



South St. Paul School Board - Committee-of-the-Whole
Monday, September 28, 2020 6:00 PM
Location: CITY HALL
125 THIRD AVENUE NORTH
South St Paul, Minnesota 55075

Agenda

{{Name: Agenda Item}} {{Speaker: Agenda Item Speakers}} {{AgendaItemEnd}}

I. 6:00 - 6:10 PM HUMAN RESOURCES (C. Miller)

A. Staffing

B. Dental Insurance Plan and Rates

C. Ancillary Insurance Plan and Rates

II. 6:10 - 6:30 PM FINANCE (A. Bushberger)

A. 2020-21 Budget Update

B. 2020 Payable 2021 Proposed Property Tax Levy

III. 6:30 - 6:50 PM LEARNING DEPARTMENT

A. Teacher Growth, Development and Evaluation Plan Update (TDE) (C. Schmidt, J. Sexauer, T. Starkman)

B. SSPPS Comprehensive Arts Planning Program (CAPP) (C. Schmidt, M. Miller, T. St. Martin, E. Holsen)

IV. 6:50 - 7:00 PM SCHOOL BOARD

A. School Board Meeting Plan (D. Webb)



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: September 28, 2020

Place on Agenda: Regular Agenda/Consent Items

Action Requested: Approval

Attachment: Staffing

Topic: Staffing
Presenter(s): Human Resource Director Cathy Miller
Background: Human Resource Director Cathy Miller will review the staffing that is recommended for approval at the September 28, 2020, school board meeting.
Recommendation: Administration recommends approval of the proposed staffing.
Alternatives: Amend the motion to remove a certain appointment, resignation, transfer, retirement, abolishment, or leave. Provide administration with directions for next steps.

**VII.A.1 Staff Appointments, Resignations, Retirements, Terminations
and Leaves (Cathy Miller)**

09-28-20

Certified

A. Appointments/Reassignments

2020-21 ECA

FOOTBALL

Head Coach	Sexauer, Chad	\$6,498
Varsity Asst Coach	Sattler, Matt	\$4,231
Varsity Asst Coach	Schultz, Peter	\$4,231
Varsity Asst Coach	Spreigl, Manuel	\$4,231
Varsity & Sophomore Head Coach	Olson, Dylan	\$4,231
Varsity & Sophomore Asst Coach	Kennealy, Tim	\$4,231
Varsity & Freshman Asst Coach	Sundly, Scott	\$4,231
Varsity & Freshman Asst Coach	Lagoo, Jeff	\$4,231
Additional Coach – Varsity	Edwards, Darren**	\$3,200 (football boosters)
Additional Coach – Varsity	Nihart, Don	\$2,000 (football boosters)
Additional Coach – Varsity	Fritze, Mike**	\$2,000 (football boosters)
Additional Coach – Varsity	Rund, Christian	\$2,000 (football boosters)
Additional Coach – Varsity	George, Damon	\$2,000 (football boosters)
Additional Coach – Varsity	Faust, Dave**	\$500 (football boosters)
Volunteer Coach	Felton, Tim**	true volunteer

GAME EVENTS

Coordinator – Fall	Brandecker, Lisa	\$2,739
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VOLLEYBALL

Head Coach	Cornell, Jane	\$5,177
Varsity Asst/JV Coach	Tonda, Teresa	\$3,668
Varsity & Sophomore Coach	Sielski, Jody	\$3,668
Freshman Coach	Renteria, LeAnn**	\$2,821

DEBATE/SPEECH

Debate Head Coach	Anderson, Conrad	\$5,177
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MUSIC

Varsity Singers Show Choir	Cochran, Stephen*	\$3,948
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ACTIVITIES

Yearbook Advisor	Rohrich, Steven	\$4,251
Junior High Memory Book	Rohrich, Steven	\$1,120
School Store Advisor	Weinfurtner, Kris	\$3,949

* indicates a non-district employee

** indicates a returning non-district employee

B. Resignations/Retirements/Leaves/Reductions/Other

1. Kristin Johnson – Resignation from her position as Student Support Specialist-High School, Secondary Building, effective October 2, 2020.

Classified

A. Appointments/Reassignments

1. Nicole Arrigoni – Student Supervisor (Temporary), Lincoln Center, \$15.81 per hour, 17.5 hours per week, effective September 21, 2020. (rehire)
2. Delia Cervantes Garcia – Part-Time Custodial Cleaner, Lincoln Center, \$16.99 per hour, 20 hours per week, effective September 21, 2020. (rehire)
3. Delia Cervantes Garcia – Student Supervisor (Temporary), Lincoln Center, \$15.81 per hour, 17.5 hours per week, effective September 21, 2020. (rehire)
4. Bridget Contreras – Student Supervisor (Temporary), Lincoln Center, \$15.81 per hour, 17.5 hours per week, effective September 21, 2020. (rehire)
5. Erika Cossio Coria – Part-Time Custodial Cleaner, SSP Education Center, \$16.99 per hour, 20 hours per week, effective September 24, 2020.
6. Jeri Cullen – Part-Time Custodial Cleaner, District Office, \$16.99 per hour, 15 hours per week, effective September 23, 2020.
7. Dianna Duchsherer – Part-Time Custodial Cleaner, Secondary Building, \$16.99 per hour, 20 hours per week, effective October 5, 2020.
8. Timothy Goss – Part-Time Custodial Cleaner, Lincoln Center, \$16.99 per hour, 20 hours per week, effective September 23, 2020.
9. Debra Jung – Student Supervisor (Temporary), Lincoln Center, \$15.81 per hour, 17.5 hours per week, effective September 21, 2020. (rehire)
10. Russell King – Part-Time Custodial Cleaner, Secondary Building, \$16.99 per hour, 20 hours per week, effective September 28, 2020.
11. Mary Mooney – Part-Time Custodial Cleaner, Kaposia Education Center, \$16.99 per hour, 20 hours per week, effective September 21, 2020. (rehire)
12. Timothy Nelson – Part-Time Custodial Cleaner, Kaposia Education Center, \$16.99 per hour, 20 hours per week, effective September 21, 2020.
13. Danielle Nicholson – Student Supervisor (Temporary), Kaposia Education Center, \$15.81 per hour, 17.5 hours per week, effective September 28, 2020. (rehire)
14. Teresa Ortiz – Part-Time Custodial Cleaner, Lincoln Center, \$16.99 per hour, 20 hours per week, effective September 21, 2020. (rehire)
15. Nicholas Palodichuk – Part-Time Custodial Cleaner, District Office, \$16.99 per hour, 15 hours per week, effective September 22, 2020.

16. Carla Rakness – Student Supervisor (Temporary), Kaposia Education Center, \$15.81 per hour, 17.5 hours per week, effective September 28, 2020. (rehire)
17. Lesley Ramos – Part-Time Custodial Cleaner, Lincoln Center, \$16.99 per hour, 20 hours per week, effective September 21, 2020.
18. Janet Roehlen – Student Supervisor (Temporary), Kaposia Education Center, \$15.81 per hour, 17.5 hours per week, effective September 24, 2020. (rehire)
19. Karen Sevlie – Part-Time Custodial Cleaner, Lincoln Center, \$16.99 per hour, 20 hours per week, effective September 21, 2020. (rehire)

Change of Assignment – effective for the 2020-21 school year

Early Learning

Amanda Hackerson – Preschool Instructor, Lincoln Center, decrease from 872.25 to 745.5 hours

Additional Temporary Assignment – effective September 28 – December 15, 2020

Marietta Kvilhaug - Special Education Assistant, Secondary Building, extra-curricular activities, \$19.37 per hour, up to 35 hours

B. Resignations/Retirements/Leaves/Reductions/Other

1. Matthew Lux – Resignation from his position as Emergency Care Supervisor, Lincoln Center, effective September 23, 2020.
2. Julie Troye – Resignation from her position as Cashier, Kaposia Education Center, effective September 25, 2020.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, September 28, 2020

Place on Agenda: Committee-of-the-Whole (discussion)
Regular Agenda (action)

Action Requested: Approval

Attachment: None

Topic: Five-Year Self-Insured Dental Insurance Plan and 2021 Rates

Presenter(s): Cathy Miller, Director of Human Resources and Aaron Bushberger, Director of Finance

Background:

Per MN Statute, we are required to do a Request for Proposal (RFP) every five years for dental insurance. At the June 22, 2020 Committee-of-the-Whole meeting, we notified the School Board this RFP process was underway. We solicited bids for a self-insured dental insurance plan effective January 1, 2021 and received responses from two carriers. The lowest and competitive bid, with no changes in the plan, was from our current dental insurance provider, HealthPartners. The plan includes no increases in costs with a 3-year rate guarantee ending December 31, 2023 and 3% rate cap for years 4 and 5. Administration recommends approving the dental insurance plan with HealthPartners.

In a self-insured model, the annual rates are determined by the district. Based on analysis of claims history, expected future claims and the need to continue to build our reserve account for payment of claims; administration recommends no change in rates and approval of the proposed 2021 dental insurance rates listed below.

2021 Dental Insurance Rates	
Coverage	Annual Rates
Single	\$612.00
Family	\$1,587.12

Recommendation:

First, administration recommends approval of the five-year (2021-2025) self-insured dental insurance plan with HealthPartners.

Secondly, administration recommends approval of the proposed 2021 dental insurance rates.

Alternatives:

Do not approve the plan or rates and direct administration with next steps.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, September 28, 2020

Place on Agenda: Committee-of-the-Whole (discussion)
Regular Agenda (action)

Action Requested: Approval

Attachment: 2021-2022 Ancillary Insurance Plan Rates

Topic: Two-Year Basic Life & AD&D, Voluntary Life & AD&D and LTD Insurance Plan
Presenter(s): Cathy Miller, Director of Human Resources and Aaron Bushberger, Director of Finance
<p>Background: Per MN Statute, we are required to do a Request for Proposal (RFP) every five years for ancillary insurances, which include Basic Life & AD&D, Voluntary Life & AD&D and Long-term disability (LTD). At the June 22, 2020 Committee-of-the-Whole meeting, we notified the School Board this RFP process was underway.</p> <p>We solicited bids for our ancillary insurance plans effective January 1, 2021 and received responses from five carriers. The only bid received that matched our existing plans was from our current ancillary insurance plan provider, The Standard.</p> <p>The plans include an 8.33% decrease in rates for Basic Life & AD&D, no change in rates for Voluntary Life & AD&D, and an 8.57% decrease in rates for LTD with a 2-year rate guarantee ending December 31, 2022. Attached are the 2021-2022 ancillary insurance plan rates.</p> <p>Administration recommends accepting the two-year (2021-2022) ancillary insurance plans with The Standard.</p>
<p>Recommendation: Administration recommends approval of the two-year (2021-2022) Basic Life & AD&D, Voluntary Life & AD&D and LTD insurance plans with The Standard.</p>
<p>Alternatives: Do not approve the plan and direct administration with next steps.</p>

South St. Paul Schools

2021-2022 Ancillary Insurance Rates (The Standard)

Basic Life & AD&D Insurance Rates

Plan	Rates/\$1,000
Basic Life	\$0.090
Basic AD&D	\$0.020

Voluntary Life & AD&D Insurance Rates

Age Range	Employee Rate per \$1,000
<25	\$0.05
25-29	\$0.05
30-34	\$0.06
35-39	\$0.08
40-44	\$0.10
45-49	\$0.15
50-54	\$0.23
55-59	\$0.43
60-64	\$0.52
65-69	\$0.96
70+	\$1.97
AD&D Rate	\$0.02

Long-Term Disability Insurance Rate

Long Term Disability	Rate
LTD Rate/\$100 of Covered Payroll	\$0.320



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, September 28, 2020

Place on Agenda: Committee of the Whole

Action Requested: None

Attachment: 2020-21 Budget Update Levy PowerPoint
Flipped Video Link: [2020-21 Budget Update](#)

Topic: 2020-21 Budget Update
Presenter(s): Aaron Bushberger, Finance Director
Background: At the Committee of the Whole meeting, we will review an update of the 2020-21 budget. There have been many changes to the budget based on changes in staffing, changes in other costs and funding. We will go over some of these areas at a high level. More specifics regarding the budget will be prepared and presented to the Board in October and/or November.
Recommendation: N/A
Alternatives: N/A

2020-21 Budget Update

Aaron Bushberger

Director of Finance

School Board – Sept. 28, 2020



2020-21 Budget

Budget was developed assuming a 'regular' school year

Current Factors

- Enrollment
- Funding
- Expenditures/Staffing



2020-21 Budget

General Fund budget approved by Board in June

Projected beginning fund balance	\$4,843,309
Revenues	\$43,461,285
Expenditures	\$44,451,450
Net change in fund balance	\$-990,165
Projected ending fund balance	\$3,853,144

Enrollment

Grade	2018-19 Actual	2019-20 Budget	2020-21 Projected
ECSE	45	40	40
VPK	94	90	90
K	233	229	230
1-3	722	661	646
4-6	804	769	690
7-12	1,521	1,522	1,451
Total	3,419	3,311	3,147

Enrollment

K-12 enrollment

- *Current numbers show enrollment levels close to what has been budgeted*
- *October 1 is first solid enrollment data point*

VPK enrollment

- *Enrollment is down about 80 students from budget/prior year*



Funding

State funding

- All 2020-21 funding has been kept whole
- Some 2021-22 funding will be impacted by 2020-21:
 - *Special Education funding (one year behind)*
 - *Compensatory funding (one year behind)*
- Concerns about future State budget
 - *State estimated a \$4.7 billion deficit for next biennium*



Funding

Federal funding

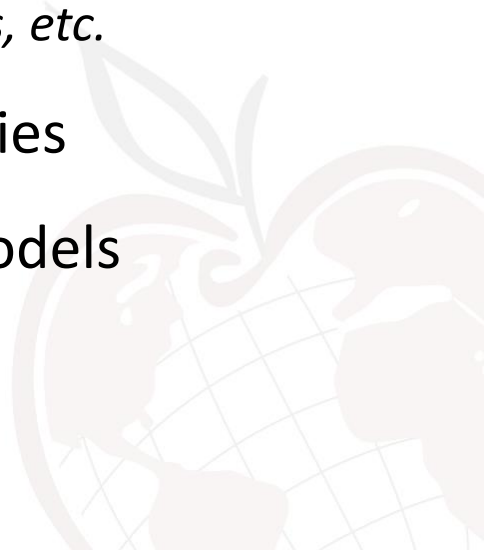
– *South St Paul has been allocated funds under CARES Act*

	CRF	ESSER	GEER
Allocation	\$1,009,247	\$455,637	\$77,489
Deadline to spend	Dec. 2020	Sept. 2022	Sept. 2022
Can supplant?	No	Yes	Yes
Non-public alloc.?	No	Yes	Yes

Expenditures/Staffing

Budget was developed assuming a 'regular' school year

- We have not filled certain positions because we are in hybrid and distance learning models
 - *Other positions have changes to start dates, hours, etc.*
- We are required to offer Care for Tier 1 families
- Other costs have changed due to learning models
- CARES Act funding – qualifying expenditures



Next Steps

More specific budget information to come in Oct. and Nov.

