



# Poway Professional Assistance Program

**PPAP  
TEACHERS HELPING TEACHERS... PUSD STYLE**

## A Comprehensive Peer Support and Peer Review Program

*“A caring, competent, and qualified teacher for every child is the most important ingredient in education reform...”*

*What Matters Most, National Commission for Teaching and America's Future, 1996*



# Poway Professional Assistance Program

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- ◆ HISTORY
- ◆ YEAR ONE
- ◆ YEAR TWO
- ◆ ALTERNATIVE EVALUATION
- ◆ PERMANENT TEACHER INTERVENTION (PTIP)

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# Poway Professional Assistance Program

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*All students learning by developing **high-quality educators** through **individualized support***

## **Mission**

PPAP builds a common, collaborative culture of high expectations and professionalism through the provision of specific, clear, purposeful and immediate feedback and support for improvement. The program works collaboratively with site and district administration to support district initiatives. Through coaching, individualized support, and professional learning, the program develops high quality, reflective new and veteran educators. Teachers are provided the opportunity to enhance teaching skills and obtain the Clear credential through job-embedded professional learning. The program provides ongoing, flexible and in-the-moment coaching by highly-qualified and trained teacher consultants who are released full time. Teachers are provided with data-driven, standards-based feedback which promotes reflection and new learning to advance their skills and meet rigorous standards of instructional practice. To ensure program quality and fidelity, a joint Governance Board oversees and monitors the program, the needs of the teachers, and aligns additional support to provide every opportunity for growth. The success of the program is founded in the collaborative effort between the PFT and PUSD.

## **Core Values**

Individualized Support

Reflection

Honesty

Data Driven (Qualitative and Quantitative)

Collaboration

Coaching

Confidentiality

One Voice

Leading by Example/Highly Qualified Teacher Consultants



# Poway Professional Assistance Program

## *History*

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### **Making A Difference...**

The Poway Professional Assistance Program is a collaborative effort between the Poway Federation of Teachers and the Poway Unified School District. Under the umbrella of an Educational Policy Trust Agreement, the program is directed by the Poway Federation of Teachers and the Poway Unified School District through the Governance Board.

The first of its kind in California, the Poway Professional Assistance Program (PPAP) is patterned after a similar program in Toledo, Ohio. In 1986 Don Raczka, then a Twin Peaks Middle School mathematics teacher, researched and reported on the Toledo plan through his Mentor Teaching Project. Don traveled to Toledo where he observed the program and had numerous discussions with teacher consultants, administrators, and classroom teachers. Although the Toledo school district was three times the size of PUSD, Don determined a similar program could work in Poway.

Don believed PPAP could really make a difference for new teachers in Poway Unified.

"I felt very strongly that our teachers could benefit from having an experienced consultant spend time with them. Combined with a desire to focus my mentor project on something that had a real impact on the profession, this feeling motivated me to pursue the program," said Don. He wrote a series of lengthy reports for both Dr. Robert Reeves, Superintendent of Poway Unified and for the president of the Poway Federation of Teachers.

*"Most evaluations are perfunctory instead of perceptive, ritualistic rather than rigorous. They fail to yield benefits for the experienced, competent teacher and nearly everyone involved recognizes this. Why still do what we know doesn't work very well? If one major purpose for teacher evaluation is professional growth, then why not base the system on that purpose?"*

Don Raczka, interview  
1994 U.S. Department of Labor

Working outside the collective bargaining arena, the groups entered into a trust agreement. The agreement promotes teamwork for the attainment of common goals, in this case, effective support and evaluation of new teachers.

Since the PPAP program began, about half of Poway Unified's 1670 teachers have participated in the new teacher program. These professionals benefit the District's students through their quality teaching. Many have become mentor teachers, administrators, leaders in curriculum development and some have participated in the Poway Professional Assistance Program as teacher consultants.

