

**SAINT PAUL FEDERATION OF EDUCATORS
PROPOSAL # 6
JULY 25, 2019**

ADVANCING TEACHING AND LEARNING

TEACHER CONTRACT

ARTICLE 19. TEACHING AND LEARNING FOR CAREER EDUCATORS

SECTION 2. Advancing Teaching and Learning

Subd. 2. Peer Assistance and Review (PAR) Board.

2.1 The PAR **Board** shall have 14 members. The Federation selects seven (7), which includes the president and her/his designees representing various license areas and specialties. The District Administration selects seven PAR **Board** members representing various departments, such as superintendency, principals, ELL, special education, professional development, and human resources. The Board will meet on a schedule designed by the Peer Assistance and Review development committee.

2.2 The PAR board will be co-chaired by one ~~SPFT~~ **SPFE** member and one district administrator. ~~The SPFT Coordinator shall receive a \$1,500 stipend.~~

2.3 A quorum shall require the presence of 10 members of the Board, if one is called for.

2.4 The PAR Board will develop, review and revise PAR program policies and documents. It will create job descriptions ~~selection processes~~ and performance review procedures for all district positions associated with and for use within the Peer Assistance and Review program. **The PAR Board will interview and select PAR Educators and Leads.** Compensation for these positions must be mutually agreed upon between the District and the Federation. Discussions at the PAR Board will be kept confidential out of respect for the sensitive personnel matters discussed. **The PAR Program Policy Book will be reviewed annually and all changes will be approved by the PAR Board.**

Subd. 3. Peer Assistance and Review for Probationary Teachers.

3.1 Beginning with teachers hired for the 2012-13 school year, Peer Assistance and Review shall occur for all regularly licensed teachers during their probation period. The PAR Board will determine appropriate assignments of PAR Educators.

3.2 Any principal recommendation for non-renewal of a teacher, who was previously recommended for renewal by the PAR Board, must be followed by an observation of the teacher in question by the Assistant Superintendent. If the Assistant Superintendent concurs with the principal's recommendation for non-renewal, this recommendation will be presented to the PAR Board, for review only, prior to any recommendation by the

Superintendent to the Board. Nothing in this paragraph is intended to grant the PAR Board the power to overturn this recommendation or to limit the Superintendent's or the Board's statutory authority to determine whether a probationary teacher shall be non-renewed.

Subd. 4. Peer Assistance and Review for Tenured Teachers

4.1 Tenured teachers professional growth will include opportunities through, but not limited to, peer assistance and review as designed by the PAR Board, the district professional development advisory committee, the site staff development committee, the individual's supervisor, and individual teacher direction.

Subd. 5 Achievement of Tenure. Teachers shall be governed by the achievement of tenure program. The achievement of tenure program shall allow teachers to add new skill areas during probation. First year teachers in secondary schools will be assigned no more than three (3) different courses to teach during any grading period. This language does not apply to schools funded under ALC, special education, other alternative settings or secondary schools with enrollment under 100 students per grade level. No first year teacher shall be assigned to teach from a cart. Probationary teachers in the year they work with a PAR consulting teacher will be paid the Professional Development rate in Appendix D for at least one (1) hour of induction time per week to take place before or after the regular school day. In addition, probationary teachers can utilize one (1) hour per week of job embedded professional development time for induction activities. Probationary teachers who do not receive job embedded professional development time shall be paid at the Loss of Preparation Time rate in APPENDIX D for at least one (1) hour of induction time per week to take place before or after the regular school day. Induction activities shall include work with a PAR consulting teacher, lesson planning, and other work necessary to orient the teacher and allow the teacher to develop skills.

SECTION 3. Peer Assistance and Review Program Development

3.1 Oversight of this development process will be the responsibility of a subcommittee of the PAR Board comprised of five (5) teacher members, three (3) administrator members and two (2) building principal members.

