Assistance and Review Committee as outlined in Section D below.

### C. Provisions

1. This program shall be a partnership program between the District and the Association.
2. Confidentiality – All proceedings and materials related to the administration of this article shall be strictly confidential. Therefore, Peer Assistance and Review Committee Members and Coaches may disclose such information only as necessary to administer this article. Violations of confidentiality may

be addressed through legal recourse rather than the contractual grievance process.

3. No Encroachment/Loss of Funding/Excess Revenue
  - i. Expenditures for this Program shall not exceed funds budgeted for this Program.
  - ii. Funds shall be budgeted to enable PAR coaches to provide for release days and/or conferences as a developmental tool for the teachers assigned to the program.
5. Indemnity – The District shall defend the indemnity PAR Committee members and Coaches against claims arising out of their good faith performance under this trust agreement. PAR Committee members, who act pursuant to the Program, shall have the same protection from liability, and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with section 810) of Title 1 Government Code.
6. Immunity From Liability – The District shall hold harmless the members of the PAR Committee and the coaches from any liability arising out of their participation in this program as provided in Education Code section 44503, subdivision(c).
7. Non-management/Supervisory Status – Functions performed by teacher PAR Committee members and Coaches pursuant to the program shall not constitute either management or supervisory functions as defined by subdivisions (g) and (m) of section 3540.1 of the Government Code.
8. Committee Professional Support – A member shall neither participate in discussion nor vote on any matter in which he/she has a professional or personal conflict of interest. If necessary, determination of whether a conflict exists, which justifies abstention from discussion or voting, shall be subject to a majority, affirmative vote.
9. Right of Representation – A Referred Teacher shall have the right to be represented by NTA in any meetings of the PAR Committee to which they are called and shall be given reasonable opportunity to present his/her point of view concerning any report being made.
10. Grievability – A teacher shall not have access to the grievance process to challenge the contents of reports, recommendations or decisions of the PAR Committee. The teacher may file official responses, as provided herein, which shall become part of the official record of the intervention provided under this program. Although violations of confidentiality are not grievable, they may be addressed through other legal recourse.
11. It is understood that this program shall terminate if for any reason there exists an inability for full funding.

12. Board/District Reservation of Rights

- a. Governing Board Review of Recommendations: Nothing herein shall preclude the Board from examining information which it is entitled by law to review in connection with the evaluation of and/or decision to retain in employment certificated employees.
- b. Retention of Education Code Rights: Nothing herein shall modify or in any manner affect the rights of the Governing Board/District under provisions of the Education Code relating to the employment, classification, retention or non- retention of certificated employees.
- c. Nothing herein shall modify or affect the District's right to issue notices (of unsatisfactory performance and/or unprofessional conduct) pursuant to Education Code section 44938.

D. Peer Assistance and Review Committee

1. Composition and Selection

The Peer Assistance and Review Committee will consist of five (5) members — three (3) teachers and two (2) administrators. The teachers will be selected by the Natomas Teachers Association (NTA) and, if possible, consist of an elementary teacher, a middle and a high school teacher with one (1) alternate. Two (2) administrators will be selected by the Superintendent or designee. There will be an administrator alternate. The parties to this Agreement share a mutual interest in appointing members to the Committee who have demonstrated successful professional experience in the District.

2. A PAR Committee Member (teacher) cannot serve concurrently as an Induction Committee member (teacher).

3. PAR Committee Teacher - Member Qualifications

- a. Be members of the certificated teachers bargaining unit.
- b. Have permanent status in the District.
- c. Have at least five (5) years of teaching experience, of which at least three (3) must be in the District.
- d. Have a rating of Satisfactory with no marks less than Applying or rating of Distinguished on their most recent evaluation

4. Length of Terms

The Peer Assistance and Review Committee member terms are for three (3) years, on a staggered three-year cycle. No limit shall be placed on the

number of terms. When a committee member's term has expired, he/she may re-apply.

5. Meetings and Compensation

The PAR Committee shall establish its meeting schedule with a minimum of five (5) meetings annually. It is mandatory that members attend scheduled meetings. To hold meetings, a majority of the members must be present. Every effort shall be made to meet at times other than during the school day to allow teachers to remain in the classroom. Committee teacher members of the PAR Committee shall receive an annual stipend of \$3000. Alternates will receive a proportional amount as determined by the PAR Committee, based on the relative amount of time he/she spends in training and completing other committee duties.

6. Decision Making

The PAR Committee shall make decisions by consensus of the entire body. The decision shall be made by a majority vote of the five (5) members.

- a. If no consensus can be reached regarding referred teacher recommendations then the default will be to recommend to extend the program for only one more year for the referred teacher and all appropriate PAR related documents would be provided to the Associate Superintendent of School Leadership and Support or designee.
- b. If consensus is still not reached after the second year of referred participation, all appropriate PAR related documents would be provided to the Associate Superintendent of School Leadership and Support or designee.