The PPAP Governance Board not only manages the new teacher program, but has responsibility for two programs targeted toward experienced teachers, the Alternative Evaluation and Permanent Teacher Intervention Programs. Both were also developed under the leadership of Don Raczka, now the president of the Poway Federation of Teachers.

*"We know that people learn better when they are not isolated. Isn't some thoughtful dialogue with a trusted colleague about what you are learning the best way to ensure that learning takes place?"* Charlotte Kutzner, Previous Program Director 2008



# Poway Professional Assistance Program

## Year One Program—Q & A

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### What is the Poway Professional Assistance Program (PPAP) Year 1?

This program provides teachers new to the Poway Unified School District, with less than two years of teaching experience, a support system of an experienced classroom teacher to assist in their first year of teaching with the District, as well as meet the necessary requirements for Induction. The experienced teacher, called a teacher consultant, has a maximum caseload of 15 year one teachers. The teacher consultant provides each new teacher with thorough and frequent classroom observations, reflective feedback, curriculum support, model lessons, coaching, supervision, and assumes the responsibility of their first year evaluations.

### What are the qualifications to be a teacher consultant?

The teacher consultant must be a tenured teacher with a minimum of five years of experience. Interested teachers apply for the position and are selected after a screening and interview process that carefully looks for professional competence and relationship skills. Though still a member of the teachers' bargaining unit, the consultant is released from the classroom to work in the program on a full time basis. Training is provided at the beginning of the consultant's term and staff development is ongoing. The consultant returns to a classroom teaching assignment after a three-year term in the program. The teacher consultant truly represents our finest educators.

### Is the program really one of peer review?

Yes. The program was conceived with the premise that experienced teachers have a legitimate role in the screening and the training of new entrants into the profession. With a probationary period of two years, it has become critical that proper training and supervision occur from early

in the first years. Assuming that supervisory responsibility, the consultant must spend a minimum of 20 hours per evaluation period (twice a year) with each new teacher. His/her evaluative findings are submitted to the PPAP Governance Board which accepts or rejects those findings and forwards its recommendations to the Superintendent and the School Board. The strength of the peer review system is the time spent in the new teacher's classroom and the ongoing supervision of the consultant's work by the PPAP Governance Board.

### How is the program governed?

The program is jointly governed by the Poway Federation of Teachers and the Poway Unified School District under the umbrella of an Educational Policy Trust Agreement. The PPAP Governance Board is composed of three union and two management representatives, with four votes being deemed a majority. This Board governs the program and meets multiple times throughout the year. The program's day-to-day functions are managed by the Program Coordinator.

### What are the results of the program?

Since 1987 only a small percentage of new teachers served by the Year 1 Program were not recommended to continue service for the second year. It is not unusual to find the consultant spending over 100 hours of classroom observation, assistance and support time with those teachers experiencing difficulty. But even more dramatic are the principals' positive observations of program graduates in their second, third and fourth years of teaching. The program has established a cadre of teachers who demonstrate the talent and poise of more experienced veterans.



# Poway Professional Assistance Program

## *Year One in Brief...*

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### **Teacher Consultant**

- ◆ Released full time to work with first and second year teachers.
- ◆ Teaching experts skilled at developing teacher growth and reflection.
- ◆ Member of bargaining unit.
- ◆ Placed on salary schedule IV.
- ◆ Returns to the classroom after three years.

### **Program Highlights**

- ◆ Minimum of once-a-week contact with a teacher consultant.
- ◆ Individual staff development in the new teacher's classroom.
- ◆ Materials assistance, curriculum help, lesson planning. . . "Whatever it takes."

### **Peer Evaluation**

- ◆ Three formal written observations per evaluation period (twice a year).
- ◆ Minimum of 20 hours of contact time for same evaluation period.
- ◆ Responsible for one year of formal evaluation.
- ◆ Consultant must keep triad of principal-consultant-teacher viable.
- ◆ Consultant reports findings to PPAP Governance Review Board multiple times a year.

