

**Job Title:      **PEER ASSISTANCE/PEER REVIEW (PAR) PROGRAM/TEACHER  
SUPPORT AND INDUCTION PAR/TSI CONSULTANT****

**Definition:**

The PAR/TSI Consultant is a teacher on special assignment who provides assistance to participating teachers pursuant to the Peer Assistance/Peer Review program as well as state authorized programs for teachers new to the teaching profession, including Induction and Intern. The qualifications for the consulting Teacher shall be set forth in the Rules and Procedures.

**Major Duties and Responsibilities**

1. Peer Assistance/Review encourages a cooperative relationship between the Consulting Teacher, principal, support provider and participating teacher. The Consulting Teacher will meet with the evaluator to review and discuss the basis for referral to the Peer Assistance/Peer Review program.
2. Each teacher participating in the PAR program shall receive no less than 12 hours of direct assistance per quarter from the Consulting Teacher. The Consulting Teacher shall assist participating teachers by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist the participating teacher.
3. Meet with each referred participating teacher to discuss the Peer Assistance/Peer Review program, to establish mutually agreed upon steps to meet the performance goals, develop the assistance plan, and develop a process for determining completion of the Peer Assistance/Peer Review program.
4. Monitor the progress of PAR participants and provide constructive feedback to the participating teacher for discussion and review.
5. Continue to provide assistance to PAR participants until the evaluator concludes that the teaching performance of the participating teacher is satisfactory as evidenced in the final evaluation.
6. Provide program coordination and oversight for all aspects of the new teacher programs.
7. Attend all trainings necessary to acquire the knowledge, skills and abilities to conduct the new teacher programs.
8. Perform all tasks necessary to fully implement the new teacher programs.
9. Plan and conduct staff development for teachers who qualify for and will participate in the new teacher programs as well as for teachers providing support, such as Induction Support Providers and Intern Coaches.
10. Attend all meetings connected to the operation of the new teacher programs, including, but not limited to, the meetings and trainings conducted by LSD and the State of California's Induction and Intern programs.
11. Complete all reports, and other documents, required by the new teacher programs.
12. Act as a support provider for teachers participating in the new teacher programs.
13. Other duties as assigned.

**Minimum Qualifications**

- Be a credentialed classroom teacher with permanent status and a minimum of ten (10) years experience with five (5) or more in the Lancaster School District including the current year
- Have recent experience as a full time classroom instructor within the previous 2 years
- Shall demonstrate exemplary teaching ability, including: effective communication skills both orally and in writing, subject matter knowledge, and mastery of range of teaching strategies necessary to meet the needs of pupils in different contexts

**Job Title: PEER ASSISTANCE/PEER REVIEW (PAR) PROGRAM/TEACHER  
SUPPORT AND INDUCTION PAR/TSI CONSULTANT**

- Have ability to work cooperatively and effectively with others; both peers and administration
- Be expected to work before school, after school, and during lunch hours, as well as evenings and weekends as program requires
- Have an understanding of the California Standards for the Teaching Profession
- Be expected to attend advanced education training that is required to further their education and skills
- Recent experience as a full time classroom teacher

**Desirable Qualifications**

- A commitment to excellence and getting the job done
- The ability to effectively lead others
- The ability to balance time commitments and responsibilities
- Knowledge of the process or the willingness to attend current California Formative Assessment training
- A willingness to engage in a wide range of trainings
- Knowledge of Mentoring Matters and /or Learning Focused Supervision

**Physical Requirements and Working Conditions:**

- Requires vision (which may be corrected) to read small print
- Requires mobility to stand, stoop, reach, and bend
- Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects
- Is subject to inside and outside environmental conditions
- Required to have Livescan fingerprinting completed and cleared prior to beginning work
- Must have a valid California driver's license and be insurable
- Utilizes own vehicle for transportation as needed

**PHYSICAL REQUIREMENT INFORMATION**

<b>Physical Demands:</b>	<b>HPD = Hrs. Per Day</b>		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting		X	
Standing		X	
Walking		X	
Bending (neck)	X		
Bending (waist)	X		
Kneeling	X		
Reaching	X		
Stooping	X		
Crawling	X		
Twisting (back & neck)	X		
Climbing	X		
Pushing/Pulling	X		

**Job Title: PEER ASSISTANCE/PEER REVIEW (PAR) PROGRAM/TEACHER  
SUPPORT AND INDUCTION PAR/TSI CONSULTANT**

	<b>Lifting</b>			<b>Carrying</b>		
	Rarely (0 – 1.5HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.		X			X	
11 – 25 lbs.	X			X		
26 – 50 lbs.	X			X		
51 – 75 lbs.	X			X		

<b>Mental Demands:</b>	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve		X	
Make Decisions		X	
Supervise	X		
Interpret Data	X		
Organize		X	
Write	X		
Plan		X	
Multi-Task		X	

<b>Equipment Use:</b>	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone	X		
Copier	X		
Computer		X	
FAX Machine	X		
RADIO	X		