- Current Factors
 - Enrollment
 - Funding
 - Expenditures/Staffing





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, September 28, 2020

Place on Agenda: Committee of the Whole and Regular Meeting

Action Requested: Approval

Attachment: 2020 Payable 2021 Proposed Levy PowerPoint
2020 Payable 2021 Proposed Levy Summary
Flipped Video Link: [2020 Payable 2021 Proposed Levy](#)

Topic: 2020 Payable 2021 Proposed Levy
Presenter(s): Aaron Bushberger, Finance Director
<p>Background:</p> <p>At the Committee of the Whole meeting, we will review information regarding our 2020 Payable 2021 Proposed Levy Certification. This proposed certification is for taxes payable in calendar year 2021, and is revenue for the 2021-2022 school year. We are recommending we approve the proposed levy at “maximum”. By approving the levy at “maximum”, downward adjustments are still allowed to be made as necessary.</p> <p>District administration is currently looking at options of reducing our levy in certain levy categories. In addition, we will review the changes in some of the levy categories at the COW meeting.</p> <p>We are required to certify our Proposed Levy to the County Auditor by September 30, 2020. The information submitted to the County Auditor is the information used for the proposed property taxes mailed to each taxpayer in November.</p> <p>We will ask for your approval of the 2020 Payable 2021 Proposed Levy Certification at the board meeting.</p> <p>We will discuss the 2020 Payable 2021 Final Levy and allow for public input at the regular board meeting on December 14, 2020. This meeting date for the open informational session will also need to be approved at the regular September 24 board meeting.</p>
<p>Recommendation: Approval of 2020 Payable 2021 Proposed Levy</p>
<p>Alternatives: N/A</p>

**South St Paul Public Schools
Proposed Payable 2021 Levy**

PROPOSED PAY 2021 LEVY	FINAL Payable 2020	PROPOSED Payable 2021	Dollar Change	Percent Change
<u>General Fund:</u>				
Referendum	\$2,115,902	\$2,217,271	\$101,369	
Local Optional	\$2,001,571	\$2,077,592	\$76,021	
Equity	\$436,019	\$442,630	\$6,611	
Transition	\$97,724	\$98,931	\$1,207	
Capital Projects Referendum	\$693,121	\$770,836	\$77,715	
Operating Capital	\$205,758	\$228,270	\$22,512	
Alternative Teacher Compensation	\$317,032	\$316,624	-\$408	
Achievement and Integration	\$186,517	\$182,542	-\$3,975	
Reemployment Insurance	\$25,000	\$30,000	\$5,000	
Safe Schools	\$131,961	\$122,011	-\$9,950	
Safe Schools Intermediate	\$54,984	\$50,838	-\$4,146	
Career and Technical	\$47,180	\$51,534	\$4,354	
Long Term Facilities Maintenance	\$741,500	\$729,137	-\$12,363	
Building/Land Lease	\$596,089	\$639,451	\$43,362	
Capital Facilities Bonds	-\$179,445	-\$176,190	\$3,255	
Adjustments/Abatements	-\$354,529	-\$291,931	\$62,598	
Total General Fund	\$7,116,384	\$7,489,546	\$373,162	
<u>Community Service Fund:</u>				
Basic Community Education	\$157,536	\$157,536	\$0	
Early Childhood Family Education	\$58,855	\$60,948	\$2,093	
Home Visiting	\$1,652	\$1,971	\$319	
School Age Care - Disabled	\$300,000	\$300,000	\$0	
Adjustments/Abatements	\$29,508	\$75,438	\$45,930	
Total Community Service Fund	\$547,551	\$595,893	\$48,342	
<u>Debt Service Fund:</u>				
Initial Debt Service	\$3,076,855	\$2,958,415	-\$118,440	
Capital Facilities Bonds	\$179,445	\$176,190	-\$3,255	
Reduction for Debt Excess	-\$433,452	-\$150,000	\$283,452	
Adjustments/Abatements	\$20,744	\$886	-\$19,858	
Total Debt Service Fund	\$2,843,592	\$2,985,491	\$141,899	
Total All Levies	\$10,507,527	\$11,070,930	\$563,403	5.4%

Payable 2021 Proposed Levy

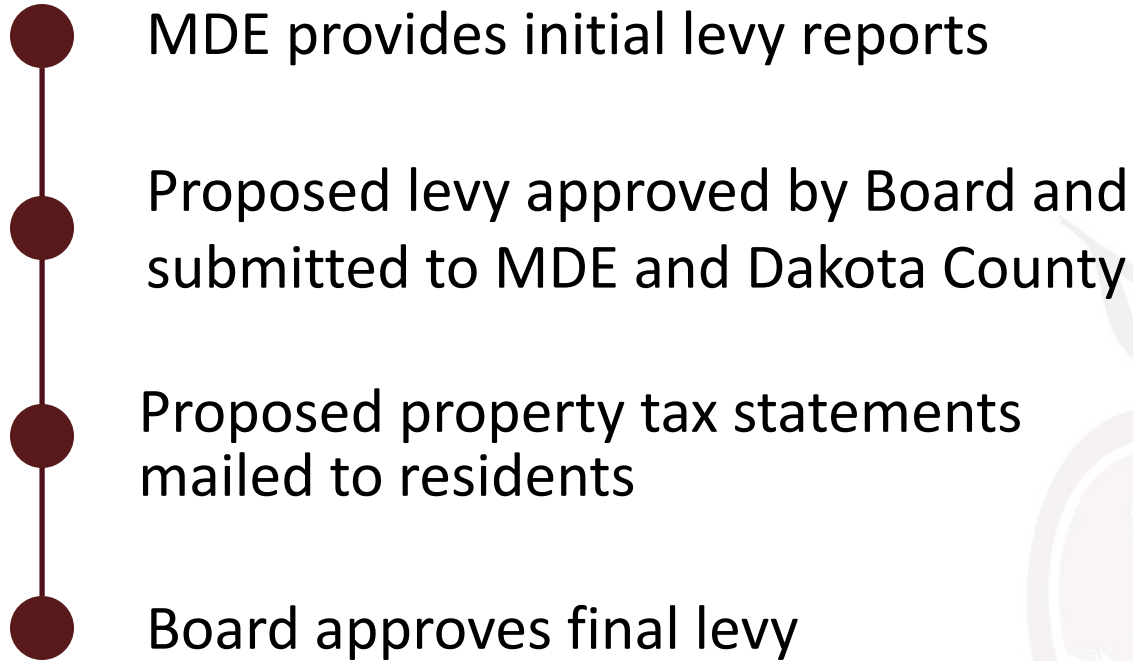
Aaron Bushberger

Director of Finance

School Board – Sept. 28, 2020



Timeline

- 
- Mid-Sept.** ● MDE provides initial levy reports
 - Sept. 30** ● Proposed levy approved by Board and submitted to MDE and Dakota County
 - Mid-Nov.** ● Proposed property tax statements mailed to residents
 - Dec. 14** ● Board approves final levy

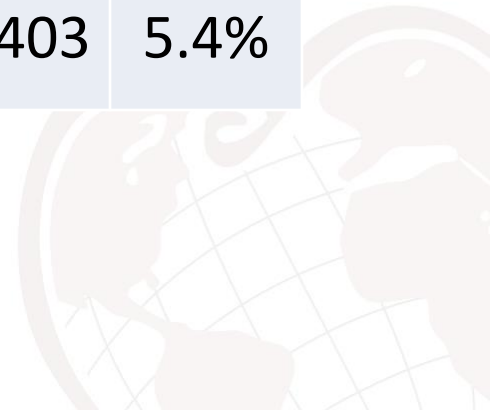
Proposed Levy

- **Sept. 30: Proposed levy approved by Board**
 - *Approve the levy at 'maximum'*
 - *This allows adjustments to be made between proposed levy approval in Sept. and final levy approval in Dec.*



Levy Change

2020 Payable 2021 PROPOSED Levy	\$11,070,930	
2019 Payable 2020 FINAL Levy	\$10,507,527	
Change	\$563,403	5.4%



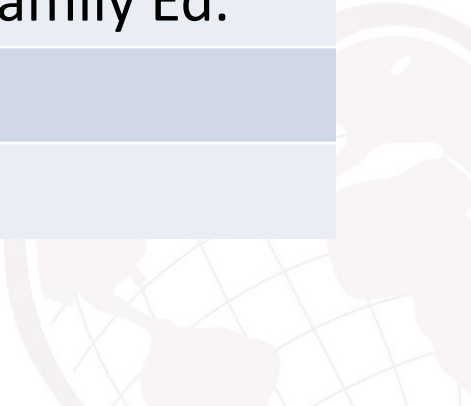
Levy Change

Category	Amount	%
Equalization	\$201,715	1.9%
Debt Excess	\$283,452	2.7%
All Other	\$78,236	0.8%
TOTAL	\$563,403	5.4%

Equalization

- Equalization factors into multiple funding sources:

Referendum	Transition
Local Optional Revenue	ATPPS
Long-Term Facilities Maint.	Early Childhood Family Ed.
Operating Capital	Career and Tech
Equity	Home Visiting



Equalization (cont.)

- As property values increase, the amount of funding shifts from the State to the local property taxpayer
 - SSP market value is increasing by 10.3% from last year
- Below is a summary of change in revenue from last year:

	State Aid	Property Taxes	Total Revenue
All Equalized Funding Sources	-\$843,386	\$201,715	-\$641,671

Debt Excess

- District is required to levy 105% of scheduled debt payments
- MDE calculates a 'debt excess' and changes levy based on those calculations
- Often times, districts work with MDE to adjust debt excess
 - *Will work over the next two months (up until final levy approval) to determine if we can reduce levy further*

Next Steps

Sept. 28 ● Proposed levy approved by Board

Sept. 30 ● Proposed levy submitted to MDE and Dakota County

Mid-Nov. ● Proposed property tax statements mailed to residents

Dec. 14 ● Board approves final levy





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, September 28, 2020

Place on Agenda: Committee-of-the-Whole Report & Regular Meeting

Action Requested: Board Approval

Attachment: 2020 SSPPS Teacher Growth, Development & Evaluation Plan, 3rd Ed
Slides: TDE Plan Revisions
Flipped Video Link: [TDE Plan Revisions Presentation](#)

Topic: 2020-2023 Teacher Growth, Development and Evaluation Plan (TDE)
Presenter(s): Learning Director Chad Schmidt, Assistant Special Services & Learning Director Theresa Starkman and ATPPS/TDE Coordinator & Peer Coach Jen Sexauer
<p>Background:</p> <p>Per Minnesota Statutes §120A.40 and 120.41 and in order to improve student learning and success, the South St. Paul Board of Education and South St. Paul Teachers’ Association have entered into a joint agreement to use a locally-developed TDE Plan for the past six years.</p> <p>Jen Sexauer, ATPPS/TDE Coordinator, and Theresa Starkman, Assistant Director of Special Services & Learning, worked collaboratively throughout the summer to research strategies that would improve areas of the existing plan that had been previously identified through feedback from teachers, administrators and the ATPPS/TDE Steering Committee. These proposed revisions were unanimously approved by the ATPPS/TDE Steering Committee in early September and presented to all SSPTA members the week of September 14, 2020. The plan was approved by the South St. Paul Teachers’ Association general membership in a vote held the week of September 21, 2020.</p> <p>This brief flipped presentation of the changes has been provided by ATPPS/TDE Coordinator Jen Sexauer. On Monday evening, Jen, Theresa and Chad will be available to provide additional insight and answer your questions.</p>
<p>Recommendation:</p> <p>None</p>
<p>Alternatives:</p> <p>N/A</p>



SSPTA Proposed TDE Plan 2020-2023

Presented by Jen Sexauer
TDE/ATPPS Coordinator for SSP



Purpose behind the **Teacher **D**evelopment and **E**valuation Plan**

- **Develop, improve and support teachers**
- **Improve student learning through reflection on instructional practices with the support of Peer Coaches and Summative Evaluators**
- **Determine professional learning needs and goals**



Goals of the TDE Plan for 2020-2023

- 1. Provide opportunities for teacher driven evidence around student engagement**
- 2. Promote instructional conversation between teachers and administrators around practices that demonstrate proficiency in student engagement**
- 3. Increase administrative and teacher relationships through non evaluative informal classroom visits vs. evaluative observations.**



Continued Contract Changes for Cycle Year 1 & 2

2017-2020 Plan:

- **Continued Contract Cycle Year 1 & 2 teachers are rated by administrators/directors on student engagement during 2 informal observations using domain areas 2A, 2B, 2C, 2D and 3B, 3C, 3D from the Danielson rubric.**

2020-2023 *proposed* Plan:

- **Continued Contract Cycle Year 1 & 2 teachers choose 3-5 pieces of evidence from their teaching practices that indicates proficiency in student engagement from items in Appendix D.**

[Appendix D link](#)



Continued Contract Changes for Cycle Year 3

2017-2020 Plan:

- **Continued Contract Cycle Year 3 teachers have one informal with an administrator/ director to document student engagement that uses the Danielson rubric focus areas 2A, 2B, 2C, 2D and 3B, 3C, and 3D. They also have a formal observation and summative conference with an administrator/ director.**

2020-2023 *proposed* Plan:

- **Continued Contract Cycle Year 3 teachers have one informal with an administrator/director to document student engagement that uses the Danielson rubric focus areas 3B and 3C only. They also have a formal observation and summative conference with an administrator/ director.**

Visual of Changes

CYCLE YEAR	# of INFORMAL OBSERVATIONS	# of FORMAL OBSERVATIONS	# of PEER COACH OBSERVATIONS
1 & 2	0	0	2
3	1	1	2

THERE ARE NO PROPOSED CHANGES FOR PROBATIONARY STAFF FOR THE 2020-2023 PLAN.



Student Engagement

Minnesota Statutes 122A.40 and 122A. 41 define requirements for teacher evaluation and states that district must “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement.”

- **School districts are required to use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible in the teacher evaluation system.**

With the proposed plan for 2020-2023:

SSP is giving ownership to the teacher to determine how they would like to represent their proficiency in student engagement. Evidence of proficiency will be submitted and discussed at the summative conference in Cycle Year 3.



Student Engagement

The definition of student engagement by Charlotte Danielson...