### **Peer Board of Review**

- ◆ Governed by a five member panel of three Union representatives, appointed by the Poway Federation of Teachers, and two District employees, appointed by the Superintendent.
- ◆ Four votes a majority.
- ◆ Reviews each case and each consultant's work.
- ◆ Makes recommendations to renew or not renew contracts to the Superintendent.

### **Results of Year 1 Program since 1987**

- ◆ Over 75 percent of the total teaching staff has gone through program.
- ◆ Small percentage of teachers not renewed for a second year.
- ◆ Unanimous support of all parties.
- ◆ Principals report seeing dramatic differences in second year probationary teachers that have been through the program.





# Poway Professional Assistance Program

## Year Two Program—Q & A

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### **What is the Poway Professional Assistance Program (PPAP) Year 2?**

The PPAP Year 2 program is designed to provide teachers with a successful transition from completion of the PPAP Year 1 program, guidance and support into their second year in the District, as well as meet the necessary requirements for Induction. PPAP Year 2 began September 1998 based on a grant from California Beginning Teacher Support and Assessment project (BTSA) and in collaboration with the University of San Diego.

### **How is support provided to Poway's teachers in the PPAP Year 2 Program?**

Second Year Teacher Support for both regular and special education teachers who have two years or less teaching experience are provided support by teacher consultants. Most full-time consultants work with both first and second year teachers depending on the number of consultants and teachers.

### **Does the Year 2 program have a specific goal that differs from Year 1?**

The main goal of PPAP Year 2 is to help teachers with the implementation of their Individual Induction Plan (IIP). In addition, assistance is tailored to improve the individual's level of expertise by:

- Refining and transferring pedagogical skills learned in the first year.
- Learning how to use resources and materials.
- Becoming an independent, reflective teacher.

### **What are the main activities that involve PPAP Year 2 teachers?**

A second year teacher participates in a variety of activities based on needs and IIP goals. Routine peer coaching activities assist each teacher with his/her "next best

steps" in classroom teaching practices. Collegial meetings bring second year teachers together for a common purpose. District-wide opportunities for professional growth are open to all PPAP teachers, providing a range of topics that are selected from a menu of offerings. Teachers also receive individual support from their consultant that focuses on personalized requests and their own IIP goals for the year.

### **Is the Year 2 program a peer review program like PPAP Year 1?**

The evaluation cycle for Year 2 teachers is the responsibility of the site administrators. The consultants' role in Year 2 is to provide support only. Year 2 teachers may choose to share their evaluators' comments with their consultants.

### **How is the program governed? What are the plans for the future of PPAP Year 2?**

The PPAP Governance Board meets with the teacher consultants multiple times throughout the year to hear updates on program activities and to provide suggestions and feedback regarding Year 2. Modifications and adjustments are ongoing based on evaluation data the program receives from participating teachers, administrators, and consultants.



# Poway Professional Assistance Program

## *Year Two in Brief...*

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### **Teacher Consultant**

- ◆ Released full time to work with first and second year teachers.
- ◆ Teaching experts skilled at developing teacher growth and reflection.
- ◆ Member of bargaining unit.
- ◆ Placed on salary schedule IV.
- ◆ Returns to the classroom after three years.

### **Program Highlights**

- ◆ Minimum of twice a month contact with teacher consultant.
- ◆ Individual professional development.
- ◆ Materials assistance, curriculum help, lesson planning. . .“Whatever it takes.”

### **Peer Board of Review**

- ◆ Governed by a five member panel of three Union representatives, appointed by the Poway Federation of Teachers, and two District employees, appointed by the Superintendent.
- ◆ Four votes a majority.
- ◆ Reviews each case and each consultant’s work.
- ◆ Makes recommendations to renew or not renew contracts to the Superintendent.





