



South St. Paul School Board - Work Session

Monday, October 14, 2024 5:00 PM

District Office, 104 - 5th Avenue South, South St Paul, Minnesota 55075

I. EDUCATIONAL SERVICES (A. Winter)

I.A. MCA/MTAS District-Wide Student Achievement Report

I.B. World's Best Workforce (WBWF) and Achievement and Integration Report

I.C. Teacher Growth and Development (TDE) Plan

II. SCHOOL BOARD

II.A. Student School Board Representative Highlights (Amal and Jackson)

II.B. Public Relations and Community Engagement (Board)

II.C. 2023-24 Superintendent Evaluation Timeline and Process (J. Raasch)

II.D. Committee Updates (Board)

- District 917
- AMSD
- Community Education
- Educational Foundation
- Finance, Facilities and Long-Range Planning
- Local Issues
- Policy
- SSP Open Foundation
- Superintendent Executive

II.E. Other Items Deemed Necessary by the School Board



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: October 14, 2024
Place on Agenda: Work Session
Action Requested: None. Review and Discussion Only
Attachment: None.

Topic: Annual MCA/MTAS District Wide Student Achievement Report
Presenter(s): Amy Winter, Executive Director of Educational Service
Background: On Monday evening, Amy Winter, Executive Director of Education Services, will present an overview of the district’s performance on the Minnesota MCA/MTAS assessments. Her presentation will highlight key trends, celebrate areas of growth, and outline opportunities for improvement.
Recommendation: None
Alternatives: N/A

Passionate Learners Positively Changing Our World



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: October 14, 2024
Place on Agenda: Work Session
Action Requested: None. Review and Discussion Only
Attachment: None.

Topic: World's Best Workforce Summary Report and Achievement & Integration
Presenter(s): Kristin Sammartano-Weeks, Scott Sundstrom, Jeanne Zehnder, Lesly Gamez, Robin Schwab, and Amy Winter
Background: In compliance with Minnesota Legislation, the Educational Service Dept. will share progress around the following goal areas outlined in World's Best Workforce: <ul style="list-style-type: none">• All children are ready for school• All students can read at grade level• all racial and economic achievement gaps between students are closed• all students are ready for career and college• all students graduate from high school We will also outline goals for the 24-25 school year. In addition, an update on the progress of the Achievement & Integration 3 year plan will be shared with the board.
Recommendation: None
Alternatives: N/A

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SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: October 14, 2024
Place on Agenda: Work Session
Action Requested: Review/Discuss at Work Session and Approval at 10/28 Business Meeting
Attachment: Teacher Growth and Development Evaluation Plan (TDE)

Topic: TDE Timeline Update
Presenter(s): Amy Winter, Executive Director of Educational Service
Background: The 2023-2026 Alternative Teacher Professional Pay System (ATPPS) and Teacher Growth , Development and Evaluation (TDE) was approved by the board. As we have been implementing the changes, we are asking to modify the Teacher Growth, Development and Evaluation Plan (TDE) timeline outlined on page 25-28.
Recommendation: None
Alternatives: N/A

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South St. Paul
Public Schools



**Teacher Growth, Development,
and Evaluation Plan
4th Edition**

Approved May 2024

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

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Legislative Requirements

Minnesota Statutes 122A.40 and 122A.41 define requirements for teacher evaluation (Updated March 2017). Retrieved from: <https://www.revisor.mn.gov/statutes/?id=122A.40>. To improve student learning and success, a school board (hereafter referred to as “school district” or “district”) and an exclusive representative of the teachers (hereafter referred to as “union” or “teachers’ 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 Executive Director of Educational Services and the TDE Coordinator(s), as do current editions of the plan.

A TDE Steering Committee, composed of district administrators and educators, 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, revised, and approved in 2017, 2020, and 2024.

New/Revised for the SSP Teacher Growth, Development and Evaluation Plan, 4th Edn.

- Moved PLCs to Part One – Teacher Practice
- Re-named and simplified the Performance Assistance Plan, now the Advancing Practice Process
- Adjusted the Minimum Number of Observations (Table 5)
 - Probationary
 - Remove required informal observations
 - Ensure all probationary receive one peer review
 - Continuing Contract
 - Add one informal observation during CCY 1
 - Add one informal observation during CCY 2
 - Remove informal observations from CCY 3
 - Remove peer review from CCY 3
- Updated definitions and language to reflect changes in the district
- Removed now-irrelevant language and appendices

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

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.