Student engagement, which is defined not as “busy” or “on task,” but as “intellectually active.” Learning activities for students may be “hands-on,” but they should always be “minds-on.”



Question and Answer Sessions

As the TDE Coordinator I will be hosting Q & A sessions at each site, as well as offering a district-wide session which is open to all. I am hoping that this will provide you time to ask any questions you may have, as well as for me to offer any clarifications needed around the changes being proposed.

Please watch for my email containing Google Meet invites for the Q & A meetings at each site, as well as a Google Meet link for the district-wide TDE Q & A session.

South St. Paul
Public Schools



**Teacher Growth, Development, and
Evaluation Plan, 3rd Edn.**

Finalized September 2020

By the South St. Paul Public Schools Board of Education
and South St. Paul Teachers' Association Local #861

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Legislative Requirements

Minnesota Statutes 122A.40 and 122A.41 define requirements for teacher evaluation (Updated March 2017. Retrieved from: <https://www.revisor.mn.gov/statutes/?id=122A.40>). To improve student learning and success, a school board (hereafter referred to as “school district” or “district”) and an exclusive representative of the teachers (hereafter referred to as “union” or “teacher’s union”) must “develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement.” The Minnesota Department of Education (MDE) has developed a state model, which must be used if a district and the local exclusive representative of teachers fail to reach “joint agreement” on an evaluation model. The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities.

To develop, improve, and support qualified teachers and effective teaching practices, improve student learning and success, and provide all enrolled students in a district or school with improved and equitable access to more effective and diverse teachers, the annual evaluation process for teachers:

1. must, for probationary teachers, provide for all required evaluations ;
2. must establish a three-year professional review cycle for each teacher that includes an individual growth and development plan, a peer review process, and at least one summative evaluation performed by a qualified and trained evaluator such as a school administrator. For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by a peer review;
3. must be based on professional teaching standards established in rule;
4. must coordinate staff development activities with this evaluation process and teachers' evaluation outcomes;
5. may provide time during the school day and school year for peer coaching and teacher collaboration;
6. may include job-embedded learning opportunities such as professional learning communities;
7. may include mentoring and induction programs for teachers, including teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of students who are enrolled in the district or school;
8. must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and professional growth and include teachers' own performance assessment based on student work samples and examples of teachers' work, which may include video among other activities for the summative evaluation;
9. must use data from valid and reliable assessments aligned to state and local academic standards and must use state and local measures of student growth and literacy that may include value-added models or student learning goals to determine 35 percent of teacher evaluation results;
10. must use longitudinal data on student engagement and connection, and other student outcome measures explicitly aligned with the elements of curriculum for which teachers are responsible, including academic literacy, oral academic language, and achievement of content areas of English learners;
11. must require qualified and trained evaluators such as school administrators to perform summative evaluations and ensure school districts and charter schools provide for effective evaluator training specific to teacher development and evaluation;
12. must give teachers not meeting professional teaching standards support to improve through a teacher improvement process that includes established goals and timelines; and
13. must discipline a teacher for not making adequate progress in the teacher improvement process that may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate.

Data on individual teachers generated under this subdivision are personnel data. The observation and interview notes of peer coaches may only be disclosed to other school officials with the consent of the teacher being coached.

Background

The South Saint Paul Public Schools Teacher Growth, Development, and Evaluation (TDE) Plan was initially written and approved during the 2013-2014 school year in order to comply with the Minnesota Statutes 122A.40 and 122A.41. The original copy, as approved by the South Saint Paul Public School Board of Education and the South Saint Paul Teachers' Association Local #861 in May 2014, resides with the Director of Learning and the TDE Coordinator(s), as do current editions of the plan.

A TDE Steering Committee, comprised of district administrators and teachers, was formed in order to help with a successful initial implementation of the plan during the 2014-2015 school year. A "Matters-to-be-Addressed" document was created and served as a record of issues reviewed and addressed by the TDE Steering Committee. The overall plan was updated and revised during the 2016-2017 school year in order to better reflect the present-day practices of all participants affected by the plan.

New/Revised for the SSP Teacher Growth, Development and Evaluation Plan, 3rd Edn. insert new changes

- Reduce informal observations for Cycle Year 1-3 teachers to only 1 in the 3rd Cycle year.
- Reduce the informal rubric to focus areas 3B and 3C only.
- Teachers will select 3-5 pieces of evidence from Appendix D indicating proficiency or higher in the area of Student Engagement to submit to the Summative Evaluator prior to the Summative conference in Cycle Year 3.

Teacher practice is derived from a teacher's knowledge, skills, and responsibilities. *Teacher practice is defined by the Charlotte Danielson 2013 edition and includes planning, instruction, environment and professional responsibilities. Rubrics for the performance standards and evidence from self-reflection, formal and informal observations of teacher practice and student engagement, and teacher portfolio (optional) are used to determine teacher effectiveness.*

Teachers strive to continuously improve the art and science of teaching. With the support of peer coaches and summative evaluators, teachers reflect on their instructional practices and measure their impact on student learning and achievement. This reflection and data collection allows teachers and summative evaluators to determine professional learning needs, which are intentionally aligned with specific areas for teacher growth. All professional development is meant to increase a teacher's knowledge, skills, and professionalism. In South St. Paul, it is an expectation that teachers are engaged in job-embedded professional development through professional learning communities. Administration will ensure the creation of building meeting calendars that include designated PLC meeting times.

In order for the teacher evaluation program to be successful, professional learning activities must be coordinated with the various elements of the program.

- Annually, teachers will be provided with a review of the basic components of the Teacher Growth, Development, and Evaluation Plan.
- The TDE Steering Committee (see Article XXII, Section 4. Peer Review of the SSPTA Collective Bargaining Agreement) in collaboration with the District Staff Development Committee, will develop a professional development plan that supports teachers, peer coaches and summative evaluators in successfully implementing the TDE Plan.

- As collaboration is an expectation of teachers in SSP, suggested activities and expectations for PLCs are currently outlined in the ATPPS plan and clarified through other district documents (i.e., Curriculum Expectations IC Map).

Teacher Growth, Development, and Evaluation Plan Overview

The most valuable evaluation model will not only meet state legislative requirements, it must produce gains in student learning. The model must evaluate teachers and, just as importantly, improve their classroom performance over time. Next-generation models, grounded in sound research, will emphasize teacher growth and development.

– Robert J. Marzano, "Examining the Role of Teacher Evaluation in Student Achievement", 2012

South St. Paul Public Schools Teacher Growth, Development, and Evaluation Plan has two major parts: 1) teacher practice, and 2) student learning and achievement.

Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher’s evaluation be based on student learning and achievement data. The remaining 65% of a teacher’s evaluation is based on teacher practice.

Parts of the South St. Paul Teacher Growth, Development, and Evaluation Plan

	How is the component defined?	How is this component measured?	How is this component weighted?
Teacher Practice (Part One)	<p><i>Defined by 4 domains:</i></p> <ol style="list-style-type: none"> 1. Planning 2. Environment 3. Instruction 4. Professional responsibilities 	<p>Using the Charlotte Danielson 2013 rubrics for standards of effective teacher practice and evidence gathered from</p> <ul style="list-style-type: none"> ● Summative evaluator’s formal and informal observations of teacher practice and student engagement ● Dialogue (self-reporting and reflection) ● Teacher portfolio (Optional) 	65%
Student Learning and Achievement (Part Two)	<p>Defined as impact on student learning and achievement</p>	<p>Evidence of student learning and achievement, including but not limited to:</p> <ul style="list-style-type: none"> ● State and district assessments ● Teacher-developed common assessments (e.g., Pre/Post, Summative, etc.) ● Other locally developed measures of impact on student learning 	35%

Definition of Participants

Role/Legislative Requirements	Definition/Qualifications
Teacher Minnesota Statutes §122A.40, subd. 1 and §122A.41, subd. 1	CBA Article 3 Section 2: The term “teacher” shall mean all teachers in the appropriate unit in a position for which the person must be licensed by the state of Minnesota, but excluding the following: superintendent, assistant superintendent, confidential employees, supervisory employees, essential employees, and such other employees excluded by law as determined by the Bureau of Mediation Services, as well as principals, assistant principals, and administrative assistants to principals who devote more than 50% of their time to administrative or supervisory duties.
Peer Coaches Trained observers serve as peer coaches Three-year review cycles include a peer observation process	Peer coaches meet and communicate with every teacher to support creation, implementation and completion of an Individual Growth & Development Plan (IGDP), observe teachers multiple times during the school year, and facilitate post-observation reflection conversations. They also support professional learning communities, provide ongoing, job-embedded professional development and participate as members of a site continuous improvement leadership team. Peer coaches must be tenured and have: <ul style="list-style-type: none"> ● strong communication and collaboration skills ● evidence of strong instructional practices ● evidence of positive impact on students AND colleagues ● committed to district-identified coaching and related professional development training ● a growth mindset for themselves and colleagues ● ability to initiate work on their own while remaining committed to both the broader system and the Peer Coach team Refer to the Peer Coach (TOSA) Job Description for a complete job description.
Professional Learning Communities (PLCs) MN §122A.40, subd. 8	A group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.
School Leadership Team	Participants include: <ul style="list-style-type: none"> ● Site administration ● Teacher leaders (i.e., Building & Instructional Leadership Team 2019-2020) ● International Baccalaureate program coordinator ● Peer coach
Summative Evaluator Qualified and trained evaluator	Summative evaluators include: <ul style="list-style-type: none"> ● Principal & Assistant Principal ● Supervisors of: <ul style="list-style-type: none"> ○ Community education ○ Early learning ○ Teaching & learning ○ Special services
Teacher Growth, Development & Evaluation Steering Committee Article XXII from Collective Bargaining Agreement 2015-17	Committee will be responsible for ongoing implementation and revision of the plan. <ul style="list-style-type: none"> ● Receive, review and inform steering committee decisions regarding “Matters to be Addressed” ● Provide input by sharing perspectives and experiences relative to specific aspects of TDE implementation ● Meet approximately 1 hour per month outside the student day during the school year <ul style="list-style-type: none"> ○ Additional meetings may be scheduled as necessary

Part One –Teacher Practice

A teacher is expected to demonstrate professional teaching standards established in Minnesota Rule 8710.2000 and evaluated through the Performance Standards for Teacher Practice.

South St. Paul Public Schools Performance Standards

The standards for professional practice in South St. Paul Public Schools are based on Charlotte Danielson’s *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition (2013 rubric). The framework is a research-based set of components of instructional practices grounded in effective teaching practices. The framework focuses on four domains of teacher responsibility: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. Each Domain has a set of Components and each Component has a set of Elements. The framework includes four levels of performance: Distinguished, Proficient, Basic, and Unsatisfactory. There are accompanying rubrics for each domain and its components.

In holding true to our district’s core values of compassion, equity, excellence, integrity, resilience, and respect, we have included a fifth domain into the Self-Assessment tool. This fifth domain, Cultural Competence, is equity-focused and complementary to the other domains of the Danielson framework. As of the writing of this plan (August, 2020), the Cultural Competence domain is not included in the summative evaluation process described elsewhere in this plan.

Teachers, summative evaluators, and peer coaches use the performance standards for teacher practice to measure teacher practices against standards of effective practice; the rubrics are used to determine a teacher’s level of performance and effectiveness. The performance standards are referenced when documenting evidence or offering feedback to teachers through the IGDP, peer reviews, and formal and informal observations.

The Domains, Components, and Elements of the Charlotte Danielson Framework for Teaching are available and utilized in the online Frontline Professional Development and Evaluation system.

Professional Review Cycles

Each year of the cycle has defined roles, ongoing activities, and a continuous review of student learning and achievement data. Self-reflection, the peer review process and the summative evaluation process all inform Individual Growth and Development Plans (IGDP).

Probationary & Continuing Contract Review Cycle Requirements

Roles	Steps/Requirements
Annual Professional Review Cycle for PROBATIONARY TEACHERS	IGDP Peer Review (see p. 11) Summative Evaluation Informal Observations (2) Formal Observations (3) OPTIONAL: Portfolio Summative Conference (1)
3-Year Professional Review Cycle for CONTINUING CONTRACT TEACHERS	IGDP (annually) Peer Review (see p. 11) Summative Evaluation Informal Observation 1 (Cycle Year 3) Formal Observation 1 (Cycle Year 3) Summative Conference (Cycle Year 3) Student Engagement: Teacher choice of portfolio or a total of 3-5 items documenting student engagement in Cycle Years 1, 2, and 3 as described in Appendix D.

Individual Growth and Development Plan (IGDP)

The Individual Growth and Development Plan is designed to guide a teacher’s individual professional learning and link that learning to the professional review cycle. It is written at the beginning of each school year. Parts of the plan may be developed in collaboration with members of the teacher’s professional learning community. The completed plan is submitted to the peer coach team at the end of each school year.

An Individual Growth and Development Plan identifies:

- Peer coaches and observation date(s)
- Summative evaluator(s) and observation date(s)
- Site goals
- Team goals or inquiry questions
- Action plans that address professional growth goal, team goal(s), and individual student learning achievement goal
- Professional growth goal(s) based on findings of SSPPS Performance Standards self-assessment addressing at least two Components.
- Reflections on professional growth, student impact, and areas of strength

At the beginning of each school year, all teachers will complete a self-assessment based on the SSPPS Performance Standards. The results of the self-assessment will guide teachers to determine areas of focus for their IGDP. Data/information collected from peer reviews and informal observations during the previous year may also be used to inform the IGDP.

The summative evaluator will use this document to remain informed about the professional growth of

the teacher.

Peer Reviews

Peer reviews will be based on the teacher's Individual Growth and Development Plan and facilitated by the teacher's peer coaches. Observations will be conducted by peer coaches annually (see p. 11).

Peer Coach Observations

- Pre-Observation Form & Conference (approx. 30 mins)
- Observation and Formal Observation Rubric (1 "class period," approx. 30-60 mins)
- Post-Observation Form & Conference (approx. 30-60 mins)

Peer Coach "Drop-in" Observations

- Observation and Formal Observation Rubric (1 "class period," approx. 30-60 mins)
- Post-Observation Form & Conference (approx. 30-60 mins)

Summative Evaluations

A summative evaluator will conduct informal and formal observations throughout the school year based upon a teacher's probationary or continuing contract status.

Continuing Contract

Summative evaluators conduct a single informal observation in Cycle Year 3 to gather information on teacher practice and evidence of student engagement (see Student Engagement section of the TDE Plan) with a focus of areas 3B and 3C. A summative evaluator will conduct a Formal Observation in Cycle Year 3 (see p. 11). A Summative Conference will be held near the end of Cycle Year 3 to complete the 3-year professional review cycle. At this conference, the Teacher will bring a choice of an electronic portfolio or a total of 3-5 items documenting student engagement in Cycle Years 1, 2, and 3 as described in Appendix D.

