

Regulation 4131.1: Teacher Support And Guidance

Status: Pending

Original Adopted Date: Pending

Selection of Consulting Teachers, Mentors, and Administrative Coaches

The Superintendent or designee shall design a written application for certificated personnel who want to be consulting teachers, mentors, or administrative coaches.

Any employee designated by the Superintendent or designee as a consulting teacher, mentor, or administrative coach shall, at a minimum, meet the following qualifications:

1. Possess a clear teaching or administrative services credential
2. Have at least three years of full-time teaching or administrative experience
3. Have demonstrated effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of all students
4. Be recommended by their current site principal

The Superintendent or designee may establish a districtwide or school site advisory committee to verify that candidates fulfill the qualifications established by the District, interview candidates, and recommend candidates to the Superintendent or designee.

The Superintendent or designee shall make the final selection of consulting teachers, mentors, and administrative coaches and shall assign them to participating candidates. To the extent possible, the assigned consulting teacher or mentor shall be one who teaches the same grade level and/or in the same subject matter as the teacher(s) to whom he/she is assigned. The same context and consideration of job duties and proximity of work location shall be applied to the assignment of administrative coaches. Site-based mentors and coaches shall be assigned no more than three participating candidates (teachers or administrators) during a school year. Full-time release consulting teachers shall be assigned no more than fifteen participating candidates, including participants enrolled in Induction and/or the Peer Assistance and Review (PAR) program.

The Superintendent or designee shall regularly evaluate the effectiveness of the consulting teacher, mentor, and administrative coach, and may reassign or revoke his/her designation as necessary.

Peer Review Panel

The Superintendent or designee shall establish a peer review program to provide services to teachers new to the District and teachers in need of remediation or support with feedback and guidance. When a teacher volunteers to participate or is referred by the principal due to unsatisfactory performance, an action plan with measurable goals shall be established that are aligned with student learning and California Standards for the Teaching Profession (CSTP). The

teacher shall be assigned a consulting teacher who shall provide assistance and review through multiple observations of the teacher during periods of classroom instruction. In addition, the teacher shall participate in sufficient professional learning activities to assist him/her to improve teaching skills and knowledge. The consulting teacher shall maintain a written record of the teacher's activities and performance and shall consistently communicate with the principal regarding the teacher's progress.

The Superintendent or designee shall establish a joint teacher-administrator peer review panel composed primarily of teachers selected by the teachers' association, and administrators selected by the Superintendent or designee. The joint teacher-administrator peer review panel shall review reports prepared by the consulting teacher and shall make recommendations to the Superintendent or designee as to whether the participating teacher should be exited from the program due to satisfactory improvement, remain in the program because he/she would possibly benefit from additional support from the program, or be recommended for dismissal.