



South St. Paul School Board Meeting
Monday, September 28, 2020 7:15 PM
Location: CITY HALL
125 THIRD AVENUE NORTH
South St Paul, Minnesota 55075

Agenda

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

I. ROLL CALL and PLEDGE OF ALLEGIANCE

II. APPROVAL OF MEETING AGENDA/MINUTES (Strategic Direction 4)

A. School Board Meeting Agenda, September 28, 2020

B. Committee-of-the-Whole Meeting Minutes, September 14, 2020

C. School Board Meeting Minutes, September 14, 2020

III. REPORTS (Strategic Direction 4)

A. Public Listening Session (J. McClellan)

B. School Updates (M. Fugazzi, T. Bretoi, L. Bourg, C. Ochocki)

IV. CONSENT ITEMS (Strategic Direction 3)

A. Financial Claims: Bills Payable (D. Webb)

B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves (D. Webb)

V. POLICY REVIEW (Strategic Direction 1)

VI. BUSINESS ITEMS (Strategic Direction 3)

A. Approval, for the South St. Paul School Board to approve certifying the 2020 Payable 2021 Proposed Property Tax Levy to the maximum and declare Monday, December 14, 2020 at 7:15 PM in the City Hall Council Chambers, 125 - Third Avenue North, as the official public hearing to certify the 2020 Payable 2021 Final Property Tax Levy. (A. Bushberger)

B. Approval, for the South St. Paul School Board to approve the five-year (2021-2025) self-insured dental insurance plan with Health Partners. (A. Bushberger)

C. Approval, for the South St. Paul School Board to approve the proposed 2021 dental insurance rates. (A. Bushberger)

D. Approval, for the South St. Paul School Board to approve the two-year (2021-2022) Basic Life & AD&D, Voluntary Life & AD & D and LTD insurance plans with The Standard. (A. Bushberger)

E. Approval, for the South St. Paul School Board to approve the 2020-2023 Teacher Growth, Development and Evaluation Plan. (C. Schmidt)

VII. INFORMATIONAL ITEMS (Strategic Direction 4)

A. **Board Members' Reports/Committee Updates/Where Have You Seen a Passion:** Board members will report on recent educational activities/events in which they have participated as well as other informational items.

VIII. SUPPLEMENTAL AGENDA

IX. ADJOURNMENT

**South St. Paul School Board
Committee-of-the-Whole Meeting Minutes**

September 14, 2020

Chair Jeff McClellan called the September 14, 2020, meeting of the Committee-of-the-Whole to order at 6:00 PM in the Council Chambers of City Hall with seven Board members present: Inspector Arend, Bjorklund, Diaz, Felton, Laliberte, Walker, and McClellan. Others present included Superintendent of Schools Dave Webb and several district staff members.

Staffing

Human Resource Director Cathy Miller reviewed the staffing that is on the agenda for approval this evening.

Student Teaching Agreement

Human Resource Director Cathy Miller reviewed a contract between South St. Paul Public Schools and St. Cloud State University for a student teacher placement beginning in September 2020. The agreement and placement, which aligns with the District's Student Teaching Policy #437, will go before the School Board for approval this evening.

Board Members Substitute

According to MN Statute 123B.195, School Board members may be employed by the school district as an employee as long as the amount earned does not exceed \$8,000 in a fiscal year. A Board Member, who has been a substitute in the past, would like to continue as a substitute for the 2020-21 school year. A resolution for approval will go before the school board at their regular meeting this evening.

MDHR Semi-Annual Report

As part of our Minnesota Department of Human Rights (MDHR) Plan, the South St. Paul Public Schools must submit a Semi-Annual Review in February and September throughout the three-year plan. The 2020-21 school year is year three. Early Learning and Equity Director Connie Garling-Squire provided a highlight of the following areas of the report being submitted: community involvement, curriculum/teaching and learning, professional development, procedures and policy.

IB Diploma Update

South St. Paul Secondary has offered the IB Diploma Program since 1987. Each year, many students enroll in at least one IB DP course and sit for the associated exams. In 2020, more than 230 students enrolled in at least one IB DP courses and collectively completed over 260 exams. Learning Director Chad Schmidt, IB DP Coordinator Conrad Anderson and High School Principal Chuck Ochocki engaged in dialogue with School Board members on the IB participation and achievement breakdowns for our district as well as the importance of the rigor in our DP courses in preparation for college.