	How is the component defined?	How is this component measured?	How is this component weighted?
Teacher Practice (Part One)	<i>Defined by 4 domains:</i> 1. Planning & Preparation 2. Learning Environments 3. Learning Experiences 4. Principled Teaching	Using the <i>Updated FFT</i> rubrics for standards of effective teacher practice and evidence gathered from <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)	Defined as impact on student learning and achievement	Evidence of student learning and achievement, including but not limited to: <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%

Table 1: Parts of the South St. Paul Teacher Growth, Development, and Evaluation Plan

At the foundation of our educator practice is a growth mindset: with professional development, feedback, and educator leadership, our practices will grow. Figure 1 outlines the standard level of support for educators in South St. Paul Schools.

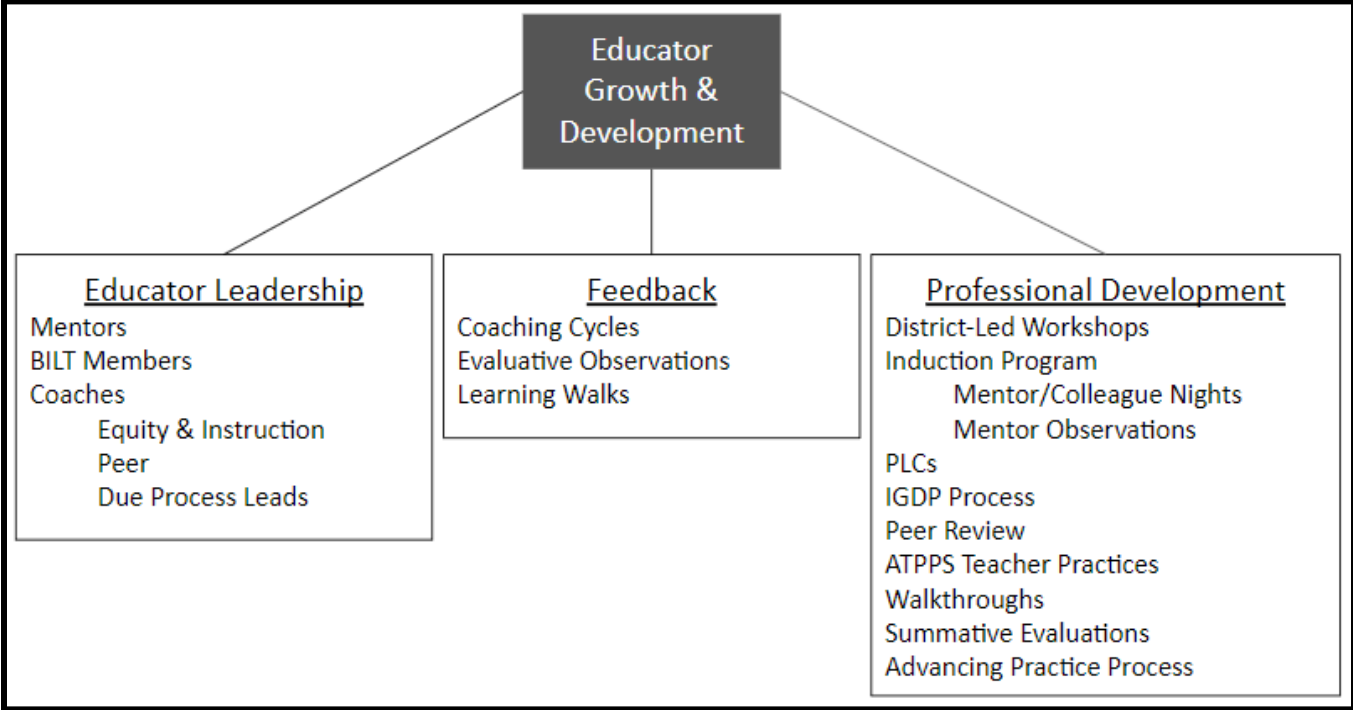


Figure 1: SPPS Supports for Educator Growth & Development

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.
Coaches	Coaches support professional learning communities, provide ongoing, job-embedded professional development, and participate as members of a site continuous improvement leadership team. Coaches may include Equity & Instruction Coaches, Due Process Leads, and Peer Coaches.
Peer Coaches Trained observers serve as peer coaches	Peer coaches meet and communicate with every teacher to support creation, implementation, and completion of an Individual Growth & Development Plan (IGDP). They also observe teachers multiple times during the school year and facilitate post-observation reflection conversations. Peer Coaches must hold a continuing contract in the district at the time of application. 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. Guiding Questions: 1) What do we want students to know and be able to do? 2) How will we know if they learn it? 3) How will we respond when some students do not learn? 4) How will we extend the learning for students who are already proficient?
Summative Evaluator Qualified and trained Evaluator	Summative Evaluators will receive training to ensure knowledge of the TDE process in SSP, inter-rater reliability, and knowledge of the supports available to educators. Summative Evaluators include: <ul style="list-style-type: none"> ● Principal & Assistant Principal ● Supervisors of Educational Services ● Supervisors of Student Services
Teacher Growth, Development & Evaluation Steering Committee Article XXII from Collective Bargaining Agreement 2023-25	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

Table 3: Definitions of Participants

Part One – Teacher Practice

Performance Standards

Standard assessment of teacher practice informs us of our progress in development. Therefore, a teacher is expected to demonstrate professional teaching standards established in Minnesota Rule 8710.2000 and evaluated through the Performance Standards for Teacher Practice.