Probationary

Summative evaluators observe probationary teachers at least five times during each probationary year. They will conduct three Formal Observations, two Informal Observations, and host a summative conference to complete the annual professional review cycle. The first formal observation occurs within 90 days of employment and subsequent formal observations will take place through the remainder of the school year as communicated and scheduled by a summative evaluator.

Formal Observations

- Pre-Observation Form & Conference (approx. 30 mins)
- Observation and Formal Observation Rubric (1 "class period," approx. 30-60 mins)
- Post-Observation Form & Conference (approx. 30-60 mins)

Informal Observations

- Observation and Informal Observation Rubric with a focus of areas 3B and 3C (approx. 10-20 mins)

Summative Conference

A summative evaluator will schedule the summative conference near the end of the school year, after completing all informal and formal observations. Prior to the conference, the summative evaluator will:

- Review evidence of teacher practice and student engagement from previous observation feedback, including available portfolio or other student engagement documents as submitted by teacher
- Determine Teacher Practice Rating for each Domain 1-4
- Determine Student Learning & Achievement Rating, based on average of SLA ratings from all three cycle years (available in IGDP), for Continuing Contract Cycle Year 3 teachers only

The purpose of a Summative Evaluation Conference should be to engage in a meaningful conversation that supports a teacher in reflecting on their growth and development over the previous year(s). During the conference, it is expected that the summative evaluator will review both the teacher practice ratings and student learning and achievement ratings as recorded in the Probationary Teacher Summative Form or Continuing Contract Teacher Summative Form. The summative conference is also a time to identify areas for future growth and development.

Minimum Number of Summative Evaluator and Peer Observations

		Minimum Number of Observations		
		Summative Evaluator - may complete more		Peer Coach
Type of teacher	Year of review cycle	Informal observations	Formal observations	
Probationary	All three years	2	3	1
Continuing contract	Year One	0	0	2*
	Year Two	0	0	2*
	Year Three	1	1	2*

Student Engagement

School districts are required to use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible in the teacher evaluation system. The following passage from Danielson's *Framework for Teaching Evaluation Instrument* defines student engagement.

The centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

During informal observations, summative evaluators will gather data on student engagement, of Danielson's components: 3B and 3C. Through formal and informal observations, summative evaluators will collect student engagement data one time during cycle year 3 and use the information, in addition to the 3-5 pieces of student engagement evidence or electronic portfolio to inform each teacher's summative evaluation.

Evidence of Teacher Practice

Evidence gathered by a summative evaluator largely comes from classroom observations and other times they are in contact with a teacher (such as PLC meetings, parent meetings, conferences, etc.). When a summative evaluator offers feedback and documents formal and informal observations, they reference domains and indicators specific to the evidence and feedback. Other evidence of teacher practice is from a teacher's Self-Reflection as documented in the IGDP and optional portfolio.

A teacher will choose to submit an electronic portfolio or 3-5 pieces of evidence around student engagement as indicated in the Appendix D.

Teacher Portfolio (Optional)

The teacher portfolio is a collection of evidence demonstrating teacher practice, professional growth, student engagement, and impact on student learning and achievement. A teacher possesses the individual right to submit a portfolio to their summative evaluator as a source of evidence; submitting a portfolio does not eliminate any other requirements of the teacher evaluation process. A summative evaluator must consider portfolio evidence, if submitted, when determining ratings for a summative evaluation. If a teacher chooses not to submit a portfolio, it will not reflect negatively on their evaluation.

Portfolios may contain, but are not limited to, the following evidence:

- Reflective statements
- Evidence of participation in professional learning activities
- Evidence of leadership
- Evidence of collaboration with other educators and with families
- Sample communications to families and other stakeholders
- Self-reflection and peer review observation forms
- Student work samples
- Examples of teacher work such as lesson plans
- Videos of lessons
- Student data including results of student learning and achievement goals
- Student survey results and reflection

A portfolio is a way for a teacher to submit evidence of practice that may not have been gathered through other activities. For example, a teacher may have received feedback from a peer coach or summative evaluator that students rarely work in groups. That teacher may respond to that feedback by providing lesson plans documenting when, how often, and the effect of students working in groups. Or, the teacher could offer a reflection stating changes in practice. In this example, the summative evaluator must consider evidence of the existing lesson plans with regards to the Planning and Preparation Domain of the Performance Standards for Teacher Practice. The evidence of reflection and growth must be considered in the Professional Responsibilities Domain.

Student Engagement Evidence

Another option for teachers is to provide 3-5 pieces of evidence documenting student engagement in Cycle Years 1, 2, and 3 which may include, but are not limited to: (see Appendix D)

- Student Surveys
- Attendance/Tardy Records
- Student Discipline/Behavioral Referral Data
- Learning Walks
- Student Grades/Proficiency by Race/Gender
- Assignment Completion Data

- Peer Coach Observations scripts
- Video Lessons

Evidence of many practices, especially professional development and leadership activities, may not be collected during a peer coach or summative evaluator observation. A teacher is encouraged to collect and submit evidence in such areas. A teacher choosing to submit a portfolio should align the evidence collected with the Charlotte Danielson 2013 Performance Standards and the Individual Growth and Development Plan. The teacher should submit the portfolio or 3-5 pieces of student engagement evidence to the summative evaluator **before the summative evaluation**. The teacher should be prepared to submit the portfolio electronically for the 2017-2018 school year and beyond.

Determining Rating for Teacher Practice

To determine a rating for teacher practice (65%), a summative evaluator collects all evidence from the three-year professional review cycle activities including:

- Documentation from formal and informal observations by the summative evaluator,
- Longitudinal data of student engagement collected by the summative evaluator,
- Self-Reflection Annual Summary, and
- Teacher's portfolio (optional)

The summative evaluator reviews the body of evidence for teacher practice and looks for patterns in performance and trends over time and compares evidence to the Charlotte Danielson 2013 Rubrics. The summative evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of planning, instruction, environment, professional responsibilities and student engagement to then determine a rating for the teacher practice. Ratings are recorded in the Teacher Practice section of the Summative Evaluation Rating Form. The summative evaluator uses a holistic approach to determine a rating for the teacher practice. ***A holistic approach acknowledges that a summative evaluator uses professional judgment when combining evidence from multiple measures into a single rating.***

Performance Level Ratings and Expectations

A continuing contract teacher receives a summative evaluation once in the three-year professional review cycle. The summative evaluation includes feedback for further growth and development and a final performance rating. The following performance ratings are used for each part of the evaluation system and the final performance rating.

Performance Level Ratings and Expectations

Performance Rating 4: Distinguished

Evidence of exceptional performance exists. The teacher exceeds South St. Paul Public Schools Performance Standards and shows leadership, initiative, and the ability to model and mentor colleagues. The teacher is a master teacher with consistent high levels of student engagement and makes contributions to the field.

Performance Rating 3: Proficient

Evidence of strong performance at a rigorous level exists. The teacher meets South St. Paul Public Schools Performance Standards. The teacher has strong content knowledge, knows his/her students and has a large repertoire of teaching and engagement strategies he/she uses with students. The teacher has developed a sophisticated understanding of classroom dynamics and has mastered the work of teaching while working to improve practice.

Performance Rating 2: Basic

Evidence of minimal competence exists. Teacher appears to understand the concepts of the South St. Paul Public Schools Performance Standards but implementation is sporadic, intermittent, or not entirely successful. Improvement is expected.

Performance Rating 1: Unsatisfactory

Evidence exists that performance is consistently below South St. Paul Public Schools Performance Standards. The teacher does not appear to understand concepts underlying the performance standards. Assistance and significant improvement are required.

Adapted from Danielson, C. (2007, 2nd Ed.). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

The expectation is that a continuing contract teacher is proficient and continually improves their practice. A continuing contract teacher with a final summative performance rating of Basic or Unsatisfactory will be supported to improve through the Performance Assistance Program with specific goals and timelines. In accordance with Minnesota Statutes §122A.40, a teacher who does not make adequate progress after receiving identified support through the Performance Assistance Program must be disciplined.

Part Two – Impact on Student Learning and Achievement

Minnesota Statutes §122A.40 and §122A.41 require that a minimum of 35% of a teacher’s evaluation be based on student achievement data; to this effect, student learning and achievement is 35% of the final summative performance rating for a teacher in South St. Paul. It is calculated by taking the average of the Student Learning and Achievement ratings from all three years of a continuing contract teacher’s professional review cycle.

PLC Inquiry Question or SMART Goal (35%; or 20% if electing to create a SLAG - see below)

Professional Learning Communities (PLCs) will identify student learning needs and then develop an inquiry question using the Collaborative Inquiry Model or develop a SMART Goal using the DuFour Model. Each model is described in more detail and can be found on the TDE page of the SSP Schools website. PLCs will work collaboratively throughout the school year to implement all elements of the selected model and document their work digitally in the Frontline Professional Development and Evaluation system. When a SMART Goal has been met, or an inquiry cycle successfully completed, PLCs will give a brief summary of their data and results in the IGDP (Self-Reflection section > Student Impact box). At the end of the school year the PLC will determine a group rating for their collaborative efforts with respect to their inquiry question or SMART goal.

OPTIONAL: Student Learning and Achievement SMART Goal (15%)

Individual teachers can opt to create an additional student learning goal that will account for 15% of their student learning and achievement rating with the PLC inquiry or SMART goal accounting for the other 20%.

Guidance for creating SMART goals and inquiry questions can be found on the TDE page of the district website.

Determining the Rating for Student Learning and Achievement

Teachers will use the levels of performance described on the following page, as appropriate, to determine a rating that indicates their impact on student learning and achievement. The rating(s) will be recorded in the IGDP during each year of the three year performance review cycle.

SMART Goal - Student Learning and Achievement Rating

Rating	Levels of Performance for: <ul style="list-style-type: none"> ● PLC SMART Goal ● Student Learning and Achievement SMART Goal
4 (Distinguished)	This category applies when all or almost all students met the target(s) and many students exceed the target(s). <ul style="list-style-type: none"> ● When a substantial number of students surpassed the overall level of attainment established by the target(s), the goal was exceeded.
3 (Proficient)	This category applies when all or almost all students met the target(s). The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s). <ul style="list-style-type: none"> ● Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered for a rating of 3 (Proficient).
2 (Basic)	This category applies when it is clear that students fell short of the level of attainment established by the target(s). <ul style="list-style-type: none"> ● When many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students, the goal was nearly met.
1 (Unsatisfactory)	This category applies when the results do not fit the description of what it means to have a rating of 2 (Basic). This category also applies when results are missing, incomplete, or unreliable. <ul style="list-style-type: none"> ● If a substantial proportion of students did not meet the target(s), the goal was not met.

Collaborative Inquiry - Student Learning and Achievement Rating

Rating	Levels of Performance for: <ul style="list-style-type: none"> ● PLC Collaborative Inquiry Process
4	Every member on our team implemented the agreed upon changes in teacher practices and we measured our impact on student learning. <ul style="list-style-type: none"> ● The team has consistently surpassed the expectations described in the collaborative inquiry process.
3	Members of our team implemented the agreed upon changes in teacher practice and measured our impact on student learning. <ul style="list-style-type: none"> ● The team has consistently met the expectations described in the collaborative inquiry process.
2	Some members implemented the agreed-upon changes in teacher practice without measuring the impact on student learning. <ul style="list-style-type: none"> ● The team has inconsistently met expectations described in the collaborative inquiry process.
1	The team engaged in conversations without implementing the agreed-upon changes in teacher practice. <ul style="list-style-type: none"> ● The team has not met the expectations described in the collaborative inquiry process.

Final Performance Rating

As shown in Figure 3, the final performance rating is based on evidence from the two parts of the South St. Paul Teacher Growth, Development, and Evaluation Plan: teacher practice and teacher impact on student learning and achievement. Put together, the two parts are used to determine a final summative performance rating. Evidence of teacher practice and evidence of student learning and achievement are collected during all years of the three-year professional review. A Summative Evaluator reviews all the evidence (including a portfolio if submitted) and determines a final performance rating.

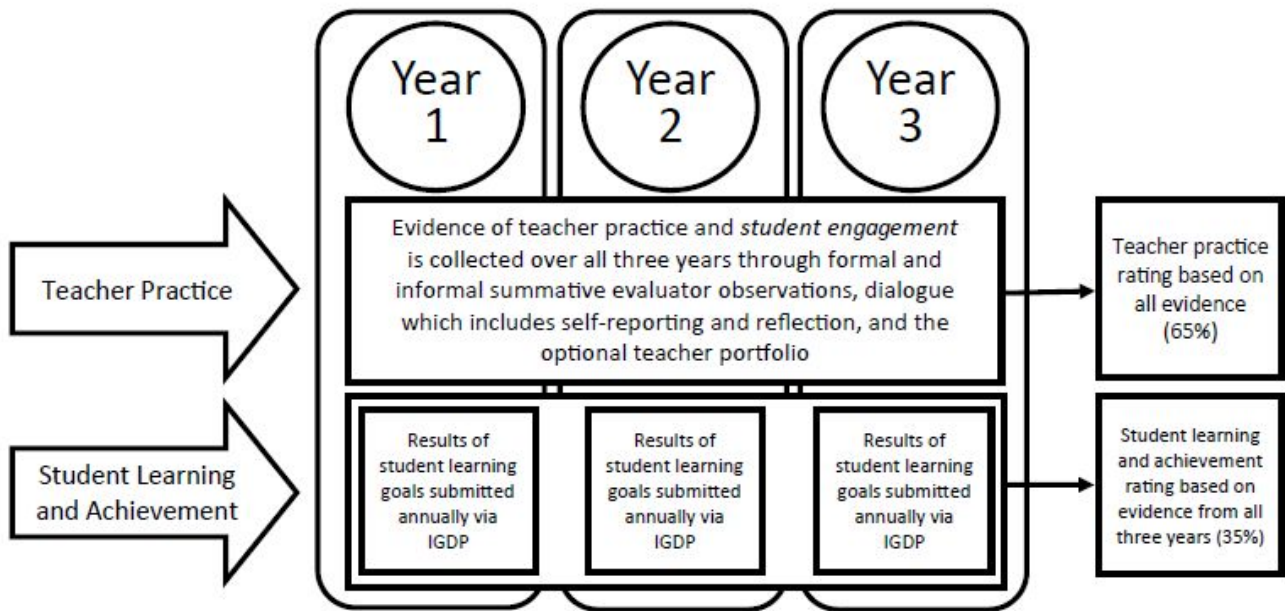


Figure 1: Parts of the Final Performance Rating

Determining the Final Performance Rating for the Summative Evaluation

For the summative evaluation, the assigned summative evaluator first determines a rating for each of the two parts of Teacher Growth, Development, and Evaluation Plan: teacher practice; and student learning and achievement. The two ratings are then used to numerically calculate a summative score and final summative performance rating for a continuing contract teacher. The process described in detail below is automatically performed on the Continuing Contract Teacher Summative Form within the district’s Frontline Professional Development and Evaluation system.