2020-21 School Year Update

Superintendent Dave Webb provided an update on the start of the 2020-21 school year as well as details on the TriDistrict Career and College Readiness program.

School Resource Officer Contract

This summer, leaders from South St. Paul Public Schools and the SSP Police Department met to review an Agreement for School Resource Officer Services. Two sessions were held to study the current plan and make improvements to our agreement for the coming school year. The proposed changes that were presented to the School Board on July 27 focused on increased training, support and communication between our two organizations to better serve the South St. Paul students, families and community. One additional adjustment that was made was a decrease from two school resource officers to one, for the 2020-21 school year. This adjustment was a result of a decrease in the number of students attending in-person as a result of the pandemic. In this two-year agreement, the district anticipates returning to two school resource officer model for the 2021-22 school year, unless the pandemic continues to impact how we operate school. The School Resource Officer Agreement goes before the School Board for approval this evening.

School Board Meeting Transition Plan

School Board members reviewed a transition plan that will set the process to navigate the structure of our School Board meetings in a pandemic. There are five phases to the transition process: Phase I – Full Virtual, Phase II – Mostly Virtual, Phase III – Hybrid, Phase IV – Mostly In-Person and Phase V – Full In-Person. The transition plan also allows any School Board member feeling ill or uncomfortable with attending in-person, to attend virtually. In addition a streaming feature has been added for 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.

Committee Updates

Board members shared highlights from their work on various committee assignments.

The September 14, 2020, committee-of-the-whole meeting was adjourned at 6:52 PM.

Respectfully submitted by:

Lisa Brandecker, Acting Secretary-Clerk
South St. Paul Board of Education



SOUTH ST. PAUL PUBLIC SCHOOLS
Special School District No. 6

SEPTEMBER 14, 2020

The regular meeting of the School Board for South St. Paul Public Schools, Special School District 6, was held in the council chambers of city hall on Monday, September 14, 2020. Chair Jeff McClellan called the meeting to order at 7:15 PM with seven Board members present: Inspectors Diaz, Bjorklund, Walker, Laliberte, Arend, Felton and McClellan. Others present included Superintendent of Schools Dr. Dave Webb and several district leaders.

By Inspector Arend

Seconded by Inspector Bjorklund

That the South St. Paul School Board approves the September 14, 2020 School Board meeting agenda, supplemental agenda, and the minutes of the following meetings:

- A. Board Meeting Minutes, August 24, 2020

Motion carried (7-0)

REPORTS AND DISCUSSION

Public Listening Session: There were no public listening session submissions to report this evening.

By Inspector Felton

Seconded by Inspector Diaz

- A. Financial Claims—Bills Payable
- B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves.

Motion carried (7-0)

By Inspector Arend

Seconded by Inspector Bjorklund

For the South St. Paul School Board to approve the Resolution for Employment of a Board Member as a Substitute in a Classified Position in the School District.

Motion carried 6 yeas – Laliberte, Arend, Diaz, Bjorklund, Walker and McClellan
0 nays
Inspector Felton abstained

By Inspector Diaz

Seconded by Inspector Walker

For the South St. Paul School Board to approve the Mutual Agreement for Student Teaching Between St. Cloud State University and South St. Paul Public Schools for the 2020-21 school year.

Motion carried (7-0)

By Inspector Felton

Seconded by Inspector Diaz

For the South St. Paul School Board to approve the Agreement for School Resource Officer Services between South St. Paul Public Schools, Special School District 6 and the City of South St. Paul effective September 1, 2020 – June 30, 2022.

Motion carried (7-0)

The School Board members reported on various informational items and committees in which they serve.

By Inspector Bjorklund

Seconded by Inspector Felton

That the School Board moves to adjourn the September 14, 2020 meeting at 7:37 PM.