# Poway Professional Assistance Program

## *Alternative Evaluation Program— Q & A*

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### **What is the Alternative Evaluation Program?**

The Alternative Evaluation Program encourages teachers to continue their professional development and personal growth. The program offers teachers who have consistently demonstrated a high degree of competency an alternative to the traditional evaluation process. The program is flexible to encourage teachers to grow in self-selected areas of interest that promote student learning and instructional leadership. The program also hopes to strengthen collegial relationships and cooperation as well as decrease teacher isolation. The program is based on the premise that professional educators are capable of setting meaningful goals to focus their professional growth for the year. The teacher's growth plan becomes the basis for the evaluation that year. The teacher, together with the principal, establishes the criteria for the evaluation of that goal. The program emphasizes the need for personal reflection and for collaboration between the teacher, colleagues, and the principal.

### **What are the qualifications to participate in the Alternative Evaluation Program?**

Participants are permanent teachers with a minimum of five years of successful teaching experience in the Poway Unified School District. The teacher must have demonstrated competence, have all overall satisfactory evaluations, possess a well-defined educational philosophy and have participated in staff development activities. Although teachers volunteer for the program, they receive endorsement of the site principal to participate.

### **What is the role of the teacher and the administrator?**

The teacher develops goals based upon the Continuum of Teaching Standards that become the basis for his/her professional growth and evaluation that year. At a conference held in the fall, the teacher and the

principal meet, discuss and agree upon the goals the teacher has selected. They establish the criteria to be used for the evaluation of the goals. They also schedule two conferences to be held during the year to discuss the teacher's progress on the goals. Administrators are expected to make more frequent informal classroom visits to program participants in lieu of the regular classroom observation cycle required in the traditional evaluation process.

### **What are interactive sessions and how do they contribute to the teacher's growth?**

One goal of the program is to decrease the isolation of teachers. The need for collegial dialogue about the practice of teaching and each teacher's goal is an important factor toward meeting that goal. Consequently, included in every evaluation will be a plan of at least two scheduled interactive sessions throughout the year. Some possible activities that would meet this requirement include peer coaching, classroom visitations, or site level or grade level meetings.

### **How will the teacher be evaluated?**

No later than 30 days before the last day of school, the teacher and the principal will meet to review the teacher's work. The teacher will provide a written self analysis on the progress he/she made toward meeting the established goals. Included in this summary will be the teacher's evaluation of his/her goals, a self reflection on the goals and the effect on classroom performance and the plans for subsequent growth. The administrator may provide his/her own written summary on the teacher's goals. Teachers and administrators are encouraged to be creative in developing an evaluation alternative that will best support the teacher's goals. Examples of evaluation options are collaborative groups, portfolios, peer coaching or a classroom action research.



# Poway Professional Assistance Program

## *Alternative Evaluation in Brief...*

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The Alternative Evaluation Program encourages veteran teachers to continue their professional development and personal growth. The program is offered to teacher who have five years of PUSD experience and have consistently demonstrated a high degree of competence.

The Alternative Evaluation Program is based on the premise that professional educators are capable of setting meaningful goals that will serve as a focus for their professional growth for that year. The individual professional growth becomes the basis for the evaluation for the year. The teachers together with the site principal establishes their own criteria for the evaluation of that growth.

#### **Participants Must:**

- ◆ Have five years of successful teaching experience in the Poway Unified School District.
- ◆ Demonstrate competence, possess a well-defined educational philosophy, and have participated in staff development activities.
- ◆ Be selected by the school principal from all qualified volunteers.
- ◆ Review their work with the school administrator no later than 30 days prior to the end of school.
- ◆ Provide a written self analysis on the progress toward meeting the established goals.

Teachers and administrators are encouraged to be creative in developing an evaluation alternative that will be support the teacher's goals.

The project is governed by the joint Poway Federation of Teachers and Poway Unified School District Poway Professional Assistance Program Governance Board.