Final Performance Rating Example

Summative evaluators use the following process:

1. Assign a numerical value to the ratings for each of the parts of the evaluation system. (See columns 1 and 2 in the example in Figure 4)
2. Multiply the numerical value for each part by the weight assigned to that part. (See column 3 in the example in Figure 4)
 - a. Teacher Practice—65%
 - b. Student Learning and Achievement—35%
3. Add the resulting products together to determine the summative score. (See column 4 in the example in Figure 4)
4. Determine the final performance rating by applying the ranges for summative scores below. (See the circle and arrow in the example in Figure 4)

Sample calculation of summative score

Parts of Evaluation System	Rating	Weight	Products
Teacher Practice	3	.65	1.95
Parts of Evaluation System	Rating	Weight	Products
PLC SMART Goal Rating or Collaborative Inquiry Process Rating	3*	.20	0.60
Student Learning and Achievement SMART Goal Rating	3*	.15	0.45
*NOTE: Found in IGDP & Averaged from Cycle Years 1-3			
Add Products for Summative Score			3.00
<input type="checkbox"/> Distinguished 3.50-4.00 <input checked="" type="checkbox"/> Proficient 2.50-3.49 <input type="checkbox"/> Basic 1.50-2.49 <input type="checkbox"/> Unsatisfactory 1.00-1.49			




Figure 2: Determining the Summative Performance Rating

Non-Disclosure

- A. The Final Performance Rating, including Teacher Practice and Student Learning and Achievement, shall be considered confidential personnel data available only to the teacher and immediate supervisor without the written consent of the teacher. These ratings will not be used within or publicized by the District in any way that would allow District employees to identify specific teachers.
- B. Information gathered during peer observations will be considered confidential and shall not be shared without the consent of the specific teacher unless required by federal or state law.
- C. The Final Performance Rating, including Teacher Practice and Student Learning and Achievement, will not be used to rank teachers or compare performances of teachers. Summative performance rating data for individual teachers shall not be shared publicly.
- D. Anonymous summative performance rating data may be used by the District for the purpose of planning professional learning opportunities.
- E. In no case will any data from the South St. Paul Teacher Growth, Development, and Evaluation program be released publicly in such a way as to identify specific teachers unless mandated by a court order or as otherwise mandated by state or federal law. In such instances, relevant documentation will be shared by the District with SSPTA.

Performance Assistance Program

A continuing contract teacher who receives a rating of Basic or Unsatisfactory will participate in one of several levels of support and assistance as defined in the Performance Assistance Program.

1. Performance Assistance: Tier One (Triggered for a non-probationary teacher by a Summative Performance Rating of Basic)
 - A. The South St. Paul Teacher Evaluation Program is grounded in the philosophy that teachers can improve with appropriate time and support.
 - B. Performance assistance shall begin at Level 1, meaning that areas for growth or improvement are identified proactively and require relatively moderate attention.
 - C. All levels of assistance shall involve formal, written plans that describe the assistance that will be provided and the expectations for the teacher receiving the assistance.
 - D. An assistance plan shall be implemented no later than 20 school days after the Summative Assessment that triggered it.
 - E. Final assessment of a teacher's completion of an assistance plan shall occur within a 60 day window surrounding the date one calendar year following the date of implementation (i.e. 30 days before to 30 days after one calendar year from the date of implementation) unless an earlier date is mutually agreed upon.
 - F. When a teacher utilizes an assistance plan on Tier One, the teacher will work with a Peer Coach to develop an assistance plan focusing on the performance descriptors that triggered the plan that is consistent with the requirements of the South St. Paul Teacher Development and Evaluation Program.
 - G. The District shall notify SSPTA of the teacher's building and assignment when teachers are placed on Level 2 or 3 assistance plans, but will keep the specific identity of the teachers confidential from SSPTA without the written consent of the teacher.
 - H. Teachers have the right to appeal placement on an assistance plan at any level in accordance with Article XX of the Master Agreement.
 - I. A teacher requiring an assistance plan has the right to union representation throughout the development and implementation of the plan.
 - J. Level 1 Assistance
 - a. Teachers may be placed in Level 1 assistance following these guidelines:
 - i. If a teacher has been rated as Basic in the Individual Professional Review summative evaluation
 - b. A Level 1 assistance plan will identify training and support the District will offer the teacher. This training and support will include focused work with a Peer Coach on those areas identified as most needing improvement. In general, Level 1 assistance plans will not require administrative observations beyond the requirements for all teachers for successful completion.
 - c. During the last trimester of the Level 1 assistance plan, an observation by a different peer coach than the one who provided the Level 1 assistance, focused on those areas that triggered the assistance plan, will determine whether the plan was completed successfully.
 - d. If a teacher does not successfully complete the Level 1 assistance plan, the teacher may either be required to complete a second year on Level 1 or may be placed on Level 2 assistance.

K. Level 2 Assistance

- a. Teachers may be placed in Level 2 assistance following any of these guidelines:
 - i. If a teacher does not successfully complete Level 1 assistance
 - ii. During school years prior to the IPR summative evaluation, an administrator may recommend a teacher for Level 2 assistance by presenting a written request, including appropriate documentation, to SSPTA, who will determine whether the request shall be supported
- b. A Level 2 assistance plan has a remediation focus. It will identify training and support the District will offer the teacher. It will also identify specific actions the teacher will be expected to take throughout the year to demonstrate improved performance. Teachers on Level 2 assistance will be assigned a trained mentor. The District and SSPTA shall determine the qualifications for trained mentors. This trained mentor will serve as a confidential support for the teacher. The mentor may share information about the teacher's performance with written permission of the teacher.
- c. During the last trimester of the Level 2 assistance plan, an observation by a different peer coach than the one who provided the Level 2 assistance, focused on those areas that triggered the assistance plan, will determine whether the plan was completed successfully.
- d. If a teacher does not successfully complete the Level 2 assistance plan, the teacher may either be required to complete a second year on Level 2 or may be placed on Level 3 assistance.

L. Level 3 Assistance

- a. Teachers may be placed in Level 3 assistance following these guidelines:
 - i. If a teacher does not successfully complete Level 2 assistance
- b. A Level 3 assistance plan has an intensive assistance focus. It will identify training and support the District will offer the teacher. It will also identify specific actions the teacher will be expected to take throughout the year to demonstrate improved performance. Teachers on Level 3 assistance will be assigned a trained mentor. This trained mentor will serve as a confidential support for the teacher. The mentor may share information about the teacher's performance with written permission of the teacher.
- c. During the last trimester of the Level 3 assistance plan, an observation by a different peer coach than the one who provided the Level 3 assistance, focused on those areas that triggered the assistance plan, will determine whether the plan was completed successfully.
- d. If a teacher does not successfully complete the Level 3 assistance plan, the teacher may either be required to complete a second year on Level 3 or may be required to begin a Tier 2, Level 1 assistance plan.

2. Performance Assistance: Tier Two (Triggered for a non-probationary teacher by a Summative Performance Rating of Unsatisfactory)
 - A. The South St. Paul Teacher Evaluation Program is grounded in the philosophy that teachers can improve with appropriate time and support.
 - B. Performance assistance shall begin at Level 1, meaning that areas for growth or improvement are identified proactively and require relatively moderate attention.
 - C. All levels of assistance shall involve formal, written plans that describe the assistance that will be provided and the expectations for the teacher receiving the assistance.
 - D. An assistance plan shall be implemented no later than 20 school days after the Summative Assessment that triggered it.
 - E. Final assessment of a teacher's completion of an assistance plan shall occur within a 60 day window surrounding the date one calendar year following the date of implementation (i.e. 30 days before to 30 days after one calendar year from the date of implementation) unless an earlier date is mutually agreed upon.
 - F. When a teacher utilizes an assistance plan on Tier Two, the teacher will work with a Peer Coach and an administrator to develop an assistance plan focusing on the performance descriptors that triggered the plan that is consistent with the requirements of the South St. Paul Teacher Development and Evaluation Program.
 - G. The District shall notify SSPTA of the teacher's building and assignment when teachers are placed on Level 2 or 3 assistance plans, but will keep the specific identity of the teachers confidential from SSPTA without the written consent of the teacher.
 - H. Teachers have the right to appeal placement on an assistance plan at any level in accordance with Article XX of the Master Agreement.
 - I. A teacher requiring an assistance plan has the right to union representation throughout the development and implementation of the plan.
 - J. Level 1 Assistance
 - a. Teachers may be placed in Level 1 Assistance following these guidelines:
 - i. If a teacher has been rated as Unsatisfactory in the Individual Professional Review summative evaluation.
 - ii. If a teacher does not successfully complete Tier One assistance.
 - iii. During school years prior to the IPR summative evaluation, an administrator may recommend a teacher for Level 1 assistance by presenting a written request, including appropriate documentation, to SSPTA, who will determine if the request shall be supported
 - b. A Level 1 assistance plan will identify training and support the District will offer the teacher. In general, Level 1 assistance plans will not require administrative observations beyond the requirements for all teachers for successful completion.
 - c. A teacher on a Level 1 assistance plan will be assigned an administrator/supervisor as evaluator.
 - d. If a teacher does not successfully complete the Level 1 assistance plan, the teacher may either be required to complete a second year on Level 1 or may be placed on Level 2 assistance.

K. Level 2 Assistance

- a. Teachers may be placed in Level 2 Assistance following these guidelines:
 - i. If a teacher does not successfully complete Level 1 assistance
- b. A Level 2 assistance plan has a remediation focus. It will identify training and support the District will offer the teacher. It will also specify specific actions the teacher will be expected to take throughout the year to demonstrate improved performance. Teachers on Level 2 assistance will be assigned a trained mentor. The District and SSPTA shall determine the qualifications for trained mentors. This trained mentor will serve as a confidential support for the teacher. The mentor may share information about the teacher's performance with written permission of the teacher.
- c. A teacher on a Level 2 assistance plan will be assigned an administrator/supervisor as evaluator.
- d. If a teacher does not successfully complete the Level 2 assistance plan, the teacher may either be required to complete a second year on Level 2 or may be placed on Level 3 assistance.

L. Level 3 Assistance

- a. Teachers may be placed in Level 3 Assistance following these guidelines:
 - i. If a teacher does not successfully complete Level 2 assistance
- b. A Level 3 assistance plan has an intensive assistance focus. It will identify training and support the District will offer the teacher. It will also specify specific actions the teacher will be expected to take throughout the year to demonstrate improved performance. Teachers on Level 3 assistance will be assigned a trained mentor. This trained mentor will serve as a confidential support for the teacher. The mentor may share information about the teacher's performance with written permission of the teacher.
- c. A teacher on a Level 3 assistance plan will be assigned two administrators/supervisors as evaluators. The site administrator will serve as the lead evaluator in the assistance plan.
- d. If a teacher does not successfully complete the Level 3 assistance plan, the teacher may either be required to complete a second year on Level 3 or may be recommended for discipline and/or termination. Discipline and/or termination must be in accordance with the terms of the Master Agreement and Minnesota statutes.

Appendix A: Annual Timeline of Activities

South St. Paul's Teacher Growth, Development, and Evaluation System is designed as a three-year professional review cycle. Teachers, peer coaches, and summative evaluators participate in ongoing activities each year as outlined on the following pages.

Continuing Contract Teachers

Dates	Actions
Beginning of School Year (approx. Aug - Oct)	<ul style="list-style-type: none"> ● Complete self-assessment ● Develop/revise Individual Growth and Development Plan <i>with input from self-assessment, peer coaches and PLC</i> <ul style="list-style-type: none"> ○ Identify Professional Growth Goal ○ Enter site goal ○ Select up to three component focus areas ○ With peer coach, schedule first observation ○ With PLC, identify inquiry question or SMART goal ○ Identify individual student learning and achievement goal (SLAG), as appropriate
Throughout School Year (approx. Sep - May)	<ul style="list-style-type: none"> ● Implement Individual Growth and Development plan <ul style="list-style-type: none"> ○ With peer coach, schedule observations and complete observation process (i.e., Pre-Observation Form, Post-Observation Form & reflections in IGDP) for each observation focus ○ Collaborate with PLC to implement team-identified action plan to improve student learning <ul style="list-style-type: none"> ▪ Collect and review evidence of student learning ● Review, reflect on, and acknowledge feedback regarding student engagement obtained through Informal Observations ● For Cycle Year 3 ONLY: Complete Formal Observation process with Summative Evaluator ● Gather evidence around student engagement practices; either 3-5 pieces from options listed in Appendix D or an electronic portfolio.
End of School Year (approx. May - Jun)	<ul style="list-style-type: none"> ● Complete and 'Submit' Individual Growth and Development Plan <ul style="list-style-type: none"> ○ Review student learning and achievement data ○ Complete self-reflection on professional practice, student impact, and areas of strength ○ Assign goal ratings for Collaborative Inquiry PLC Process, SMART Goal, and/or Student Learning and Achievement Goal ● For Cycle Year 3 ONLY: <ul style="list-style-type: none"> ○ Meet with Summative Evaluator for Summative Evaluation Conference <ul style="list-style-type: none"> ▪ <i>Submit portfolio of evidence to Summative Evaluator (optional)</i> ○ 'Acknowledge' Continuing Contract Teacher Summative Form

NOTE: All electronic forms (i.e., IGDP, Self-Assessment, Informal Observations, etc.) for TDE are found in the online Frontline Professional Development & Evaluation system.

