**Amendment to Performance Evaluation and Professional Growth Model**

**Chapter 180**

**Peer Support and Mentoring**

The PEPG system must include a peer support and mentoring component with opportunities for all educators to share, learn and continually improve their practice in collaboration with peers as described below. Peer support, mentoring, and coaching shall be formative in nature and for the sole purpose of ongoing professional growth for educators.

The District/SAU is responsible for implementing a peer support and mentoring program in accordance with the criteria outlined in Section 11 of Chapter 180. This amendment should be attached to the current PEPG plan.

1. **For all educators**

For teachers and principals not included in Subsections 2, 3, 4 and 5 below, the SAU may determine the frequency and intensity of the peer support component, provided that at least one opportunity occurs annually. For teachers included in Subsections 2, 3, 4, or 5 below, the peer mentoring or coaching component satisfies the requirements of this subsection. For the purposes of this subsection, peer support includes, but is not limited to, observation of practice, goal setting, conferencing, and review of artifacts and other evidence reflecting an educator’s practice.

1. **For teachers new to an SAU**

The PEPG system must include a formative peer mentoring or coaching component of at least one year for all teachers new to the SAU regardless of their cumulative years of licensure. The formative mentoring or coaching component must include at least two observations with feedback by a qualified peer mentor, using an SAU-approved protocol that includes, but is not limited to, focused goals for the improvement of practice. The peer mentoring or coaching component must also include other opportunities for the new teacher to receive support and feedback from mentors or coaches on his or her performance to continually improve practice.

1. **For teachers holding a Conditional Certificate for a Regular Education Endorsement**

The PEPG system must include a formative peer mentoring or coaching component of at least one year for a teacher holding conditional certificate for a regular education endorsement who has been employed by the SAU for more than one year. The formative mentoring or coaching component must include at least two observations with feedback by a qualified peer mentor, using an SAU-approved protocol that includes, but is not limited to, focused goals for the improvement of practice. The peer mentoring or coaching component must also include other opportunities for the conditionally certified teacher defined in this subsection to receive support and feedback from mentors or coaches on his or her performance to continually improve practice.

1. **For teachers in year two or three of a Conditional Certificate for a Special Education Endorsement on the effective date of this Rule**  
     
   The PEPG system must include a formative peer mentoring or coaching component of at least one year for a teacher holding conditional certificate for a special education endorsement who has been employed by the SAU for more than one year. The formative mentoring or coaching component must include at least two observations with feedback by a qualified peer mentor, using an SAU-approved protocol that includes, but is not limited to, focused goals for the improvement of practice. The peer mentoring or coaching component must also include other opportunities for the conditionally certified teacher defined in this subsection to receive support and feedback from mentors or coaches on his or her performance to continually improve practice.
2. **For teachers in the first year of a Conditional Certificate for a Special Education Endorsement on the effective date of this Rule and, subsequently, all conditionally certified special education teachers**

The SAU must ensure that a conditionally certified special education teacher participates in an alternative certification and mentoring program designated by the Department specifically for conditionally certified special education teachers. For a newly hired teacher, for the purposes of this Rule, participation in an alternative certification and mentoring program supersedes and satisfies the requirements of Subsection 2.

**6.    Qualifications of Peer Mentors or Coaches**

A. For the purposes of Subsection 3, a peer mentor or coach shall be a professionally certified teacher. If the peer mentor or coach participates in the SAU’s PEPG system and has received a summative performance rating, his or her current rating must reflect performance that is at least effective. For the purposes of Subsections 1, 2, and 3 of this Rule, the SAU may specify additional qualifications that will be required of peer mentors and coaches, based on the needs of its educators, such as years of experience, training, membership in professional learning communities, and credentials.

B.  For the purposes of Subsection 4, the qualifications of the mentor or coach shall be determined by the Department and communicated to the field.

**Note: Additional qualifications or requirements of the peer support and mentor system as set forth by the District/SAU should be included on this document.**

*This document serves as an amendment to the current PEPG plan and acknowledges ongoing commitment to quality peer support and mentoring.*

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PEPG Chairperson Date

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Superintendent Date