

**RIVERSIDE UNIFIED SCHOOL DISTRICT**  
**and**  
**RIVERSIDE CITY TEACHERS ASSOCIATION**  
**Tentative Agreement**

**May 11, 2017**

**Subject to the approval of the Riverside Unified School District Board of Education (the "District") and of the Riverside City Teachers Association ("RCTA"),**

**The following Article will replace Article XVIII "Peer Assistance and Review":**

**RUSD-RCTA Professional Growth System**

**Section 1 – Purpose**

The purpose of the Professional Growth System (PGS) is to establish an ongoing professional development and support system to enable RUSD educators to optimize their professional potential in order to create a highly effective learning community, ensuring the highest level of achievement for all students. The Professional Growth System will span an educator's entire career – including individual assistance and support from the first day of hire; further opportunities for professional development and support at any phase of an individual's career; and more opportunities for professional leadership.

**Section 2 - Definitions for Purposes of this Section:**

Professional Growth System (PGS): The professional development and support system for all RUSD employees

Support Teacher (ST): A classroom teacher on full-time release who supports Participating Teachers. Being a Support Teachers is a five (5) year commitment – three (3) years as a ST and two (2) successive years as a classroom teacher.

Participating Teacher (PT): Novice teachers, teachers new to the District; and teachers with an Unsatisfactory evaluation who will be given individual support and assistance from an ST.

Professional Growth System Review Panel: A panel of equal number of teachers and principals that oversees the Support Teachers and reviews Participating Teachers progress.

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**Implementation Team:** An equal number of RCTA and District members who continually monitor and assess the PGS and make recommendations to the appropriate party, including the bargaining team.

**Review Panel Pair:** Principal and Teacher from Review Panel, including Co-chairs, working together to provide assistance for Support Teachers

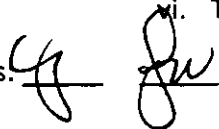
### **Section 3 – Governance/Program Structure**

#### **A. Implementation Team**

- a. **Composition:** The Implementation Team will be comprised of the RCTA President or designee; the Assistant Superintendent of PGS or designee; and four (4) members from RCTA and four (4) members from the District. Invited guests can attend with permission from the Implementation Team.
- b. **Duties:**
  - i. Develop and design the PGS
  - ii. Make recommendations to the bargaining team
  - iii. Ensure communication channels are open and effective
  - iv. Develop timelines
  - v. Determine support needed for PGS
  - vi. Define problems and identify solutions
  - vii. Monitor the process and procedures

#### **B. PGS Review Panel**

- a. **Composition:** Two (2) Co-chairs – one (1) a classroom teacher and one (1) a principal; two (2) current classroom teachers and two (2) current principals. In the 2018-19 school year, this number may increase, up to five (5) total RCTA members and five (5) total District members. A Confidential Secretary will be designated by the District to keep and record minutes; prepare materials for meetings; and support the Review Panel and the entire Professional Growth System.
  - i. The teacher chair will be selected by RCTA and the principal chair will be selected by the District.
  - ii. Both chairs will be released full-time for the 2017-18 school year.
  - iii. The Co-chairs will have a three (3) year term; and the terms will be staggered. So, initially, one of the Co-Chairs will serve a three (3) year term and the other will serve a four (4) year term.
  - iv. The teacher panelists will be appointed by RCTA.
  - v. The principal panelists will be appointed by the District.
  - vi. The panelists will serve a five (5) year, and the terms will be staggered.

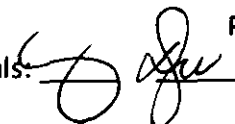
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- vii. The Superintendent will approve all Review Panel selections.
- b. Decision-Making Process: The PGS Review Panel will use the Interest-Based Problem Solving Process to reach consensus.
- c. Duties:
  - i. Adopt rules and processes
  - ii. Recruit, interview and select Support Teachers
  - iii. Monitor Support Teachers
  - iv. Develop training for Support Teachers
  - v. Develop and submit budget
  - vi. Review report on new hires
  - vii. Meet with Support Teachers to review reports and receive updates on Participating Teachers
  - viii. Develop timelines for the work of Support Teachers
  - ix. Identify and refer process concerns to Implementation Team
  - x. Assign Support Teachers to Participating Teachers
  - xi. Determine the number of Support Teachers for each year
  - xii. Assign pairs (teacher and principal) to Support Teachers
  - xiii. Review Panel Pairs provide direction to Support Teachers
  - xiv. Make recommendations, based on evidence, to Assistant Superintendent of Personnel