Probationary Teachers

Dates	Actions
Beginning of School Year (approx. Aug - Oct)	<ul style="list-style-type: none"> ● Complete self-assessment ● Develop/revise Individual Growth and Development Plan <i>with input from self-assessment, peer coaches and PLC</i> <ul style="list-style-type: none"> ○ Identify Professional Growth Goal ○ Enter site goal ○ Select up to three component focus areas ○ For Year 1: With peer coach, schedule observation ○ With PLC, identify inquiry question or SMART goal ○ Identify individual student learning and achievement goal (SLAG) ● Complete Formal Observation (1 of 3) process with Summative Evaluator
Throughout School Year (approx. Sep - May)	<ul style="list-style-type: none"> ● Implement Individual Growth and Development plan <ul style="list-style-type: none"> ○ For Year 2 & 3: With peer coach, schedule observation ○ Collaborate with PLC to implement team-identified action plan to improve student learning <ul style="list-style-type: none"> ▪ Collect and review evidence of student learning ● Review, reflect on, and acknowledge feedback regarding student engagement obtained through Informal Observations ● Complete Formal Observation (2 & 3 of 3) process with Summative Evaluator ● Gather evidence around student engagement practices, either 3-5 pieces from options listed in Appendix D or an electronic portfolio. (optional)
End of School Year (approx. May - Jun)	<ul style="list-style-type: none"> ● Complete and 'Submit' Individual Growth and Development Plan <ul style="list-style-type: none"> ○ Review student learning and achievement data ○ Complete self-reflection on professional practice, student impact, and areas of strength ○ Assign goal ratings for PLC Shared Goal and Individual Student Learning and Achievement Goal ● Meet with Summative Evaluator for Summative Evaluation Conference <ul style="list-style-type: none"> ○ <i>Submit portfolio or student engagement evidence to Summative Evaluator (optional)</i> ○ 'Acknowledge' Probationary Teacher Summative Form

NOTE: All electronic forms (i.e., IGDP, Self-Assessment, Informal Observations, etc.) for TDE are found in the online Frontline Professional Development & Evaluation system.

Summative Evaluators

Dates	Actions
Beginning of School Year (approx. Aug - Oct)	<ul style="list-style-type: none"> ● Develop a plan to ensure minimum number of informal and formal observations occur for each teacher ● Schedule and complete formal observation (1 of 3) process for each probationary teacher
Throughout School Year (approx. Sep - May)	<ul style="list-style-type: none"> ● Schedule and complete informal observations for Cycle year 3 teachers and Probationary.. <ul style="list-style-type: none"> ○ Collect and document student engagement data using domains/components:3B and 3C-Provide feedback to teachers within two weeks of observation ● Schedule and complete formal observations (2 & 3 of 3) for each probationary teacher ● Schedule and complete formal observation (1 of 1) for each Cycle Year 3 teacher
End of School Year (approx. May - Jun)	<ul style="list-style-type: none"> ● Schedule and conduct Summative Evaluation Conference with each probationary teacher <ul style="list-style-type: none"> ○ Review evidence of teacher practice and student engagement from previous observation feedback, including available portfolio as submitted by teacher <ul style="list-style-type: none"> ▪ Informal & Formal from current year ○ Determine Teacher Practice Rating for each Domain 1-4 ○ ‘Submit’ Probationary Teacher Summative Form <ul style="list-style-type: none"> ▪ Print hard copy and send to Human Resources ● Schedule and conduct Summative Evaluation Conference with each Cycle Year 3 teacher <ul style="list-style-type: none"> ○ Review evidence of teacher practice and student engagement from previous observation feedback, which may include available portfolio as submitted by teacher <ul style="list-style-type: none"> ● Informal and formal for Cycle Year 3 ○ Review evidence of student engagement provided by the teacher ○ Determine Teacher Practice Rating for each Domain 1-4 ○ Determine Student Learning & Achievement Rating, based on average of SLA ratings from all three cycle years (available in IGDP) ○ ‘Submit’ Continuing Contract Teacher Summative Form <ul style="list-style-type: none"> ▪ Print hard copy and send to Human Resources

NOTE: All electronic forms (i.e., IGDP, Self-Assessment, Informal Observations, etc.) for TDE are found in the online Frontline Professional Development & Evaluation system.

Peer Coaches

Dates	Actions
Beginning of School Year (approx. Aug - Oct)	<ul style="list-style-type: none"> ● Develop case load and observation plan to ensure minimum number of observations occur for each teacher ● Schedule beginning-of-year meeting with each teacher <ul style="list-style-type: none"> ○ Review TDE requirements ○ Support teachers in developing and/or revising IGDP ○ Develop schedule for initial observation (i.e., Pre-Observation Conference)
Throughout School Year (approx. Sep - May)	<ul style="list-style-type: none"> ● Schedule and complete Peer Coach observation process with each teacher
End of School Year (approx. May - Jun)	<ul style="list-style-type: none"> ● Support teachers in completing Individual Growth & Development Plans ● ‘Finalize’ IGDP for every teacher ● Schedule end-of-year meeting with Cycle Year 1 & 2 Teachers <ul style="list-style-type: none"> ○ Review and reflect on Professional Growth Goal and Student Learning and Achievement Goal(s) ○ Identify potential areas of focus for next school year

NOTE: All electronic forms (i.e., IGDP, Self-Assessment, Informal Observations, etc.) for TDE are found in the online Frontline Professional Development & Evaluation system.

Appendix B: Cultural Competence (Domain 5) Crosswalk with Domains 1-4

Culturally Responsive Competent Teaching CRCT (Domain 5) and Teachers Standards of Performance (Domains 1-4) Pairings

<p>5A: Recognizing the Educational Impact of Cultural Diversity</p> <ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 3e: Demonstrating Flexibility and Responsiveness 4f: Showing Professionalism 	<p>5B: Addressing Demographic Inequities in Achievement</p> <ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 	<p>5C: Building Relationships across Cultural Differences</p> <ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 3a: Communicating with Students 4c: Communicating with Families 	<p>5D: Adapting Curriculum to Reflect Cultural Diversity</p> <ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2e: Organizing Physical Space 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 	<p>5E: On-going Self-Reflection about Cultural Competence</p> <ul style="list-style-type: none"> 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism
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Note: While these components are not in exact and direct alignment, this document demonstrates the logical pairings between components. Consciously developing, practicing, observing, or evaluating these components together will strengthen teacher mindset and skillset development in each of the paired components.

Appendix C: SSP Teacher Growth, Development and Evaluation Plan Coordinator

Position: TDE Coordinator

Stipend: TBD

Term: TBD (*Sample language that's consistent with ATPPS Plan:* Three (3) year term; may be renewable for one additional term. Former TDE Coordinators may not reapply until a full term (three years) has lapsed.)

Hiring Process	Major Responsibilities
<p>DRAFT</p> <p>(Sample language consistent with ATPSS Plan)</p> <ul style="list-style-type: none"> ● Position posted by the Human Resources Department ● Candidate submits letter of interest as outlined in posting to Human Resources ● Selection committee shall consist of current TDE Coordinator, Director of Learning, and one to two current peer coaches. ● Candidate selection is subject to the approval of the Superintendent and Board of Education 	<p>DRAFT</p> <ul style="list-style-type: none"> ● Continuously improving and updating TDE Plan and system ● Monitoring and revising resources in evaluation tool ● Creating and maintaining an updated resource webpage for TDE ● Facilitating a TDE Steering Committee ● Attending ATPPS Steering Committee, as needed ● Partnering with the Department of Learning ● Ongoing communication with the peer coaches and summative evaluators ● Planning and providing professional development as related to TDE Plan ● Communicating effectively with all staff ● Attending workshops and seminars pertaining to TDE, as needed
<p>Evaluation Process: (DRAFT)</p> <ol style="list-style-type: none"> 1. Job performance will be reviewed by Director of Learning on an annual basis. 2. TDE Coordinator will seek feedback from colleagues on the TDE Steering Committee, peer coaches, and summative evaluators 	

Appendix D: Evidence of Student Engagement

School districts are required to use longitudinal data on student engagement and connection and other student outcome measures aligned with curriculum for which teachers are responsible in the teacher evaluation system.

Teacher Options For Evidence of Student Engagement: (teachers are required to provide 3-5 pieces of evidence from the list below, over a 3 year period of time, in the area of student engagement):

1. Student Surveys
 - a. A student survey for the Model must be reliable and valid at measuring student engagement at a classroom level.
 - b. A survey must be constructed in such a way that children in multiple age groups can respond to questions.
2. Attendance/Tardy Records
 - a. Infinite Campus Data
 - b. Can be one course; over a semester or a whole year
3. Student Discipline/Behavioral Referral Data
 - a. SWIS data
 - b. Student Behavior Plan
 - c. Parent Communication
4. Student Grades/Proficiency by Race/Gender
 - a. Infinite Campus Data
5. Assignment Completion Data
 - a. Teacher Grade Book
6. Peer Coach Scripts from Observations
7. Video Lessons
8. Informal Observations requested by the teacher completed by an administrator
9. Formative Learning Walks
 - a. Formative Learning Walks
“Formative” means contributing to the improvement of learning.

Formative Purpose: Professional learning and school-wide improvement

Shifting the Culture: Two Big Ideas

1. **The purpose is formative:** Both the observer and the teacher should learn things about how to improve their practice to raise student achievement.
2. That **formative purpose** is best accomplished when **the observer looks for what the students are doing first**, and other things (teacher, environment, materials) second.
3. The best evidence of improvement comes from what students do to learn in every lesson, every day.
4. **Formative Classroom Walkthroughs** lead to improvements that rest on this evidence to make a real difference for students.

Formative classroom learning walks focus on looking for and learning from evidence of student learning at the lesson level; they are formative, collaborative, and evidence-based.

“What did I actually see?”

Formative classroom learning walks involve several elements:

1. Collaborative inquiry that partners teachers to set and pursue professional learning targets
 - a. a laser like focus on evidence from what the students are actually doing and learning during the lesson
 - b. collegial feedback conversations based on student learning evidence.
2. Key to the formative classroom learning walk process is the idea that the success of these feedback conversations is measured by how well they move learning forward.

What are Learning Walks?

1. A group of teachers visiting multiple classrooms at their own school
2. Focused on school/team priorities
3. Aims to foster a conversation about teaching and learning in order to develop a shared vision of high quality teaching that impacts student learning

Process: Protocols and Agreements:

1. Establish Walking Group Norms

- a. 2-3 observers per room (possible participants listed below)
 - i. Grade level teachers
 - ii. Peer coaches
 - iii. IB Coordinator
 - iv. MTSS
 - v. Intervention or support staff
 - vi. Other (key district personnel)
- b. Always remind of established norms
 - i. Confidentiality
 - ii. State factual evidence
 - iii. 30 minutes
 1. 10 minutes to discuss focus
 2. 10 minutes in classroom
 3. 10 minutes to discuss observations
 - iv. Ask students the same questions
 - v. "I saw...I heard"...not "I liked"

2. Identify focus of inquiry

- a. Grade level decided focus
- b. Building level decided focus

3. Determine process

- a. 10 minutes to discuss focus
- b. 10 minutes in classroom
- c. 10 minutes to discuss observations
- d. Observation tool to record all data and observations

4. Visit Classrooms to gather evidence

- a. *Observers sit in the student's seat to look for evidence of student learning through seven key learning processes:*
 - i. Ask Questions

1. "What are you learning?"
 2. "Why are you learning it?"
 - a. "Why is this important?"
 3. "How do you know if your work is good?"
 4. "What do you do if you need help?"
 - ii. Observe (what are the students actually doing/saying to learn?)
 1. A Shared Learning Target (or look for decided by grade level)
 2. A Performance of Understanding/ Student Look-Fors
 - a. What are the students doing/saying
 - b. Use [observation tool](#) to record data
- 5. Debrief with walking team**
- a. Reminder of protocols and norms ("I saw and heard vs I liked")(confidentiality)
 - i. Sharing data/evidence gathered in observational tool
 - b. Hall talk between walkers between visits/ at end of all visits
 - i. Highlights, big ideas, trends, patterns, walker learning
 - c. Summarize key learning after all visits (by grade level and by building)
 - i. Create shareable information: trends vs. individual teachers
- 6. Debrief with classroom teacher**
- a. Share observation tool and information (same norms)(confidentiality)
 - b. Formative Feedback (friendly and informal)
 - i. Share the questions asked to students
 - ii. Number of students who could answer
 - iii. Direct answers from students
 - iv. Ask the teacher, "What was the lesson?"
 - c. Walker share highlights, big ideas, trends, patterns, walker's learning
 - d. Teacher reflection
- 7. Share key observations and reflect on the process with the whole group**
- a. Key learning related to walk focus
 - b. Reflections and next steps (PLC, Staff meeting PD)

References:

Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement, by Connie M. Moss (moss@duq.edu) and Susan M. Brookhart (susanbrookhart@bresnan.net) © 2015 by ASCD.

EL Education Inc. (2016)

Teacher Growth, Development and Evaluation Plan Letter of Agreement

South St. Paul Public Schools, Special School District No. 6, (the “District”) and South St. Paul Teachers Association, Local #861 (the “Union”) agree to the following:

- A. This Letter of Agreement shall be in effect upon ratification by both the District and the Union from July 1, 2017 through June 30, 2018. Each group shall use its own processes for ratification.
- B. Both the District and the Union shall have the option to initiate a time period for revisions of this Letter of Agreement by notifying the other party in writing of such a request on/before January 30 of a given year. If both parties should decline to initiate a time period for revisions of the Letter of Agreement, the Letter of Agreement shall continue in its current form through June 30th of the subsequent year. If an agreement cannot be reached prior to the expiration of the current Letter of Agreement, and if Minnesota statute still requires a Teacher Development and Evaluation plan, the South St. Paul School District shall adopt a Teacher Development and Evaluation plan as authored by the Minnesota Department of Education.
- C. Should legislative action by the State of Minnesota alter or amend in any fashion the statute language establishing the requirements for a Teacher Development and Evaluation Program in the South St. Paul School District, this letter of agreement shall be opened immediately for renegotiation, and an amended Letter of Agreement shall be developed, agreed upon, and ratified by both the District and the Union within sixty (60) days of both parties becoming aware of the concern. If an agreement cannot be reached during that time, and if Minnesota statute still requires a Teacher Development and Evaluation plan, the South St. Paul School District shall adopt a Teacher Development and Evaluation plan as authored by the Minnesota Department of Education.
- D. Whenever there are revisions made to this Letter of Agreement, the Union shall conduct a ratification vote among its membership.
- E. Disputes related to this Letter of Agreement shall be resolved in accordance with the grievance procedure as articulated by Article XVIII of the Master Agreement.

This Letter of Agreement will expire on -September 30, 2020.