7. The PAR Committee shall be responsible for:

- a. Meeting to review the work of the PAR coaches with their caseloads.
- b. Selecting its own chair annually, alternating the chair between NTA and Administration.
- c. Developing a proposed budget for the Peer Assistance and Review Program and submitting it to the District designee.
- d. Determining the number and selection of PAR coaches, as well as other appropriate support personnel. Classroom observations of the coaching candidates may be included in the selection process.
- e. Evaluating coaches, their interventions and documentation.
- f. Accepting or rejecting voluntary requests from individual teachers to participate in the Peer Assistance and Review Program.

- g. Annually reviewing and providing recommendations to NTA and the Superintendent or designee for improving the PAR Program. PAR Program evaluation may include, but not be limited to, interviews or surveys of program participants.
  - h. Providing annual training for the PAR Committee Members.
  - i. Duties and tasks will be distributed between all five (5) committee members.
8. If a member of the PAR committee fails to meet the expectations set forth, or resigns, or cannot fulfill their responsibilities, the Superintendent or Teacher Association President will take appropriate action.
9. Establishment of Annual PAR Budget: The PAR Committee shall use the following procedure for establishing the annual program plan and budget. Beginning on or after May 15 but no later than September 1 of each fiscal year, the PAR Committee will establish a budget for the succeeding year which will include:
- a. The estimated NUSD revenues budgeted for the program;
  - b. The projected total number of Participating Teachers;
  - c. The projected number of PAR Coaches needed to service the projected need;
  - d. The projected expenditures necessary to implement assistance plans developed by the Participating Teachers, Evaluators and PAR Coaches;
  - e. The projected costs for training, administrative overhead, etc.
  - f. By September 1, the proposed budget will be completed by the PAR Committee.
- E. Referred Teachers
- 1. Referred Teachers: A Referred Teacher, as defined in Section B, must participate in the PAR program.
  - 2. The Plan of Assistance is developed after the Referred Teacher receives an “unsatisfactory” evaluation or receives “Needs Improvement” for two successive years, as indicated on the Certificated Employee Summative Evaluation in Appendix C, Form D. The PAR Coach’s assistance shall focus on the specific areas recommended for improvement by the Referred Teacher’s Evaluator.
    - a. The recommendations in the Plan of Assistance shall be considered as part of the Referred Teacher’s performance goals for the period of participation in this program.

3. The report described in Section G below shall be included as part of the Referred Teacher's annual evaluation, which is placed in the official personnel file. The evaluator, as the individual officially responsible for the evaluation, retains the right and responsibility to comment on the report in his/her evaluation.

F. PAR Coaches

This PAR Committee shall select coaches.

1. Qualifications: The minimum qualifications for a PAR Coach are as follows:
  - a. Be a full-time teacher and hold a valid California credential and have permanent status.
  - b. Have a minimum three (3) years of classroom experience out of the previous five (5) years of experience.
  - c. Possess exemplary teaching ability, including effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of students in different contexts.
  - d. Possess a working awareness of the California Standards of the Teaching Profession.
  - e. Have a commitment to building a collaborative relationship with assigned teachers, i.e. ability to nurture and offer emotional support to assigned teachers.
2. Terms of PAR Coaches:
  - a. PAR Coaches shall support PAR Program Components.
    - i. Mandatory Tenured Teacher Intervention Program.
    - ii. Voluntary Permanent Teacher Assistance Program.
  - b. PAR Coaches may serve consecutive terms. Once selected and trained, a coach will serve a three (3) year term.
  - c. The PAR Committee will determine Coaches' caseload.
  - d. The terms of the PAR Coaches are subject to annual evaluation by the Committee. The documentation of such evaluations shall not be made part of the coaches' personnel file except the written request of the coach.
3. Compensation:

PAR Coaches shall receive a stipend per participating teacher. The Coach's caseload will depend on the needs of the PAR Program.

#### Stipends for PAR Coaches

\$2200 per referred (to PAR) teacher or approved voluntary PAR participant teacher

4. Duties Working with Referred Teacher:
  - a. PAR Coaches will work with teachers with the objective of improving the quality of education of students. The primary focus will be to enhance student learning. Classroom management techniques are to be improved to enhance the learning environment.
  - b. PAR Coaches must follow an observation schedule that includes meeting with the teacher before and after an observation. In addition, Coaches should examine actual student work. Written feedback from Coaches to teachers should be provided on the observations and on the collected samples of student work. There shall be multiple observations.
  - c. Performance goals for an individual teacher shall be clearly stated in writing, in alignment with State Content Standards and California Standards for the Teaching Profession (CSTPs).
  - d. PAR Coaches should help teachers attend training in subject area(s), teaching techniques, and classroom environment. They should also recommend workshops for the participating teacher to attend.
5. The PAR Coach will provide support and assistance to assigned referred teacher(s), attend required meetings, and carry out the following duties:
  - a. Meet with PAR Committee before the end of the fourth instructional week of the start of the school year and before the end of the school year.
  - b. Respond to communications with the PAR Committee;
  - c. Meet with the referred teacher(s) two times a month recommended but minimum one time a month;
  - d. Communicate with the referred teacher's principal;
  - e. Confirm progress with referred teacher(s) and the Committee.

#### G. Mandatory Tenured Teacher Intervention-

The purpose of the PAR Program is to provide intervention to permanent teachers

whose performance has been evaluated as “Unsatisfactory” (Referred Teacher - RT).

