

Part 8

Peer Assistance and Review Pilot Program

53A-8a-801 Definitions.

As used in this part:

- (1) "Peer Assistance and Review Pilot Program" or "PAR Program" means the teacher evaluation and mentoring program created in Section 53A-8a-802.
- (2) "Consulting teacher" means a teacher who is appointed as described in Section 53A-8a-803 and provides assistance and review to teachers assigned to a PAR Program.
- (3) "Novice teacher" means a provisional teacher who has not achieved career employee status.
- (4) "PAR Joint Panel" means the governing panel of a district's PAR Program, created according to Section 53A-8a-804.
- (5) "Teacher" means an individual employed by a school district who is required to hold an educator license issued by the State Board of Education and who has an assignment to teach in a classroom.
- (6) "Underperforming veteran teacher" means a teacher who has achieved career employee status as defined in Section 53A-8a-102 and whose work has been judged to fall below the district's standards.

Enacted by Chapter 273, 2012 General Session

53A-8a-802 PAR Program guidelines -- Report.

- (1) The PAR Program is created to:
 - (a) conduct regular evaluations of novice teachers and underperforming veteran teachers;
 - (b) provide support and mentoring to novice teachers and underperforming veteran teachers; and
 - (c) make recommendations for continued employment or dismissal of novice teachers and underperforming veteran teachers.
- (2) Subject to future budget constraints, the Legislature shall appropriate money for a five-year period to the State Board of Education for the PAR Program.
- (3) The State Board of Education shall:
 - (a) solicit proposals from school districts for the use of grant money to develop and implement PAR Programs; and
 - (b) award grants to school districts on a competitive basis.
- (4) In awarding a grant under Subsection (3)(b), the State Board of Education shall consider:
 - (a) the applicant's capacity to effectively achieve the purposes of the PAR Program as described in Subsection (1);
 - (b) whether the district has a rigorous and standards-based teacher evaluation system already in place; and
 - (c) other criteria as determined by the State Board of Education.
- (5) To receive a grant, a school district shall submit a proposal to the State Board of Education on how the district intends to develop and implement a PAR Program, within the specifications of Section 53A-8a-803.
- (6) A selected district may use grant money:
 - (a) to develop and design a PAR Program to fit the needs of the district, which may include hiring consultants;
 - (b) to fund additional pay or stipends, computers, travel reimbursement, and office space for consulting teachers;

- (c) for program administration and clerical support staff;
 - (d) for stipends for PAR Joint Panel members;
 - (e) to pay substitute teachers for PAR Joint Panel members to attend meetings or for teachers enrolled in the PAR Program to visit and observe other classes; and
 - (f) for training costs.
- (7) After each year of the pilot program, the State Board of Education shall make a report to the Education Interim Committee evaluating the impact of the PAR Program on retaining high quality teachers and dismissing ineffective teachers in a timely manner.
- (8) The State Board of Education shall make rules specifying:
- (a) procedures for applying for and awarding grants under this part;
 - (b) criteria for awarding grants; and
 - (c) reporting requirements for grantees.

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53A-8a-803 Program components.

- (1) A district that receives a grant under Section 53A-8a-802 to design and implement a PAR Program, shall use the general guidelines as set forth in this section.
- (2) A district's PAR Program shall consist of the following two sections:
- (a) an induction section for novice teachers; and
 - (b) a remediation section for underperforming veteran teachers.
- (3) The induction section of a district's PAR Program shall include the following components:
- (a) a novice teacher is automatically enrolled into the induction section of the PAR Program and assigned a consulting teacher who serves as a mentor;
 - (b) the novice teacher receives help from a consulting teacher in setting up a classroom, securing needed supplies, preparing for classroom management, reflecting on lessons, and getting feedback and support;
 - (c) the consulting teacher assesses the novice teacher's work and reports to the district's PAR Joint Panel several times throughout the year, with a summative report and evaluation at the end of the year;
 - (d) the consulting teacher assists the district's PAR Joint Panel in deciding whether to hire the novice teacher for another year; and
 - (e) the principal retains the right and responsibility for evaluating all teachers for career employment status.
- (4) The remediation section of a district's PAR Program shall include the following components:
- (a) a principal or supervisor recommends an underperforming veteran teacher to the remediation section of the program, or the underperforming veteran teacher may be automatically enrolled in the intervention section of the program in accordance with local school board policy;
 - (b) an underperforming veteran teacher is assigned a consulting teacher who acts as a mentor and initially investigates whether the teacher is, in fact, failing to meet the district standards;
 - (c) the consulting teacher mentors the underperforming veteran teacher for a period of time established in accordance with local school board policy; and
 - (d) the underperforming veteran teacher either meets district standards after close mentoring, or is dismissed or encouraged to resign because the underperforming veteran teacher rejects help or fails to improve sufficiently despite the consulting teacher's mentoring.
- (5) Consulting teachers:
- (a) are chosen through a competitive process by the district's PAR Joint Panel;
 - (b)

- (i) are released from regular teaching loads for three to five years; or
- (ii) are released from regular teaching part-time and serve as consulting teachers part-time;
- (c) earn regular salary plus an additional stipend for being consulting teachers;
- (d) are assigned a caseload of teachers to mentor and evaluate, preferably in the same subject and grade level;
- (e) report on teachers to the district's PAR Joint Panel; and
- (f) mentor and evaluate teachers participating in the district's PAR Program through:
 - (i) scheduled and unscheduled visits;
 - (ii) developing a growth plan with a teacher based on the teacher's strengths and weaknesses;
 - (iii) observing lessons and providing feedback;
 - (iv) helping with lesson planning;
 - (v) providing resources and materials; and
 - (vi) arranging for a participating teacher to observe another colleague's class.

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53A-8a-804 Creation -- Make-up -- Duties of a district PAR Joint Panel.

- (1) A district that receives money to create a PAR Program under Section 53A-8a-802 shall create a PAR Joint Panel consisting of an equal number of teacher representatives and district administrators or their designees.
- (2) A district PAR Joint Panel shall:
 - (a) meet regularly to design the district's PAR Program;
 - (b) review cases of teachers assigned to the district's PAR Program and decide whether the district should continue to employ teachers based on evidence collected by consulting teachers; and
 - (c) select consulting teachers through a competitive process.

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