Motion carried (7-0)

Official Board Minutes are available in the District
Office at 104 – 5th Ave. So. – So. St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
School Board



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: September 28, 2020

Place on Agenda: Regular Meeting Reports

Action Requested: None

Attachment: None

Topic: School Board Listening Session Report

Presenter(s): Chair Jeff McClellan

Background:

Pursuant to Minnesota Statutes section 13D.021, and the current state of emergency declared by the Governor of Minnesota due to the COVID-19 pandemic, the Board Chair and Superintendent of Schools have determined that it is not prudent to conduct an in-person meeting of the School Board nor is it feasible to allow any member of the public to be present at the regular meeting location or any remote sites of any Board Members. All members of the School Board will participate by electronic means.

To allow members of the staff and public the opportunity to provide comments regarding items on the Board Meeting's agenda, the board has established the [Listening Session Sign-up Form](#) on the South St. Paul Public Schools website that must be completed and submitted by 9:00 a.m. the day of the Board meeting. The Board will designate an individual to read a representative sample of the comments at the Board meeting. The public will not be given the opportunity to be heard in person at the Board meetings. This temporarily supersedes Policy 206.

The Board Chair or Superintendent of Schools or their designee, may follow-up, via phone or electronic communication, with the individual submitting the Listening Session Sign-up Form.



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: September 28, 2020
Place on Agenda: Regular Meeting: Reports
Action Requested: None.
Attachment: None

Topic: 2020-21 School Year Update
Presenter(s): Lincoln Center Principal Mike Fugazzi, Kaposia Principal Terry Bretoi, Middle School Principal Leah Bourg and High School Principal Chuck Ochocki
Background: On Monday evening, the building principals will provide a brief update on the start to the school year for each of their sites.
Recommendation: None
Alternatives: N/A



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 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