IN WITNESS WHEREOF, the parties have executed this Letter of Agreement as follows:

For _____
South St. Paul Teachers’ Association

For _____
South St. Paul Public Schools
Special School District No. 6

President

School Board Chair

Vice President

School Board Vice Chair

Negotiations Representative

Director of Human Resources

Date

Date



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, September 28, 2020

Place on Agenda: Committee-of-the-Whole Report

Action Requested: None at this time

Attachment: SSPPS CAPP Plan 2020-2023
Flipped Video Link: [SSPPS CAPP Presentation](#)

Topic: Comprehensive Arts Planning Program (CAPP) 3-Year Plan
Presenter(s): Learning Director Chad Schmidt, MYP/Curriculum Coordinator Melissa Miller, CAPP Co-Chairs Eric Holsen and Tara St. Martin
<p>Background:</p> <p>In May 2019, we received notice that South St Paul Public Schools was awarded one of eight statewide grants to receive support and guidance from the Perpich Center for Arts Education to systematically conduct a strategic planning process focused on comprehensive arts programming in our schools.</p> <p>The attached report and flipped presentation is the initial report of the SSPPS CAPP Committee. It provides background information about the grant and partnership with the Perpich Center for Arts Education. You will learn about the 3-year strategic plan that includes the following two strategic directions: Learners – Effective arts scheduling for equitable access to all arts for all students; and Leaders – K-12 support for arts curriculum alignment and professional development.</p> <p>On Monday evening, CAPP Co-Chairs Eric Holsen and Tara St. Martin, MYP/Curriculum Coordinator Melissa Miller and Learning Director Chad Schmidt will be available to offer additional insight and answer your questions.</p>
<p>Recommendation:</p> <p>None</p>
<p>Alternatives:</p> <p>N/A</p>

South St. Paul Public Schools

Comprehensive Arts Planning Program

Three-year plan: 2020-2023

The Comprehensive Arts Planning Program (CAPP) is made possible by the MN State Legislature through an appropriation to Perpich Center for Arts Education. CAPP is governed by 2019 Minnesota Statute 129C.25 and 129C.26.

South St. Paul
Public Schools



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Introduction

South St. Paul Public Schools has a long history of tight integration of our public schools in the life of the community fostered, in part, by the fact that the school district and the city share identical boundaries. The school district and the community form an especially tight bond not unlike that often found in more rural areas of the state. In addition, South St. Paul has a long history of support for arts in both the community and in our schools. South St. Paul's long-standing commitment to the IB Program further helps support the district's arts education efforts through standards-based curriculum development, cross-district curriculum training and planning, and by offering IB arts courses. Our staff, administration, school board, and community are committed to offering high quality arts programming for our students and our community.



In the spirit of continual improvement, the SSPPS arts departments applied for a Comprehensive Arts Planning Program (CAPP) grant, and were awarded funds and resources to develop a three year strategic plan for SSPPS. A committee met monthly during the school year to generate this plan. Committee members engaged in workshops focusing on the strengths and assessed the needs of arts education in the district as well as district challenges related to student needs, diminishing resources, declining enrollment, and state and federal requirements.

Strategic Directions:

We have identified two strategic directions which we believe will lead the district to continue its work in providing equitable access for all SSP students to all five arts areas (dance, media arts, music, theatre, and visual arts) in grades K-12.

Strategic Direction 1: Learners

Effective arts scheduling for equitable access to all arts for all students.

Strategic Direction 2: Leaders

K-12 support for arts curriculum alignment and professional development.

In this document, we outline a three-year plan of positive actions for the district to take in order to address our program's shortcomings and to build on strengths to make our delivery of K-12 arts programming even better than it already is. We understand that this will not happen overnight, and that's why the plan is laid out with a long-range timeframe. We also know that we live in a changing world, so the plan is built with systems and strategies for looping back to assess where we are and to continually strategize next steps to address changing situations. We are confident that with all of the stakeholders in South St. Paul's schools and community working together, we can build an even better future for our students.



CAPP Mission and Vision

Mission:

Ignite a passion in every learner to inquire, continuously improve, and engage in positively changing our world through the Arts every day.

Vision:

Inspiring learners and empowering leaders through the Arts.

Belief Statements:

- WE BELIEVE...The arts are part of the core K-12 curriculum for SSPPS.
- WE BELIEVE...Arts are essential for student success academically, socially, and emotionally.
- WE BELIEVE...Access to all 5 art areas (dance, media, music, theatre, and visual art) should be provided to all students in grades K-12.
- WE BELIEVE...Opportunities for participation and experiences in all 5 arts areas should be available to all K-12 students both during the school day, and outside of the regular school day.
- WE BELIEVE...Arts opportunities should be provided to all K-12 students in an equitable manner to ensure access is provided to all students regardless of any status (race, ethnicity, language, religion, gender identification, sexual orientation, age, socio-economic status, etc.).
- WE BELIEVE...The elements and principles in the visual arts, and the elements and skills in the musical arts are consistent across all grade levels, however the level of study increases as students progress through the grades.
- WE BELIEVE...That the Minnesota arts standards ensure that the study of dance, media, music, theatre, and visual arts is focused, disciplined, and assessed.
- WE BELIEVE...All students can learn and deserve a high quality and accessible arts instructional program.
- WE BELIEVE...Every student deserves an excellent education that includes high expectations, mutual respect, and ownership and empowerment of learning choices.



Current Trends

South St. Paul Public Schools is located in Dakota County, Minnesota. The district, which has the same boundary as the city of South St. Paul, covers 6.14 square miles along the Mississippi River.



The demographic composition of South St. Paul’s population according to the 2018 Census estimates:

South St. Paul population.....	20,145
Households.....	8,079

Age Distribution:

Persons under 5 years of age	1,491 (7.4%)
Persons under 18 years of age	4,835 (24.6%)
Persons over 65 years of age.....	2,415 (12.4%)

Race and Hispanic Origin:

American Indian and Alaska Native.....	141 people (0.7%)
Asian	403 people (2.1%)
Black or African American	544 people (2.7%)
Hispanic or Latino.....	2,961 people (14.7%)
Two or More Races.....	1,470 people (7.3%)
White.....	15,068 people (74.8%)

2018 Census estimates figures for the area show that the median family income was \$60,588 and 10.8 percent of families fall below poverty level.

High School Graduate or Higher	18,292 people (90.8%)
Bachelor’s Degree or Higher	5,379 people (26.7%)



In 2019-2020, approximately 3,200 K-12 students were enrolled in South St. Paul Public Schools. Enrollment has decreased at the elementary level with incoming kindergarten classes. At 212 students, grade 2 is the smallest grade level in the district. The 10th grade is the largest with 256 students. Projections for 2020-2021 school year are for a slight decrease in enrollment of approximately 160 students. Enrollment is projected to fluctuate slightly in the coming years.

Program Analysis

Throughout the CAPP process, the committee determined district-wide arts status in regards to program, staffing, and hours per student. In addition, the committee created a desired outcome that states district-wide changes. Further information on this data can be summarized in Appendix.

Each elementary school has one full-time visual arts teacher and one full-time music teacher. There are no dance, theatre, or media arts teachers at either of the elementaries.

Kaposia Education Center is on a five day rotation where the students will receive an average of 45 minutes of instruction per five days, while Lincoln Center is on a six day rotation where the students receive an average of 90 minutes of instruction for every six days.

The Secondary School requires an arts course each year in grades 6-9. After grade 9, students have more availability to take arts electives. The curricular options for students at the Secondary School consist of visual arts, band, and choir. Due to confines of the six-period schedule, students typically cannot take more than one of these options.

The district does not currently offer curricular programs for theater, dance, and offer only limited offerings for media arts via an IB Film class, yearbook, and photography classes. There are no media arts offered at the elementary schools.

Additional opportunities are offered through the extra-curricular activities program. The district staffs a full-time theatre director who produces four productions during the school year for students grades 6-12, and two in the summer (one for grades 3-9, and another for grades 9-adults). There is a dance team and a show choir that cater to students interested in dance. In addition, there is an a capella choir for students grades 9-12. Band has a jazz ensemble and a show band to accompany the show choir grades 9-12. There is also a recurring pep band to play at sports games, as well as a marching band to perform at homecoming and local parades. The elementary schools have arts clubs and choirs to provide opportunities not possible throughout the academic day.

Many students have the desire to take multiple arts classes but are unable to because of schedule constraints; therefore, students take multiple extracurricular activities to fulfill their learning desires which are not being met during their academic day.



Three-Year, Strategic Arts Plan Overview

In beginning our planning process, the CAPP committee quickly came to the realization that the goal in creating a more equitable and meaningful arts experience in the South St. Paul Public Schools would address the needs of two specific groups; the learners and leaders of this community. With that in mind, these became the directions that lead our three-year, strategic arts plan.

Listed below under Strategic Direction # 1 - Inspiring Learners and Strategic Direction #2 - Empowering Leaders is an overview of the Overall Strategies we will be using in addition to the Actions Steps we will need to take to implement our plan over the next three years, from 2020 - 2023.

Strategic Direction 1 - Learners

Effective arts scheduling for equitable access to all arts for all students.



Direction 1 Overall Strategies:

- 1. Effective and Supportive Curricular Arts Scheduling:** South St. Paul Public Schools understands the implicit value of arts education for all students, and therefore should offer all students equitable access to, and choices in, all arts (dance, media, music - both instrumental and vocal, theatre, and visual art) in all grades as part of the curriculum during the school day.
- 2. Effective and Supportive Extracurricular Arts Programming:** South St. Paul Public Schools understands the implicit value of arts opportunities for all students, and therefore should offer all students equitable access to, and choices in, all arts (dance, media, music - both instrumental and vocal, theatre, and visual art) for all grades as extra-curricular offerings.
- 3. Staff Involvement in Decision Making Regarding Student Programming:** South St. Paul Public Schools believes that meaningful input from staff members who are experts in their fields is essential to effective curricular and extra-curricular planning and programming. Therefore, the District will work toward better inclusion of classroom and activity leaders in decision making processes.

Year 1 – 2020-2021 Action Steps:***Effective and Supportive Curricular Arts Scheduling***

Action Steps:

- Advocate for a 7 or 8 period day.
- Reassess K-12 arts curricular offerings to create innovative offerings to align with district goals and student pedagogical needs.

Effective and Supportive Extracurricular Arts Programming

Action Steps:

- Reassess 6-12 arts extracurriculars to create innovative offerings to align with district goals and student pedagogical needs.

***Staff Involvement in Decision Making Regarding Student Programming***

Action Steps:

- Intentional conversations to advocate for the arts with staff, administration, and community.
- Staff are empowered as experts to make appropriate decisions for the good of students and the program.
- Student and community feedback on arts programming gathered to inform decision making.

Year 2 – 2021-2022 Action Steps***Effective and Supportive Curricular Arts Scheduling***

Action Steps:

- Continue to advocate for a 7 or 8 period day.
- Offer students arts choices and agency through electives in grades 6-12.

Effective and Supportive Extra-curricular Arts Programming

Action Steps:

- Follow up from year 1 in reassessing 6-12 arts extracurriculars to create innovative offerings to align with district goals and student pedagogical needs.

Staff Involvement in Decision Making Regarding Student Programming

Action Steps:

- Follow up from year 1 action steps.

Year 3, 2022 - 2023 Action Steps

Effective and Supportive Curricular Arts Scheduling

Action Steps:

- Continue to advocate for a 7 or 8 period day.
- Offer students arts choices and agency through electives in grades 6-12.

Effective and Supportive Extra-curricular Arts Programming

Action Steps:

- Offer K-5 extracurricular theatre and dance opportunities.
- Implement 6-12 arts extracurriculars to create innovative offerings that will align with district goals and student pedagogical needs.

Staff Involvement in Decision Making Regarding Student Programming

Action Steps:

- Continue to have Intentional conversations to advocate for the arts with staff, administration, and community.
- Continue to empower staff as experts to make appropriate decisions for the good of students and the program.
- Continue to gather student and community feedback on arts programming gathered to inform decision making.



Strategic Direction 2 - Leaders

K-12 support for arts curriculum alignment and professional development.

Direction 2 Overall Strategies:

- **K-12 Arts Department Collaboration:** The South St. Paul Schools art collaboration focuses on joint authority and a structure that has been created to carry out our common mission. The arts departments sponsors collaborative work in the arts through K-12 curriculum initiatives, through prioritization of communication, and through our shared belief of the importance of the arts.
- **Real World Connections:** “Real World Connections” are primarily a matter of perception. For an elementary student, the “real world” is the playground. For a teacher, the “real world” is anything from work to cultural competency. Real world connections utilize actual objects, events, and experiences to address a problem, concept, or issue. It incorporates and highlights curriculum that directly relates to, is relevant to, or provides benefits to students, their families and/or the community.
- **Professional Development Support:** The committee defines Professional Development and Support as: The teaching profession is in a constant state of change. Art educators need ongoing professional development in order to keep abreast of changes that affect learning outcomes of their students. Combinations of new technology, laws, teaching materials, instructional methods, and numerous other developments influence teaching in ways teachers must learn and understand.



Year 1 2020 - 2021 Action Steps:

K-12 Arts Department Collaboration

Action Steps:

- Build communication and collaboration within arts departments.

Real World Connections

Action Steps:

- Begin planning and identifying opportunities for increasing and improving real world connection opportunities for learners and leaders.

Professional Development Support

Action Steps:

- Align K-12 Arts standards to provide a continuum of learning for students.
- Meet with IB Coordinators to assure alignment.

Year 2, 2021 - 2022: Action Steps

K-12 Arts Department Collaboration

Action Steps:

- Art visible in district common spaces at performances and other events.

Real World Connections

Action Steps:

- Implement opportunities for increasing and improving real world connection opportunities for learners and leaders.
- Students curate arts shows/productions as part of academic arts curriculum.

Professional Development Support

Action Steps:

- Align K-12 Arts standards to provide a continuum of learning for students.

Year 3, 2022 - 2023: Action Steps

K-12 Arts Department Collaboration

Action Steps:

- Cross-building performance and learning opportunities between secondary and elementary students.
- Create access for all arts (dance, media, music- instrumental and vocal, theatre, visual) in all grades.

Year 3, 2022 - 2023: Action Steps (Cont.)

Real World Connections

Action Steps:

- Involve more parent and community volunteers in arts shows and productions.
- Guest artists have been secured K-12 in all arts areas.

Professional Development Support

Action Steps:

- Increase interdisciplinary collaboration.
- Involve staff in cross-curricular arts lessons.



"I never paint dreams or nightmares. I paint my own reality."
- Frida Kahlo



Evaluation Plan

Moving forward, the CAPP Committee members will meet to check in and determine the needs to advance the current year's plan, and to plan for subsequent years. At the end of each school year, the CAPP Committee will present a "State of the Arts" document explaining the progress, accomplishments, and needs of the district arts department.

The CAPP Committee will seek stakeholder input via survey and other collected data such as participant evaluation, audience attendance, as well as class numbers, and personal and department evaluations on at least an annual basis. This will be continued on an ongoing basis and will be included in the annual "State of the Arts" document.

Acknowledgements

Funding for the Comprehensive Arts Planning Program was granted by the Perpich Center for the Arts Education and the Minnesota State Arts Board.



