



# 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*

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# Poway Professional Assistance Program

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

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# 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?"*



# Poway Professional Assistance Program

## Year One Program

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### Q & A

#### 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. 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 new 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

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### Q & A

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

This newest addition to the PPAP program has been designed to provide teachers with a successful transition from completion of the PPAP Year 1 program, as well as guidance and support into their second year in the District. 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 as

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

## BTSA Induction

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The Poway BTSA Induction Program is an approved Clear Single and Multiple Subject Induction Program.

### ELIGIBILITY

A teacher is eligible for the Poway BTSA Induction program if they are contracted in PUSD as a teacher of record in a K-12 teaching position and have:

- ◆ Less than two years of previous contracted teaching experience
- ◆ A preliminary Level I Ed. Specialist Instruction Credential
- ◆ A preliminary Multiple/Single Subject Credential requiring the completion of an approved Induction program to obtain a Clear Credential

### PROGRAM RATIONALE

The Poway BTSA Induction Program is designed to connect learning's from the teacher preparation program to the roles and responsibilities of a teacher-of-record in a K-12 setting. The participating teacher's role during the two-year induction period is to practice your teaching skills and to acquire new knowledge and abilities that support student learning. Collaboration, inquiry into practice, and a willingness to be a reflective practitioner combine to enhance the quality of the initial years of teaching.

### PROGRAM POLICIES AND PROCEDURES

The Poway BTSA Induction Program is a two-year program of individualized support and assessment of newly credentialed teachers. The program is a single district program and sponsored by the Superintendent of the Poway Unified School District.

### PROGRAM REQUIREMENTS

- ◆ Complete the Participating Teacher Agreement each year
- ◆ Complete the State BTSA Consent Form

- ◆ Complete the Mid-Year and State Survey
- ◆ Collect, maintain and submit evidence demonstrating growth in Induction Standards, CSTPs, and Content Standards
- ◆ Complete all Poway BTSA Induction Program requirements including requirements for FACT
- ◆ Participation in a formative assessment process that includes contact with a teacher consultant, reflecting on classroom practice and analyzing student work. This includes participation in observations by a teacher consultant
- ◆ Development and completion of an Individual Induction Plan and an Inquiry Action Plan each year in collaboration with a teacher consultant
- ◆ Demonstration of implementation, in the classroom, of CA Induction Standards 5-6. This includes professional development
- ◆ Communication with the Poway BTSA Induction program coordinator and/or teacher consultant to review induction completion requirements
- ◆ Completion of the induction requirements within two years

### TEACHER CONSULTANT SUPPORT

All participating teachers will be paired with a trained, highly qualified, Teacher Consultant who will assist them through the Poway BTSA Induction Program. Through the support of the Teacher consultant, participating teachers receive individualized support, assistance in the completion of the Formative Assessment for California Teachers (FACT) system, professional development opportunities, and assistance with documentation of evidence. The work between the participating teacher and teacher consultant will be accomplished through observations, feedback by the teacher consultant, meetings, and the participating teachers own reflections on professional practice.





# Poway Professional Assistance Program

## *BTSA Induction*

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The teacher consultant will assist the participating teacher in professional reflection and professional growth of their teaching with the teacher consultant is a crucial component and requires a trusting relationship built on professionalism and the goals of the program. Teacher Consultants will:

- ◆ Provide individualized support and assistance
- ◆ Meet and confer with you regarding FACT and program completion requirements
- ◆ Facilitate reflective practice and professional growth
- ◆ Help you develop an Individual Induction Plan (IIPs)
- ◆ Follow the timeline for program completion
- ◆ Maintain confidentiality regarding your work through the Formative Assessment for California Teachers (FACT)

### CONFIDENTIALITY

All FACT documents in the participating teacher's portfolio are for the purpose of completing credential requirements and are confidential but the PT may choose to share accumulated documents with his/her site administrator.

Participation, however, such as attendance at professional development meetings and completion of BTSA Induction requirements are **not** confidential. They are documented within the Poway BTSA Induction Program database and can be made available to teacher consultants, site administrators, coordinators, directions and the PPAP Governance Board.

### CREDENTIAL COMPLETION CRITERIA

It is the responsibility of the participating teacher to submit all required documented evidence including FACT documents in a

timely manner. At the end of each year the Poway BTSA Induction program will assess the participating teacher's progress toward program completion according to the following criteria:

- ◆ Successful completion and submission of all required evidence
- ◆ Full participation and completion of the Formative Assessment for California Teachers

### RECOMMENDATION FOR THE CLEAR CREDENTIAL

Upon completion of the two-year program, participating teachers who have successfully completed all induction activities and met all program requirements will receive a recommendation from the Poway BTSA Induction Program for a Clear credential. The participating teacher is responsible for completing the final steps for application of the Clear credential with their personnel technician.



# Poway Professional Assistance Program

## *BTSA Induction in Brief...*

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### **ELIGIBILITY**

- ◆ Contracted as teacher of record in K-12 teaching assignment
- ◆ Less than two years of previous contracted teaching experience
- ◆ A preliminary Level I Ed. Specialist Instruction Credential
- ◆ A preliminary Multiple/Single Subject Credential requiring the completion of an approved Induction program to obtain a Clear Credential

### **PROGRAM REQUIREMENTS**

- ◆ Complete the Participating Teacher Agreement each year
- ◆ Complete the State BTSA Consent Form
- ◆ Complete the Mid-Year and State Survey
- ◆ Collect, maintain and submit evidence demonstrating growth in Induction Standards, CSTPs, and Content Standards
- ◆ Complete all Poway BTSA Induction Program requirements including requirements for FACT
- ◆ Participation in a formative assessment process that includes contact with a teacher consultant, reflecting on classroom practice and analyzing student work. This includes participation in observations by a teacher consultant
- ◆ Development and completion of an Individual Induction Plan and an Inquiry Action Plan each year in collaboration with a teacher consultant
- ◆ Demonstration of implementation, in the classroom, of CA Induction Standards 5-6. This includes professional development
- ◆ Communication with the Poway BTSA Induction program coordinator and/or teacher consultant to review induction completion requirements
- ◆ Completion of the induction requirements within two years

### **TEACHER CONSULTANTS**

- ◆ Provide individualized support and assistance
- ◆ Meet and confer with you regarding FACT and program completion requirements
- ◆ Facilitate reflective practice and professional growth
- ◆ Help you develop an Individual Induction Plan (IIPs)
- ◆ Follow the timeline for program completion
- ◆ Maintain confidentiality regarding your work through the Formative Assessment for California Teachers (FACT)

### **CONFIDENTIALITY**

- ◆ BTSA Induction portfolios are confidential to the teacher and program personnel
- ◆ Participation, attendance, and completion or program requirements are not confidential

### **CREDENTIAL COMPLETION CRITERIA**

- ◆ Successful completion and submission of all required evidence
- ◆ Full participation and completion of the Formative Assessment for California Teachers



# Poway Professional Assistance Program

## *Alternative Evaluation Program*

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### Q & A

#### **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 confer-

ence 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 unsatisfactory. 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 unsatisfactory 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, if such a program is being offered; 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 ongoing with the next evaluation due no later than the end of the subsequent school se-

mester. 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 PTIP Level I Assistance?**

A permanent teacher who receives an overall unsatisfactory 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 unsatisfactory 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 unsatisfactory 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





# Poway Professional Assistance Program

## *Permanent Teacher Intervention Program (PTIP)*

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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 Governance 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 im-  
prove the teacher's  
performance***



Permanent Teacher Intervention Program (PTIP)

**Level I Assistance**

**Level II Assistance**