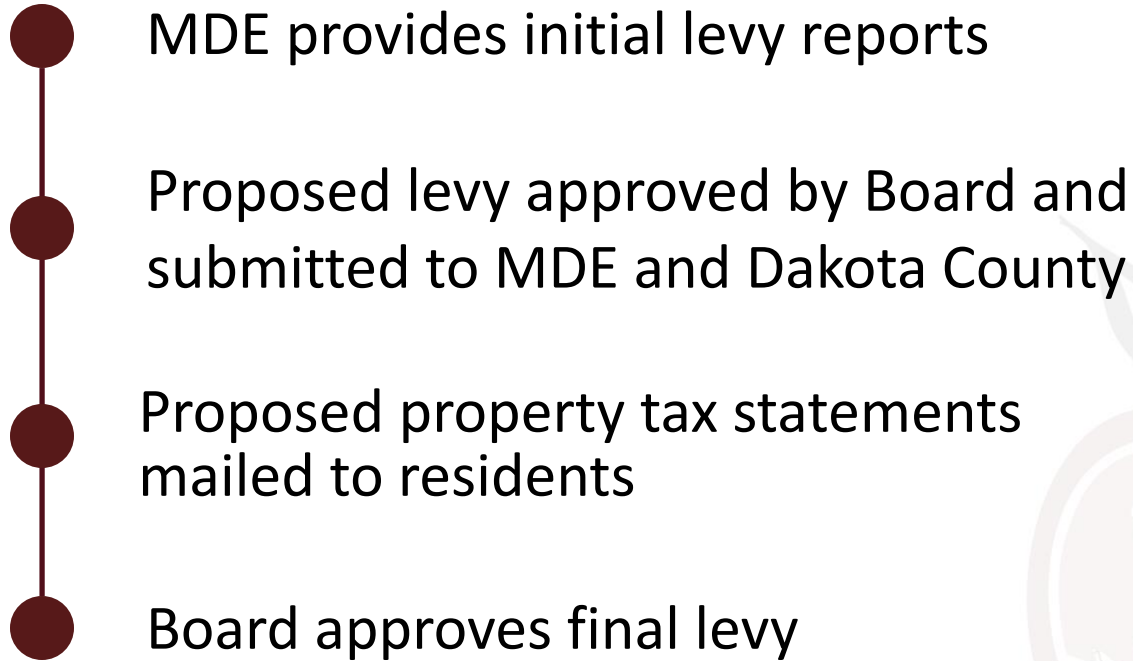
Aaron Bushberger

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

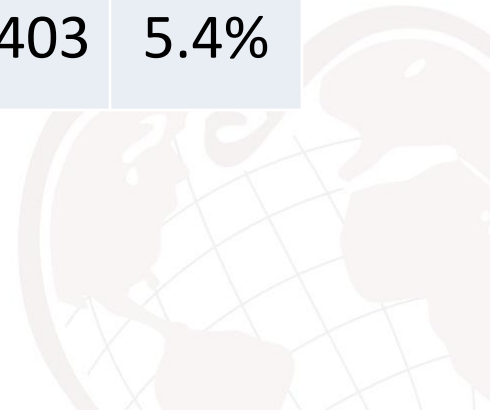
Proposed Levy

- **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%



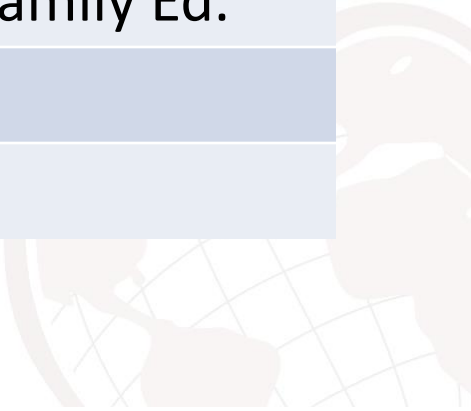
Levy Change

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.)

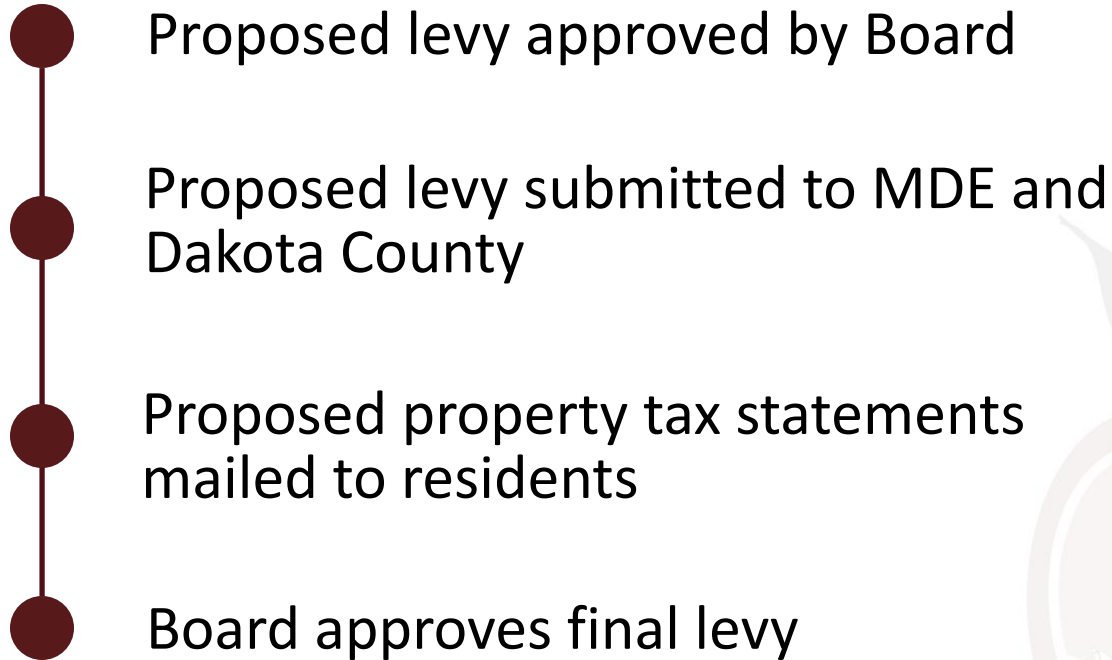
- As property values increase, the amount of funding shifts from the State to the local property taxpayer
 - SSP market value is increasing by 10.3% from last year
- Below is a summary of change in revenue from last year:

	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 (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: 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 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