# Poway Professional Assistance Program

## *Permanent Teacher Intervention Program (PTIP)*

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### Q & A

#### **What is the Permanent Teacher Intervention Program (PTIP)?**

The Permanent Teacher Intervention Program (PTIP), part of the Poway Professional Assistance Program (PPAP), is a cooperative effort between the Poway Federation of Teachers and the Poway Unified School District. PTIP is designed to assist permanent teachers who have been identified as being in serious professional jeopardy. The term "serious professional jeopardy" means that the teacher's classroom performance evaluation has been rated Overall Does Not Meet Standards. The goal of PTIP is to provide assistance and support to improve the teacher's performance. The PTIP teacher receives assistance with instructional techniques and strategies, curricular objectives, students' progress toward achievement standards, classroom management, establishment and maintenance of a suitable learning environment, and professional goal setting.

#### **What is the process for the Permanent Teacher Intervention Program (PTIP)?**

A permanent teacher's Overall Does Not Meet Standards evaluation from the site evaluator will initiate a recommendation to the teacher and the PPAP Governance Board. The PPAP Governance Board will make a recommendation from the listed options: voluntary inclusion into PTIP to include the assistance of a Teacher Consultant with the site evaluator; to continue working solely with the site evaluator on the required supervision schedule; be placed in the mandatory PTIP program; or if prior Level I PTIP intervention had been used in the teacher's career, inclusion in Level II PTIP. The evaluation process will be on going with the next evaluation due no later than the end of the subsequent school semester. The length of time the

teacher is placed in the mandatory assistance program will be determined by the PPAP Governing Board on a case-by-case basis but will not be less than one semester.

#### **What is Voluntary PTIP Assistance?**

A permanent teacher who receives an Overall Does Not Meet Standards evaluation from the site evaluator and recommended for Voluntary PTIP assistance by the PPAP Governance Board will receive the assistance of a teacher consultant from the Poway Professional Assistance Program (PPAP). The teacher consultant provides assistance to the permanent teacher to improve the permanent teacher's performance in the areas found to not meet standards. The site evaluator completes the classroom observations/evaluations and reports to the PPAP Governance Board regarding the permanent teacher's progress. The teacher consultant provides support to the permanent teacher, the work between the permanent teacher/teacher consultant remains confidential. The teacher consultant will report to the PPAP Governance Board regarding the permanent teacher's participation.



# Poway Professional Assistance Program

## *Roles and Responsibilities Voluntary PTIP*

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### Voluntary Teacher

- ◆ Participates in an initial meeting with the Program Coordinator to build an understanding of participation in the Voluntary PTIP Program
- ◆ Participates in the evaluation process
- ◆ Develops professional goals with the evaluator
- ◆ Participates in biweekly informal visits/feedback and support by the teacher consultant
- ◆ Initiates additional support from the teacher consultant if desired
- ◆ Meets regularly with the evaluator to discuss growth and areas of concern
- ◆ Participates in Voluntary PTIP for a minimum of one evaluation cycle

### Teacher Consultant

- ◆ Participate in biweekly informal visits/feedback and support by the teacher consultant
- ◆ Provide additional support to the permanent teacher if requested
- ◆ Support and assist the PTIP teacher address areas of deficiency
- ◆ Provide feedback, support, materials, resources...
- ◆ Remain confidential between teacher/teacher consultant
- ◆ Reports to PPAP Governance Board on permanent teacher's participation

### Site Evaluator

- ◆ Meet with Program Coordinator to build understanding of Voluntary PTIP program
- ◆ Develops professional goals with the permanent teacher
- ◆ Observes and meets regularly with the PTIP teacher
- ◆ Completes an evaluation cycle
- ◆ Formally observes the PTIP teacher based on the terms of the certificated contract and PUSD Continuum of Teaching Standards
- ◆ Writes a summary evaluation based on PUSD Continuum of Teaching Standards
- ◆ Presents observations, evaluations and thoughts about the PTIP teacher's progress and areas of concern to the PPAP Governance Board
- ◆ Regularly informs the PTIP teacher about his/her areas of growth and areas of concern