The standards for professional practice in South St. Paul Public Schools are based on the Danielson Group's *Updated Framework for Teaching*, (2024 rubric). The *Updated FFT* 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, Learning Environments, Learning Experiences, and Principled Teaching. 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.

Essential for the performance standards is a focus on equity, one of the district's core values. Equity, once implicit in the FFT but now explicit in the *Updated FFT*, is placed at the center and elevated to the core. Equity is supported by the other five themes: Developmental Appropriateness, Attention to Individual Students, High Expectations, Cultural Competence, and Student Assumption of Responsibility. In adopting the *Updated FFT*, we aim to create equitable educational opportunities.

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 Danielson Group's *Updated FFT* 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). Steps and requirements for probationary and continuing contract teachers are laid out in the table below.

Roles	Steps/Requirements
Annual Professional Review Cycle for PROBATIONARY TEACHERS	<ol style="list-style-type: none"> 1. IGDP 2. PLC 3. Peer Review (1) 4. Summative Evaluation <ul style="list-style-type: none"> -Formal Observations (3) -Summative Conference (1) -OPTIONAL: Portfolio
3-Year Professional Review Cycle for CONTINUING CONTRACT TEACHERS	<p>Cycle Year 1:</p> <ol style="list-style-type: none"> 1. IGDP 2. PLC 3. Peer Reviews (2) 4. Informal Observation by administrator (1) <p>Cycle Year 2:</p> <ol style="list-style-type: none"> 1. IGDP 2. PLC 3. Peer Reviews (2) 4. Informal Observation by administrator (1) <p>Cycle Year 3:</p> <ol style="list-style-type: none"> 1. IGDP 2. PLC 3. Peer Review (1) 4. Summative Evaluation <ul style="list-style-type: none"> -Formal Observation (1) -Summative Conference (1) -OPTIONAL: Portfolio

Table 4: Probationary & Continuing Contract Review Cycle Requirements

Individual Growth and Development Plan (IGDP)

The Individual Growth and Development Plan is designed to guide an educator'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 educator'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 coach(s) and observation date(s)
- Summative Evaluator(s) and observation date(s)
- Professional growth goal(s)
- Site goals
- Action plans that address professional growth goal and individual student learning achievement goal
- 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 at least two *Updated FFT* components of focus for their IGDP. Data and 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.

Professional Learning Communities

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.

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. PLCs will work collaboratively throughout the school year to implement all elements of the selected model and document their work. At the end of the school year the PLC will self-assess their collaborative efforts with respect to their inquiry question or SMART goal.

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.

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.