TABLE OF CONTENTS

Legislative Requirements	4
Background	5
New/Revised for the SSP Teacher Growth, Development and Evaluation Plan, 3rd Edn. insert new changes	5
Teacher Growth, Development, and Evaluation Plan Overview	6
Parts of the South St. Paul Teacher Growth, Development, and Evaluation Plan	6
Definition of Participants	7
Part One –Teacher Practice	8
South St. Paul Public Schools Performance Standards	8
Professional Review Cycles	8
Probationary & Continuing Contract Review Cycle Requirements	9
Individual Growth and Development Plan (IGDP)	9
Peer Reviews	10
Summative Evaluations	10
Minimum Number of Summative Evaluator and Peer Observations	12
Student Engagement	13
Evidence of Teacher Practice	13
Teacher Portfolio (Optional)	14
Student Engagement Evidence	14
Determining Rating for Teacher Practice	16
Performance Level Ratings and Expectations	17
Performance Level Ratings and Expectations	17
Part Two – Impact on Student Learning and Achievement	18
Determining the Rating for Student Learning and Achievement	18
SMART Goal - Student Learning and Achievement Rating	19
Collaborative Inquiry - Student Learning and Achievement Rating	19
Final Performance Rating	20
Figure 1: Parts of the Final Performance Rating	20
Determining the Final Performance Rating for the Summative Evaluation	21

Final Performance Rating Example	21
Figure 2: Determining the Summative Performance Rating	21
Performance Assistance Program	23
Appendix A: Annual Timeline of Activities	27
Continuing Contract Teachers	28
Probationary Teachers	30
Summative Evaluators	31
Peer Coaches	32
Appendix B: Cultural Competence (Domain 5) Crosswalk with Domains 1-4	33
Appendix C: SSP Teacher Growth, Development and Evaluation Plan Coordinator	34
Appendix D: Evidence of Student Engagement	35
Teacher Growth, Development and Evaluation Plan Letter of Agreement	38

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.

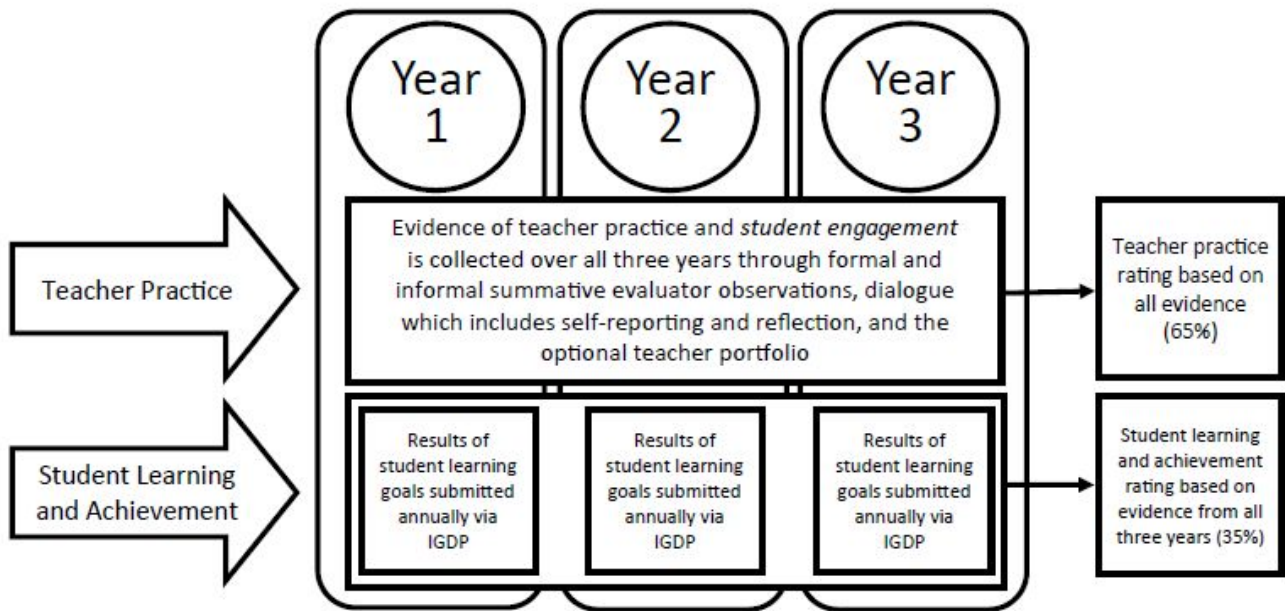


Figure 1: Parts of the Final Performance Rating

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