

2. Peer Assistance and Evaluation Program

The Board and the Federation have established a Peer Assistance and Evaluation Program to improve the quality of teaching in the Cincinnati Public Schools. PAEP has two components: (a) Induction designed to assist and evaluate teachers during their first year of service in the district; and (b) Intervention, intended to assist experienced teachers who exhibit serious teaching deficiencies. Intervention shall be reserved for teachers who have completed three or more years of service in the district.

a. Peer Review Panel

The Peer Review Panel (PRP) shall serve as the governing body of the program, shall select consulting teachers and shall determine program guidelines consistent with terms of the Collective Bargaining Contract and Board policy. The panel shall be responsible for administering the budget of the Peer Assistance and Evaluation Program. It shall consist of an equal number of teachers appointed by the Federation and administrators appointed by the Superintendent.

The PRP shall review the program guidelines every two years.

b. Scope of Program

The Peer Assistance and Evaluation Program shall be available in all teaching fields and ESP categories. Up to 20 consulting teachers (FTE's) shall be assigned by the Peer Review Panel depending on caseloads arising each school year. Additional consulting teachers, if needed, may be funded through the Career in Teaching Program budget. Part time consulting teachers shall be utilized to serve certain teaching fields where there is not a sufficient caseload for a full time position. Consulting teachers may also be assigned to conduct classroom observations of teachers participating in comprehensive evaluations as defined in the TES.

c. Caseload for Consulting Teachers

Caseload of full-time consulting teachers shall be limited to 14. Each second year intern and intervention teacher will count as 1.5 in their caseload. Other teachers participating in the comprehensive evaluation will count as .16. The parties shall review the caseload for comprehensive evaluations in July 2001 and July 2002.

d. Term for Consulting Teachers

Consulting teachers shall serve in the position for a maximum of 3 years.

e. Applicants for Consulting Teachers

Applicants for consulting teacher positions may not be on the administrative leadership eligibility list. However, a teacher may remove his/her name from the leadership eligibility list in order to apply. A consulting teacher may not be appointed to an administrative position while serving as a consulting teacher and for one full school year after serving as a consulting teacher.

f. Stipend

Consulting teachers are lead teachers. The PRP shall consider any lead teacher applicant(s) who is properly certificated for an available consulting teacher position. However, if no lead teacher applies, the PRP may select an otherwise qualified applicant who is not a lead teacher.

Consulting teachers shall receive lead teacher stipends consistent with the CTP agreement. However, a consulting teacher who is not a lead teacher shall receive an annual stipend of \$3000. This stipend is intended to compensate consulting teachers for conferences, inservice activities, practicum, and other professional duties related to the position, including 5 additional days before or after the school year.

g. Mid-Year Dismissal

If a teacher remains an apprentice during the second year of service and if, in a December, interim report, the teacher is rated unsatisfactory, s/he may be dismissed. In the PAEP, such recommendations for dismissal prior to the end of the school year must be approved by the PRP. In such cases, the teacher shall have the rights afforded to a limited contract teacher facing non-renewal for performance reasons under the Collective Bargaining Contract. Dismissal under this provision shall not afford the teacher the due process rights under O.R.C. §3319.16.