CAPP Committee Members

Brooke DeWaard, *co-chair, Secondary Visual Art*
 Tara St. Martin, *co-chair, Secondary Visual Art*
 Melissa Miller, *Secondary Administrator, MYP IB Curriculum Coordinator*
 Nicholas Hager, *Secondary Vocal Music*
 Eric Holsen, *Theater Director*
 Janelle Rau, *Elementary Music*
 Elizabeth Roszak, *Elementary Visual Art*
 Jeff McClellan, *School Board Member*
 Kim Bauer, *Parent*
 Carol Williams, *Grandparent*
 John Raasch, *Parent*
 Jill Contreras, *Parent*

Perpich Center for the Arts

Kristi Johnson, *Comprehensive Arts Planning Program Director*

District Administration

Dr. Dave Webb, *Superintendent*
 Dr. Chad Schmidt, *Director of Learning*
 Chuck Ochocki, *Principal Secondary and CLC*
 Melissa Miller, *Middle Years Program, Secondary*

School Board Members

Jeff McClellan
 Linda Diaz
 Nikki Laliberte
 Patricia Bjorklund
 Bill Arend
 Chris Walker
 Wendy Felton



Appendix A: Program Strengths

General Strengths

1. International Baccalaureate (IB) supports the arts
2. History of school district and community support for arts
3. Committed staff who want to advocate for even better arts program

Standards-Based Arts Curriculum, Assessment and Instruction Strengths

1. IB assessments
2. IB Art classes for grades 11 and 12
3. Licensed art specialists teaching arts through all grade levels
4. Administrative support for programs

Professional Development Strengths

- Diploma Programme (DP) arts professional development
- Music Middle Years Programme (MYP) professional development
- Roundtables - MYP & DP
- MYP training for all new teachers

Equity and Diversity Strengths

- Inclusion of special education students K-12
- Special attention selecting culturally diverse music
- Theatre program casts roles in an inclusive manner in terms of cultural, and gender identity, and special needs
- IB and after school program fees are reduced based on free and reduced lunch status
- Free after school art and choir programs at elementary schools

Arts Education Facilities, Equipment, and Materials Strengths

- Keyboard lab at one elementary school
- 6-12 computer lab for visual arts
- Adequate budget for visual arts and music supplies
- K-12 freedom in scheduling arts performances
- Theater facility at secondary building and one elementary building

Partnerships with Artists, Arts Organizations and After-School Programming Strengths

1. Northern Clay guest artists - elementary
2. Watercolor guest artist - elementary
3. MPR-sponsored concerts at elementary school
4. Choir is working toward collaboration with community choirs and choirs from other districts
5. Theatre program participates in Spotlight and MSHSL OAP programs, as well as summer community theatre productions for grades 3-adults

Partnerships with Artists, Arts Organizations and After-School Programming Strengths (Cont.)

6. Field trips for DP visual arts and choir
7. Opportunity for after school programs

Funding and Advocacy Strengths

1. Basic supplies are always approved
2. Boosters for music and dance
3. Elementary visual art fundraiser
4. PTA funds

Local CAPP Committee Operation, District Arts Planning and Policy Strengths

1. District supports the CAPP program (admin representative, providing subs, etc.)
2. CAPP program is bottom up approach
3. Being a small district makes us more agile and allows for easier collaboration



“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.”
– Scott Adams

Appendix B: Published Articles about CAPP Process

The *South St. Paul Voice* published an article entitled “School district receives new funding for the arts” announcing the awarding of the CAPP grant to SSPPS. July 2019 issue (Vol. 16, No. 7, p. 1).

South St. Paul Public Schools is one of eight districts in the state to receive funding from Minnesota’s Comprehensive Arts Planning Program (CAPP) to create a comprehensive plan for arts education. The school district is forming a committee comprised of district and community representatives, including arts specialists, administrators, parents, teachers and students, to create a 3-year, strategic plan for K-12 arts programs. CAPP, a program of the Perpich Center for Arts Education, will provide technical assistance and \$5,000 to support workshops, leadership development and resource materials.

According to Chad Schmidt, director of learning at South St. Paul Schools, district arts education teachers and IB curriculum coordinators will review the district’s current arts education standards and revise the curriculum over the next two school years. The new plan will be reviewed and approved by the school board and implemented during the 2021-22 school year.

“With the new Minnesota State Standards approaching, we will be able to appropriately plan for arts education in each school and grade level, forming a clear scope and sequence for our students,” said Schmidt in a statement. “Providing options to participate in all forms of the arts during the school day will promote student choice, increase engagement, and give insight on real-world opportunities. These courses will also teach essential skill sets that all students need to thrive, including critical thinking, creativity, communication and technology literacy.”

Superintendent Dave Webb added, “The numerous ways in which South St. Paul students and educators positively change the world can already be seen through artwork in our schools and the community. We are eager to begin our partnership with Perpich to expand on our successes and create new arts education opportunities for all South St. Paul students.”

The other districts receiving support are Bemidji, Columbia Heights, Minneapolis, Pine City, Proctor, St. James and Yellow Medicine.

The *South St. Paul Voice* published an article entitled “South St. Paul Schools receives awards; grant funding”, a portion of which discussed the CAPP grant. August 2019 issue (Vol. 16, No. 8, p.1).

The District...is one of eight Minnesota school districts to be named to the 2019-2021 Comprehensive Arts Planning Program provided by the Perpich Center for Arts Education. The program will help the District design a 3-year, strategic plan for K-12 arts education.

The following is included on the South St. Paul Public Schools website, sspps.org (CAPP Grants, SSP website):

District receives grant for comprehensive arts education planning with goal of increasing access and opportunity to arts programming

Thursday, May 30, 2019 — South St. Paul Public Schools (SSPPS) is one of eight Minnesota school districts chosen as recipients of the 2019-2021 Comprehensive Arts Planning Program provided by the Perpich Center for Arts Education.

Minnesota’s Comprehensive Arts Planning Program (CAPP) provides assistance to selected public school districts as they design three-year, strategic plans for K-12 arts education programs. CAPP provides financial and technical assistance to support the strategic planning process through workshops, site visits, leadership development, and resource materials.

“We are excited about the opportunity to partner with community and school stakeholders in developing a comprehensive plan for arts education for all of our students,” said Superintendent Dave Webb. “The technical assistance and guidance of Perpich Center leadership will help us fulfill our vision of preparing every child for their next step, and uphold our commitment to educating the whole child as part of our district-wide International Baccalaureate (IB) programming.”

With the help of this Perpich Professional Development (PPD) program, school districts form a CAPP committee of district and community stakeholders (arts specialists, administrators, parents, teachers, community members, and students) with an active and wide-ranging interest in the arts and arts education. This CAPP committee has the responsibility to create a comprehensive arts education plan approved by the local school board, the district, and the community. They will also ensure alignment with the Minnesota K-12 Academic Standards in the Arts.

According (to) Chad Schmidt, SSPPS director of learning, district arts education teachers and IB Curriculum Coordinators will review the current arts education standards and revise curriculum during the 2019-20 and 2020-21 school years. CAPP will help the district provide educators with professional learning opportunities needed to incorporate the new standards, which are required to be fully implemented during the 2021-22 school year.

“With the new Minnesota State Standards approaching, we will be able to appropriately plan for arts education in each school and grade level, forming a clear scope and sequence for our students,” said Schmidt. “In addition, we look forward to guiding and supporting students’ development of IB Learner Profile characteristics such as being open-minded and reflective, as well as being a thinker, communicator and risk-taker through their interactions and experiences in the arts.”

According to Schmidt, through this collaborative planning process, the district will be able to ensure that students have a consistent and meaningful education that builds on prior learning. “Providing options to participate in all forms of the arts during the school day will promote student choice, increase engagement, and give insight on real-world opportunities,” he said. “These courses will also teach essential skill sets that all students need to thrive, including critical thinking, creativity, communication and technology literacy.”

Among the outcomes envisioned in the district’s application for CAPP is an increase in understanding and commitment among district stakeholders of the value of arts education to all students in the school day. This includes students living in poverty and/or students with limited resources, which often present as barriers for students to access the arts. Additionally, the district looks forward to more digital art opportunities, both in professional development for educators and in student performances.

“The numerous ways in which South St. Paul students and educators positively change the world can already be seen through artwork in our schools and the community,” said Webb. “We are eager to begin our partnership with Perpich to expand on our successes and create new arts education opportunities for all South St. Paul students.”

#####

Perpich Center for Arts Education, in Golden Valley, Minnesota, is a Minnesota state agency that seeks to advance K-12 education throughout the state by teaching in and through the arts. It was created by the state legislature in 1985 at the urging of then Gov. Rudy Perpich. It was renamed in his honor after his death in 1995. Minnesota is one of only a handful of states in the nation with a dedicated state agency supporting arts education.



“The job of the artist is to deepen the mystery of life.”
– Francis Bacon



*“[Arts] are a very human way of making life more bearable. Practicing art, no matter how well or how badly, is a way to make your soul grow.”
– Kurt Vonnegut*



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: September 28, 2020

Place on Agenda: Committee-of-the-Whole

Action Requested: None. Discussion Only

Attachment: School Board Meeting Plan

Topic: School Board Meeting Plan
Presenter(s): Superintendent Dave Webb
<p>Background:</p> <p>On Monday evening, we will review, and discuss our five possible phases for board meetings this school year. We will begin by reviewing the weekly county data, and allow time for board members to provide feedback on our current and future meeting structures.</p> <ul style="list-style-type: none"> • There are five phases to the transition process <ul style="list-style-type: none"> ○ Phase I – Full Virtual ○ Phase II – Mostly Virtual ○ Phase III – Hybrid (current phase) ○ Phase IV – Mostly In-Person ○ Phase V – Full In-Person • The council chambers has plexiglass partitions between each School Board member. • Any School Board member feeling ill or uncomfortable with attending in-person, can attend virtually. • We have added a streaming feature to our regular School Board meetings that will allow staff and/or community members to view our 7:15 PM meeting without needing access to our local cable channel. <p>On Monday evening, we will review our most recent county data, review the five phases outlined in this document, and decide on our meeting plan, together, as we move forward.</p>
<p>Recommendation:</p> <p>No change to our meeting structure recommendation at this time.</p>
<p>Alternatives:</p> <p>N/A</p>

BACKGROUND

A School Board Meeting Transition Plan was developed to allow our School Board and district leaders to adapt and adjust the School Board meeting structure to ensure the safety and well-being of all meeting participants and attendees. As the pandemic continues to change and evolve, we will continue to review and modify meeting logistics as needed.

There are five phases to the transition process:

- Phase I – Full Virtual
- Phase II – Mostly Virtual
- Phase III – Hybrid
- Phase IV – Mostly In-Person
- Phase V – Full In-Person

Difference between phases:

- Phase I to II
 - Allow School Board, superintendent and admin asst. to attend in-person
- Phase II to III
 - Allow for public attendance at committee-of-the-whole and regular business meeting. Max of 12 audience members.
- Phase III to IV
 - Allow for in-person attendance for the Public Listening Session
- Phase IV to V
 - Full open with no accommodations or limitations

TRANSITION PLAN

Phase I – Full Virtual

- School Board members and leadership team attend virtually
- **Committee-of-the-Whole and Regular Business meetings** are combined for a 5:00 PM start
 - Meeting is televised live through Town Square TV on the Educational Access Channel 20 with playbacks of meetings broadcast every Wednesday at 1:00 PM and 7:00 PM.
 - A recorded version of the meeting will be placed on the District's [website](#)
- **Public Listening Session**
 - No in-person attendance; form submission only
 - School Board members notified of submissions prior to each School Board meeting
 - Submission acknowledged by Board Chair and/or Superintendent on-air during meeting
 - Board Chair and/or Superintendent follow-up with individual(s) who submitted a Public Listening Session form

Phase II – Mostly Virtual

- **Logistics**
 - School Board members, Superintendent and admin assistant attend in-person
 - Leadership team members attend virtually if they have an item on the agenda
 - Presentations flipped when possible
 - School Board members and staff in attendance must complete [Daily Health Assessment](#) prior to attending in-person
 - Any School Board member feeling ill or uncomfortable with attending in-person can attend virtually.
 - Face coverings required for everyone on site. May lower or remove mask when speaking.
 - The council chambers has plexiglass partitions between each School Board member
 - School Board member/staff [seating chart](#)

- **Committee-of-the-Whole meeting** begins at 6:00 PM at City Hall
 - No staff/public attendance allowed

- **Regular Business meeting** begins at 7:15 PM at City Hall
 - No staff/public attendance allowed
 - Meeting televised live through Town Square TV on the Educational Access Channel 20 with playbacks of meetings broadcast every Wednesday at 1:00 PM and 7:00 PM.
 - Meeting [livestreamed](#)
 - A recorded version of the meeting will be placed on the District's [website](#)

- **Public Listening Session**
 - Same as Phase I

Phase III – Hybrid

- **Logistics**
 - Same as Phase II

- **Committee-of-the-Whole meeting** begins at 6:00 PM at City Hall
 - Staff/Public attendance allowed – Limited to 12 audience members
 - Sign-up process for attendance - [Guidelines and sign-up](#)
 - Audience seats spaced per health guidelines

- **Regular Business meeting** begins at 7:15 PM at City Hall
 - Staff/Public attendance allowed – Limited to 12 audience members
 - Sign-up process for attendance – [Guidelines and sign-up](#)
 - Meeting is televised live through Town Square TV on the Educational Access Channel 20 with playbacks of meetings broadcast every Wednesday at 1:00 PM and 7:00 PM.
 - Meeting [livestreamed](#)
 - A recorded version of the meeting will be placed on the District's [website](#)

- **Public Listening Session**
 - Same as Phase I and II

Phase IV – Mostly In-Person

- **Logistics**
 - Same as Phase II and III
- **Committee-of-the-Whole meeting** begins at 6:00 PM at City Hall
 - Same as Phase III
- **Regular Business meeting** begins at 7:15 PM at City Hall
 - Same as Phase III
- **Public Listening Session**
 - Allow for in-person public listening sessions.
 - Form submission also available and will follow same process as Phase I-III

Phase V – Full In-Person

- Full in-person with no accommodations or limitations
- **Committee-of-the-Whole meeting** begins at 6:00 PM at City Hall
 - Staff/Public attendance allowed
- **Regular Business meeting** begins at 7:15 PM at City Hall
 - Meeting televised live through Town Square TV on the Educational Access Channel 20 with playbacks of meetings broadcast every Wednesday at 1:00 PM and 7:00 PM.
 - Meeting [livestreamed](#)
 - A recorded version of the meeting will be placed on the District's [website](#)
- **Public Listening Session**
 - Allow for in-person public listening sessions.
 - Form submission also available and will follow same process as Phase I-IV