Mandatory intervention is also provided for tenured teachers who have received an evaluation of “Needs Improvement” for two successive years.

1. The prime focus of the PAR Program is to provide Referred Teachers with assistance and to renew their quality of teaching.
2. Tenured teachers, who have been referred, shall be mandated to participate in the program. For the purpose of the PAR program, an “Unsatisfactory” evaluation is not meeting District expectations in three (3) or more areas of Columns A and/or B on the Certificated Employee Summative Evaluation. A “Needs Improvement” evaluation is not meeting District expectations in two (2) areas of Columns A and/or B on the Certificated Employee Summative Evaluation.
3. At the time of the Certificated Employee Summative Evaluation Conference, the administrator shall provide the RT with a copy of Article XII and a list of available PAR Coaches. The teacher will review the list and select his/her top three (3) choices for PAR Coaches prior to September 1. The administrator who authored the evaluation shall meet with the RT to prepare the referral form and send it to the PTS Committee. The administrator shall provide the Committee with a copy of the evaluation, together with appropriate supporting documentation. The administrator and the RT shall keep copies of the referral packet. The committee shall review the referral packet, including the evaluation report and supporting documentation. It may also interview the referring administrator and/or the RT before assigning a coach.
4. Assistance, remedial efforts and activities shall be intense and multifaceted and shall be preceded by a conference. The conference shall involve the RT, the principal/designee, and the PAR coach. The purpose of the conference is to develop an Individual Growth Plan.
5. Collaborative communication and consultation between the RT, PAR Coach, and principal shall be ongoing.
6. The PAR Coach shall provide written and verbal performance reports during a conference with the RT. The written reports shall be provided to the PAR Committee.
7. PAR Coaches’ Report to the PAR Committee: On or before April 1, the Coach shall complete a written report documenting the results of the Referred Teacher’s participation in the Program.
  - a. The report shall contain a description of the recommended assistance activities and a log of the Referred Teacher’s level of participation in the assistance activities.
  - b. The report shall contain one of the following two conclusions:

1. That the elements of the Plan of Assistance involving the peer intervention have been satisfactorily completed; or,
  2. That despite sustained assistance, the Referred Teacher has not been able to satisfactorily complete the elements of the Plan of Assistance involving the peer assistance. Further assistance through the Program will not be recommended.
8. The assistance shall be provided by the Coach under this article and shall be monitored by the PAR Committee.
  9. The Coach shall provide an oral report and all written documentation regarding the progress of the RT to the PAR Committee. During the Coaches' formal RT presentation to the PAR Committee, the RT and principal/designee will be given an opportunity to comment.
  10. Prior to the submission of reports to the PAR Committee, the RT will be entitled to review all reports generated by the Coach and to have his/her comments included. To effectuate this right, the Coach shall provide the Referred Teacher with copies of such reports at least five (5) working days prior to any PAR Committee meeting in which the report will be given. This process shall also apply to the Evaluator of the Referred Teacher.
  11. The deliberations of the PAR Committee regarding the submitted reports and status of a RT(s) shall be closed and confidential. Their decisions, by consensus, for the RT(s) to either exit from PAR based on improved evaluation or to continue RT's participation in the PAR program for one more year, shall be based on the information provided by the Coach, the principal, and the participating teacher.
    - a. If no consensus can be reached regarding referred teacher recommendations then the default will be to recommend to extend the program for only one more year for the referred teacher and all appropriate PAR related documents would be provided to the Associate Superintendent of School Leadership and Support or designee.
    - b. If consensus is still not reached after the second year of referred participation, all appropriate PAR related documents would be provided to the Associate Superintendent of School Leadership and Support or designee.
    - c. The decision of the PAR Committee shall be reported to the RT, the PAR Coach, the principal by June 1st.
    - d. Nothing in this article precludes the principal or District from doing informal observations nor from notifying the teacher verbally and/or in writing regarding incidents or events related to the teacher's fulfillment of his/her professional obligations.

## H. Voluntary Tenured Teacher Assistance-

This component shall provide support to permanent, tenured teachers desiring assistance in improving their teaching practice, and support retention. Volunteers will receive assistance to improve their instructional skills, classroom management and knowledge of subject.

The purpose is to encourage voluntary teacher participation and to give teachers more professional responsibility to support and play a key role in the assistance of their colleagues. The prime focus is to provide an opportunity for permanent teachers to improve their effectiveness through peer assistance.

Teachers can also receive assistance with new programs and how to align their instruction to State Content Standards-

- a. Examples may include, but are not limited to:
  - i. Language Arts
  - ii. Freshman Mathematics Courses
  - iii. Specifically Designed Academic Instruction in English (SDAIE)
  - iv. Mathematics in grades 4-12
- b. The teachers desiring to participate voluntarily in the PAR Program shall submit a request to the PAR Committee for approval.
- c. A teacher's voluntary participation in the program shall be a maximum of one (1) year.
- d. All communications between the Voluntary Teacher and the PAR Coach will be confidential, and shall not be shared with others, including the PAR Committee, without the written consent of the participating teacher.