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
- Review portfolio evidence (if submitted by the teacher)
- Determine Teacher Practice Score for each Domain 1-4
- Determine Student Learning & Achievement (SLA) 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 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 Score and SLA Rating as recorded in the Summative Form. The summative conference is also a time to identify areas for future growth and development.

Continuing Contract

Summative Evaluators conduct an informal observation in Cycle Year 1 and Cycle Year 2 to gather information on teacher practice and evidence of student engagement with a focus of areas 3B and 3C. Summative Evaluators will conduct a formal observation in Cycle Year 3. A summative conference will be held near the end of Cycle Year 3 to complete the 3-year professional review cycle.

Probationary

Summative Evaluators will conduct three formal observations and host a summative conference to complete the annual professional review cycle for each probationary year. 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.

		Minimum Number of Observations			
		Summative Evaluator (may complete more)		Non-Evaluative Observations	
<i>Type of Teacher</i>		<i>Informal Observations</i>	<i>Formal Observations</i>	<i>Peer Coach</i>	<i>Mentor</i>
Probationary Year 1		0	3	1	3
Probationary Year 2 & 3		0	3	1	
Continuing Contract	Year 1	1	0	2	
	Year 2	1	0	2	
	Year 3	0	1	1	

Table 5: Minimum Number of Observations

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. Summative Evaluators will collect student engagement data during Cycle Year 1 and Cycle Year 2 through informal observations and during Cycle Year 3 through a formal observation. Educators may choose to supplement this with additional evidence submitted in an electronic portfolio.

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 an electronic 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 portfolio is a way for a teacher to submit evidence of practice that may not have been gathered through other activities. A Summative Evaluator must consider portfolio evidence, if submitted, when determining scores and 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

For example, a teacher may have received feedback from a 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 Domain 1: Planning and Preparation, and the evidence of reflection and growth must be considered in the Domain 4: Principled Teaching.

Determining the Teacher Practice Score

A continuing contract teacher receives a summative evaluation once at the end of the three-year professional review cycle. To determine a Teacher Practice Score, 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
- Teacher's portfolio (optional)

The Summative Evaluator uses a holistic approach. ***A holistic approach acknowledges that a Summative Evaluator uses professional judgment when combining evidence from multiple measures into a single rating.*** 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 *Updated FFT*. The Summative Evaluator interprets the evidence within the context of these benchmarks to draw conclusions about performance in each of the areas of planning and preparation, the learning environment, learning experiences, and principled teaching to then determine a Teacher Practice Score. Scores are recorded in the Teacher Practice Score Report in the Continuing Contract Teacher Summative Form.

The expectation is that a continuing contract teacher is rated proficient and continually improves their practice. A teacher may be rated basic when implementing a new curriculum, teaching a new course, or trying new professional practices. A continuing contract teacher with an Unsatisfactory score in a single component in the Teacher Practice Score Report will be supported to improve through the Advancing Practice Process.

Part Two – Impact on Student Learning and Achievement

Student learning and achievement is 35% of the Summative Performance Rating for an educator in South St. Paul (as required by Minnesota Statutes §122A.40 and §122A.41). This 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.

Student Learning and Achievement SMART Goal (35%)

Each year, individual teachers will set a student learning goal that will account for their student learning and achievement rating. Guidance for creating SMART goals and inquiry questions will be provided by the Department of Educational Services through coaches and the PLC process.

Determining the Rating for Student Learning and Achievement

Teachers will use the levels of performance below 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.

Rating	Levels of Performance for Student Learning and Achievement SMART Goal
4 (Distinguished)	This category applies when all students have 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 have 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.

Table 6: Student Learning & Achievement Goal Ratings

Summative Performance Rating & Conference

At the end of Cycle Year 3, the Summative Evaluator and teacher will meet in a summative conference. In this conference, the Evaluator shares the Teacher Summative Form, which includes:

- Teacher Practice Score
- Summative Evaluator Comments & Recommendations (strengths and areas for improvement)
- Summative Performance Rating

As shown in Figure 2 below, the summative performance rating is based on evidence from the two parts of the South St. Paul Teacher Growth, Development, and Evaluation Plan: *Part One–Teacher Practice*, and *Part Two–Impact on Student Learning and Achievement*. Put together, the two parts are used to determine a 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 Summative Performance Rating.