### PPAP Program Coordinator

- ◆ Explain the PTIP program to the teacher and site evaluator
- ◆ Coordinate the Governance Board's discussions about the PTIP teacher
- ◆ Facilitate the Governance Board's review of the PTIP teacher's progress



# Poway Professional Assistance Program

## *Roles and Responsibilities Voluntary PTIP*

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### Poway Federation of Teachers

- ◆ Participates on the PPAP Governance Board, President
- ◆ May conduct an additional independent review to determine if fair representation has been met
- ◆ Meet and determine the level of legal representation provided for the PTIP teacher by the Federation
- ◆ At the request of the PTIP teacher, attend any meetings with the evaluator
- ◆ Provide advice

### PPAP Governance Board

- ◆ Associate Superintendent of Personnel, Assistant Superintendent of Learning Support Service, PFT President, two teachers
- ◆ Assign a teacher consultant to work with the PTIP teacher
- ◆ Review, approve the Plan for Improvement'
- ◆ Review all written documentation (formal observations/evaluations)
- ◆ Make a recommendation as to which level of assistance the teacher will receive
- ◆ Make a recommendation regarding the continued participation in PTIP if the Overall evaluation is Does Not Meet Standards

### PUSD School District

- ◆ Make determination on the PTIP teacher's continued employment
- ◆ Take all appropriate actions as required by law



# Poway Professional Assistance Program

## *Permanent Teacher Intervention Program (PTIP)*

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### **What is PTIP Level I Assistance?**

A permanent teacher who receives an Overall Does Not Meet Standards evaluation from the site evaluator and recommended for mandatory PTIP Level I assistance by the PPAP Governance Board will receive the assistance of a teacher consultant from the Poway Professional Assistance Program (PPAP). The teacher consultant collaborates with the teacher and the site evaluator to develop a Plan for Improvement and then provides assistance to the permanent teacher to improve the permanent teacher's performance in the areas found to not meet standards. The site evaluator completes the classroom observations/evaluations and the teacher consultant and site evaluator report to the PPAP Governance Board regarding the permanent teacher's progress.

### **What is PTIP Level II Assistance?**

While in the PTIP Level I assistance program and upon receiving a second Overall Does Not Meet Standards evaluation, the PPAP Governance Board may place the teacher in the mandatory Level II assistance program. In addition, if the permanent teacher receives an Overall Does Not Meet Standards evaluation from the site evaluator after having been in the PTIP program once before, the PPAP Governance Board may determine the teacher's placement in the mandatory PTIP Level II assistance program. The PPAP Governance Board makes a decision only after considering all the prior efforts and resources used to improve the teacher's performance. In the mandatory Level II assistance program, the teacher will receive the assistance of a Teacher consultant. Observations/evaluations are conducted by an Evaluation Team composed of the site evaluator, a district administrator, and a third person chosen by the PPAP Govern-

ance Board. The Teacher Consultant collaborates with the teacher and the Evaluation Team to develop a Plan for Improvement and then provides assistance to the teacher to improve the permanent teacher's performance in the areas found to not meet standards. Observations/evaluations conducted by the Evaluation Team may be completed individually or collaboratively but the final written evaluation is a collaborative effort, which is signed by all three members. The teacher consultant and Evaluation Team report to the PPAP Governance Board regarding the PTIP teacher's progress.

### **What is the dismissal process?**

The PPAP Governance Board will review peer reports prepared by the teacher consultant and Evaluation Team. If after sustained assistance, the permanent teacher in the PTIP program is not able to demonstrate satisfactory improvement, the PPAP Governing Board will make a recommendation to the School District's Board of Education. At that time, the Poway Federation of Teachers Executive Board determines the level of representation for the permanent teacher and the School District's Board of Education will make the determination concerning the teacher's continued employment in the District.