3.2 A PAR development coordinator will be responsible for coordinating the design of the PAR program. Additional responsibilities of the PAR coordinator include working with appropriate district offices to determine alternative, existing, and relevant funding sources to sustain PAR.

3.3 When the PAR development coordinator position is vacant, a committee comprised of three (3) Federation members and three (3) District officials will interview candidates and recommend a finalist to the ~~SPFT~~ **SPFE** Executive Board and the Superintendent. A candidate shall be appointed once approved by the ~~SPFT~~ **SPFE** Executive Board and the Superintendent.

3.4 The development and implementation of PAR will be funded by the Saint Paul Public Schools.

SECTION 4. Peer Assistance and Review Consulting Teachers

4.1 ~~Prior to the start of the 2012-13 school year and provided qualified applicants are available, a~~ **Prior to the start of each school year**, PAR consulting teachers shall be identified and trained, although not necessarily released from normal classroom duties full-time, in each license area employed by the Saint Paul Public Schools. ~~Beginning in the 2012-13 school year,~~ Probationary and tenured teachers in the PAR program shall have access to a consulting teacher in their license area upon request.

4.2 PAR consulting teachers shall be appointed by the superintendent upon recommendation of the PAR Board. PAR consulting teacher positions are intended to give teacher leadership opportunities to classroom teachers, they are not intended to prepare teachers to be administrators. PAR consulting teachers shall be appointed for no more than ~~three (3)~~ **four (4)** consecutive school years. However, PAR consulting teachers who are not released full-time or are available "on-call" shall not be limited to ~~three (3)~~ **four (4)** years in that role. At the conclusion of a teacher's appointment as a PAR consulting teacher, that teacher shall have a right to return to a position in the teacher's license area at the teacher's school of origin except that a PAR consulting teacher may not displace a more senior teacher at the school of origin. A PAR consulting teacher who wishes to return to their school of origin must notify the principal of that building no later than February 1 of the year prior to return.

4.3 PAR consulting teachers who are employed full-time in classroom teaching positions and assigned to work with probationary or tenured teachers shall receive loss-of-prep pay for any full day of PAR work in addition to their normal daily rate of pay. Such pay shall be limited to a maximum of 5 days per year for each PAR consulting teacher unless otherwise determined by the PAR Board. PAR duties performed outside the normal duty day or school year shall be paid at the teacher's pro rata hourly rate.

4.4 PAR consulting teachers will have no more than 15 teachers assigned to them at any time during the school year unless the PAR Educator agrees to a higher case load with the approval of the PAR Board.

4.5 Probationary teachers who are not assigned a PAR Educator during their first year, shall be assigned a mentor and receive regular administrative evaluations during their first year.

4.6 Teachers seeking leadership positions within the teacher bargaining unit must have received an evaluation of their instructional practice within the last 12 months. This evaluation may have been done by an administrator or a PAR consulting teacher. Leadership positions include, but are not limited to, the following positions: academic coach, consulting teacher, student teacher host, administrative intern.

4.7 Teachers seeking support to explore or seek National Board Certification will have access to support from a PAR consulting teacher at the teacher's discretion and subject to the availability of the PAR consulting teacher assigned.

4.8 Teachers assigned to a different license area, different grade level or experiencing any other significant change in duties will have access to support from a PAR consulting teacher at the teacher's discretion.

4.9 Any other teacher may be assigned a PAR consulting teacher for any reason if the teacher requests assistance subject to the availability of the PAR consulting teacher assigned.

SECTION 3. TEACHER DEVELOPMENT AND EVALUATION

At the start of each school year, Principals will create a schedule of evaluations that includes probationary and tenured staff who are on the summative phase of their TD&E cycle for the year. The schedule will include a one-week window in which the staff can expect to be evaluated and will be shared during opening week with staff. If teachers are not evaluated within that window on the schedule, their evaluation is subject to the grievance procedure. These evaluations will not take place during the first thirty days of school or the last thirty days of school.