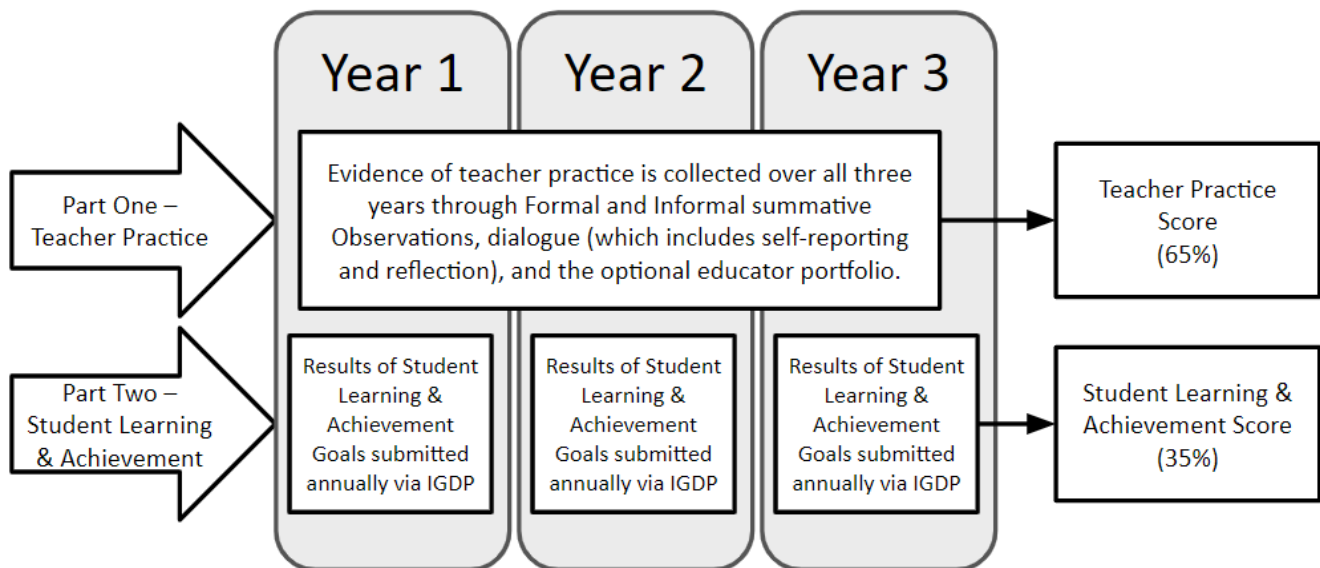


Figure 2: Parts of the Summative Performance Rating

Determining the Summative Performance Rating

For the summative evaluation, the assigned Summative Evaluator first determines a score for *Part One–Teacher Practice* and a rating for *Part Two–Student Learning and Achievement*. The two parts are then used to numerically calculate a summative score and 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.

Summative Performance Rating Example

Summative Evaluators use the following process:

1. Assign the Teacher Practice Score and Student Learning & Achievement SMART Goal Rating.
(See columns 1 and 2 in the example calculation in Figure 3)
2. Multiply the numerical value for each part by the weight assigned to that part.
(See column 3 in the example in Figure 3)
3. Add the resulting products together to determine the summative score.
(See column 4 in the example in Figure 3)
4. Determine the Summative Performance Rating.
(See the circle and arrow in the example in Figure 3)

Example Calculation of Summative Score

Parts of Evaluation System	Score/Rating	Weight	Products
Part One–Teacher Practice Score	3.5	.65	2.275
Part Two–Student Learning and Achievement SMART Goal Rating (averaged from cycle years 1-3)	3*	.35	1.05
Add Products for Summative Score			3.325
<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 3: Determining the Summative Performance Rating

<p>Performance Rating 4: Distinguished</p> <p>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.</p>
<p>Performance Rating 3: Proficient</p> <p>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.</p>
<p>Performance Rating 2: Basic</p> <p>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.</p>
<p>Performance Rating 1: Unsatisfactory</p> <p>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.</p>

Table 2: Performance Level Ratings

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

Non-Disclosure

- A. The Summative 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 Summative 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.