***The PPAP  
Governance Board will make its  
decision only after considering  
all the prior efforts and re-  
sources used to improve the  
teacher's  
Performance***





# Poway Professional Assistance Program

## *Roles and Responsibilities Level I Assistance*

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### **PTIP Level I Teacher**

- ◆ Develops an Individualized Improvement Plan (IIP) with the evaluator and teacher consultant
- ◆ Implements the Individualized Improvement Plan
- ◆ Meets regularly with the teacher consultant and the evaluator to discuss growth and areas of concern
- ◆ Is observed regularly by the teacher consultant and the evaluator
- ◆ Participates in the evaluation process
- ◆ Participates in PTIP until standards are met and an overall satisfactory evaluation is received

### **Teacher Consultant**

- ◆ Contributes to the PTIP teacher's IIP
- ◆ Supports and assists the PTIP teacher address areas of deficiency
- ◆ Observes and meets regularly with the PTIP teacher and the evaluator
- ◆ Presents an independent assessment about the PTIP teacher's progress and areas of concern to the PPAP Governance Board
- ◆ Regularly informs the PTIP teacher about his/her areas of growth and areas of concern

### **Site Evaluator**

- ◆ Contributes and signs/finalizes/approves the PTIP teacher's IIP
- ◆ Observes and meets regularly with the PTIP teacher and teacher consultant
- ◆ Formally observes the PTIP teacher based on the terms of the certificated contract and PUSD Continuum of Teaching Standards
- ◆ Writes a summary evaluation based on PUSD Continuum of Teaching Standards
- ◆ Presents observations, evaluations and thoughts about the PTIP teacher's progress and areas of concern to the PPAP Governance Board
- ◆ Regularly informs the PTIP teacher about his/her areas of growth and areas of concern

### **Program Coordinator**

- ◆ Explains the PTIP program to the teacher and evaluator
- ◆ Coordinates Governance Board's discussions about the PTIP teacher
- ◆ Facilitates the Governance Board's review of the PTIP teacher's progress





# Poway Professional Assistance Program

## *Roles and Responsibilities Level I Assistance*

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### **Poway Federation of Teachers**

- ◆ Participates on the PPAP Governance Board, President
- ◆ May conduct an additional independent review to determine if fair representation has been met
- ◆ Meets and determines the level of legal representation provided for the PTIP teacher by the Federation
- ◆ At the request of the PTIP teacher, attends any meetings with the evaluator and/or teacher consultant
- ◆ Provides advice

### **PPAP Governance Board**

- ◆ Associate Superintendent of Personnel, Assistant Superintendent of Learning Support Service, PFT President, two teachers
- ◆ Assigns a teacher consultant to work with the PTIP teacher
- ◆ Reviews, approves and monitors the IIP
- ◆ Reviews all written documentation (formal observations and evaluations)
- ◆ Makes a recommendation as to which level of assistance the teacher will receive
- ◆ Makes a recommendation regarding the continued participation in PTIP if the overall evaluation is unsatisfactory

### **PUSD School District**

- ◆ Makes determination on the PTIP teacher's continued employment
- ◆ Takes all appropriate actions as required by law

### **Independent Review**

- ◆ The Poway Federation of Teachers will coordinate the independent review



# Poway Professional Assistance Program

## *Roles and Responsibilities Level II Assistance*

**PPAP  
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### **PTIP Level II Teacher**

- ◆ Develops an Individualized Improvement Plan (IIP) with the evaluators and teacher consultant
- ◆ Implements the Individualized Improvement Plan
- ◆ Meets regularly with the teacher consultant and the evaluators to discuss growth and areas of concern
- ◆ Is observed regularly by the teacher consultant and the evaluators
- ◆ Participates in the evaluation process
- ◆ Participates in PTIP until standards are met and an overall satisfactory evaluation is received