**C. Support Teachers:**

- a. Requirements: Support Teachers must have served in the classroom for the previous three (3) years. The employee will be released from the classroom for three (3) years to work as a Support Teacher and agrees to return to the classroom as a teacher for at least two (2) years.
- b. Duties:
  - i. Work with newly hired teachers to help them develop their professional practice and acclimate to the District culture
  - ii. Assist Participating Teachers by observing, modeling, coaching, conferencing and/or providing other assistance
  - iii. Assist novice Participating Teachers with credentialing requirements
  - iv. Conference with Participating Teachers to discuss performance goals and develop a professional learning plan
  - v. Maintain records of data, observations and support provided
  - vi. Monitor and support the progress of the Participating Teacher as it relates to the California Standards for the Teaching Profession and provide periodic written reports, including formal and informal observations and feedback provided, to the Participating Teacher and the PGS Review Panel

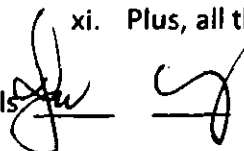
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- vii. Complete all required documentation within set timelines
- viii. Communicate effectively in writing – observation reports, mid-year summaries, final summative reports, memoranda, notes and communications to teachers and administrators
- ix. Participate in comprehensive training to develop and refine observation and analysis of teaching skills
- x. Review and analyze academic records and student outcome data as necessary for supporting teacher growth
- xi. Meet with other Support Teachers and the PGS Review Panel on a regular basis to share best practices, successes, challenges and to calibrate observation and analyzing skills
- xii. Help plan and conduct training for Participating Teachers
- xiii. Communicate and meet regularly with administrators and Participating Teachers regarding progress

**D. Lead Support Teachers:**

- a. Eligibility: For the 2017-18 school year, the Design Team will select the two Lead Support Teachers. The Implementation Team will develop a process for selection for successive school year.
  - i. Two (2) year term
  - ii. For the 2017-18 school year, in order to stagger the terms of the Lead Support Teachers, there will be a two (2) year term and a three (3) year term
- b. Duties:
  - i. Coordinate day-to-day operations of the Support Teacher Team
  - ii. Coach Support Teachers in the management of routines and procedures, including problematic situations
  - iii. Serve as liaison with various stakeholders and other RUSD personnel
  - iv. Attend the Teacher Review Panel meetings
  - v. Assist Support Teachers in preparing the presentations to the Teacher Review Panel
  - vi. Oversee the collection and management of data that is related to PGS
  - vii. Plan and facilitate semi-monthly Support Teacher Team meetings
  - viii. Coordinate, develop and deliver summer and ongoing training for the Support Teacher Team
  - ix. Collaborate with the Review Panel Co-chairs to plan and deliver presentations to promote the PGS
  - x. Perform related work as required
  - xi. Plus, all the duties of a Support Teacher

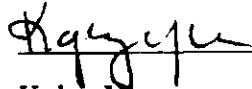
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**E. Compensation:**

- a. Implementation Team: Release time
- b. PGS Review Panel Teacher Chair: Full release; 200 day work year with rainbow calendar and \$5,000 stipend
- c. Teacher PGS Review Panel members: \$6,500 stipend
- d. Support Teacher Co-Leads: 190 day work year and \$5,000 stipend
- e. Support Teacher: Full release; teacher work year with rainbow calendar; and \$5,000 stipend.

**AGREE:**

**For the District:**

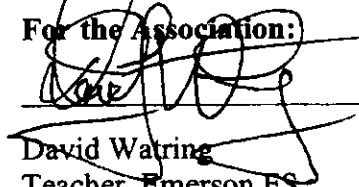


Kylee Ybarra,  
Assistant Superintendent,  
Department of Personnel-  
Leadership & Development

6/8/17

Date

**For the Association:**



David Watring  
Teacher, Emerson ES  
Chair, RCTA Negotiations Team

6/8/17

Date