### **Evaluation Team**

- ◆ Comprised of the site evaluator, a third person chosen by the PPAP Governance Board, and a district administrator:

<b>Site Representative</b>	<b>PPAP Representative</b>	<b>District Representative</b>
<ul style="list-style-type: none"> <li>◆ Helps create the observation schedule</li> <li>◆ Informally observes</li> <li>◆ Participates in formal observations of approximately 30 minutes each</li> <li>◆ Shares thoughts about what went well and recommendations with other evaluators</li> <li>◆ Reviews formal observation write ups prior to being given to the teacher</li> <li>◆ Participates in the observation and evaluation conferences</li> <li>◆ Contributes and assigns/finalizes/ approves the PTIP teacher's IIP</li> </ul>	<ul style="list-style-type: none"> <li>◆ Helps create the observation schedule</li> <li>◆ Participates in formal observations of approximately 30 minutes each</li> <li>◆ Shares thoughts about what went well and recommendations with other evaluators</li> <li>◆ Reviews formal observation write ups prior to being given to the teacher</li> <li>◆ Participates in the observation and evaluation conferences</li> <li>◆ Contributes and assigns/finalizes/ approves the PTIP teacher's IIP</li> </ul>	<ul style="list-style-type: none"> <li>◆ Helps create the observation schedule</li> <li>◆ Participates in formal observations of approximately 30 minutes each</li> <li>◆ Shares thoughts about what went well and recommendations with other evaluators</li> <li>◆ Organizes evaluators' thoughts in the observation and evaluation documents</li> <li>◆ Reviews formal observation write ups prior to being given to the teacher</li> <li>◆ Facilitates the observation and evaluation conferences</li> <li>◆ Writes the 90 Day Notice</li> <li>◆ Contributes and assigns/finalizes/approves the PTIP teacher's IIP</li> </ul>



# Poway Professional Assistance Program

## *Roles and Responsibilities Level II Assistance*

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### **Teacher Consultant**

- ◆ Contributes to the PTIP teacher's IIP
- ◆ Supports and assists the PTIP teacher address areas of deficiency
- ◆ Observes and meets regularly with the PTIP teacher and the evaluators
- ◆ Presents an independent assessment about the PTIP teacher's progress and areas of concern to the PPAP Governance Board
- ◆ Regularly informs the PTIP teacher about his/her areas of growth and areas of concern

### **Program Coordinator**

- ◆ Explains the PTIP program to the teacher and evaluators
- ◆ Coordinates Governance Board's discussions about the PTIP teacher
- ◆ Facilitates the Governance Board's review of the PTIP teacher's progress

### **Poway Federation of Teachers**

- ◆ Participates on the PPAP Governance Board, President
- ◆ May conduct an additional independent review to determine if fair representation has been met
- ◆ Meets and determines the level of legal representation provided for the PTIP teacher by the Federation
- ◆ At the request of the PTIP teacher, attends any meetings with the evaluators and/or teacher consultant
- ◆ Provides advice

### **PPAP Governance Board**

- ◆ Associate Superintendent of Personnel, Assistant Superintendent of Learning Support Service, PFT President, two teachers
- ◆ Assigns a teacher consultant to work with the PTIP teacher
- ◆ Reviews, approves and monitors the IIP
- ◆ Reviews all written documentation (formal observations and evaluations)
- ◆ Makes a recommendation regarding the continued participation in PTIP if the overall evaluation is unsatisfactory
- ◆ Makes no recommendation on the final disposition of the PTIP teacher's case following the independent review

### **PUSD School District**

- ◆ Makes determination on the PTIP teacher's continued employment
- ◆ Takes all appropriate actions as required by law

### **Independent Review**

- ◆ The Poway Federation of Teachers will coordinate the independent review

Permanent Teacher Intervention Program (PTIP)

Level I Assistance

Level II Assistance