Advancing Practice Process (APP)

Philosophy & Purpose

The South St. Paul Teacher Growth, Development, and Evaluation Plan is grounded in the philosophy that teachers can improve with appropriate time and support. The purpose of the Advancing Practice Process (APP) is to support continuing contract teachers not meeting professional teaching standards in improving their craft (in accordance with MN Statutes 122A.40). This process should be developed and implemented *with* a teacher, with growth-focused conversations through the process.

Level 1 Process

Guidelines

A teacher may complete a Level 1 APP if

- Teacher has been given time to improve (i.e. additional observations)
- Areas for growth or improvement require individualized plan of support
- A rating of Unsatisfactory in a single component is assigned in the Teacher Practice Score

Implementation: A Level 1 APP will be implemented no later than 20 school days after the summative conference that precipitated it. A teacher completing the APP will repeat cycle year 3.

SSPTA Role: A teacher has the right to union representation throughout the development and implementation of the process. The District shall notify the SSPTA that a teacher is undergoing the Level 1 process, but the identity of the teacher will be shared with the SSPTA only with the written consent of the teacher.

Advisor: A Peer Coach, chosen by the teacher, who works with the teacher to develop an action plan. An Advisor will serve as a confidential support in this process.

Action Plan:

A. Goal

- a. determined by the summative conference rating that precipitated the plan
- b. linked to *Updated FFT* or board policy

B. Activities for training and support (offered by the District)

May include:

- a. Observing a colleague
- b. Co-planning with a coach (i.e. E&I Coach or Due Process Lead)
- c. Data audit with a coach (i.e. E&I Coach or Due Process Lead)
- d. District-led workshops
- e. Book study/book clubs
- f. Additional observation cycles with a coach
- g. Focused work with an Advisor or Coaches
- h. Generally do not require additional administrative observations beyond standard requirements outlined in the TDE plan

C. Evidence

- a. Outlines evidence which will document the completion of activities

Final Assessment: Final assessment of a teacher's completion of a Level 1 APP 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. During the last trimester of the Level 1 APP, an observation by a peer coach (not the Advisor) and Department of Educational Services staff, focused on those areas that prompted the Level 1 APP, will determine whether it was completed successfully.

Next Steps:

If a teacher does not successfully complete the Level 1 APP, the teacher will be placed on Level 2 APP.

Level 2 Process

Guidelines

A teacher may complete a Level 2 APP if

- Areas for growth or improvement require individualized plan of support outside of the scope of resources that Coaches can provide
- Teacher does not successfully complete the Level 1 process

Implementation: A Level 2 APP will be implemented no later than 20 school days after the summative conference that precipitated it. A teacher completing the APP will repeat cycle year 3.

SSPTA Role: A teacher has the right to union representation throughout the development and implementation of the APP. The District shall notify the SSPTA of the teacher's building and assignment when placed on a Level 2 APP, but the identity of the teacher will be shared with the SSPTA only with the written consent of the teacher.

Advisor: A Peer Coach, chosen by the teacher, who works with the teacher to develop an action plan. An Advisor will serve as a confidential support in this process.

Trained Mentor: A Trained Mentor, assigned by the District, will work with the teacher and Advisor to develop and complete an action plan. The Trained Mentor will serve as a confidential support in this process. The District and the SSPTA shall determine the qualifications for trained mentors. The Trained Mentor may share information about the teacher's performance with written permission of the teacher.

Action Plan:

A. Goal

- a. determined by the summative conference rating that precipitated the plan
- b. linked to *Updated FFT* or board policy

B. Activities for training and support (offered by the District):

May include—

- a. Observing a colleague
- b. Co-planning with a Coach (i.e. E&I Coach or Due Process Lead)
- c. Data audit with a Coach (i.e. E&I Coach or Due Process Lead)
- d. District-led workshops
- e. Book study/book clubs
- f. Additional observation cycles with a Coach
- g. Focused work with an Advisor, Coaches, or Trained Mentor
- h. Generally do not require additional administrative observations beyond standard requirements outlined in the TDE plan

C. Evidence

- a. Outlines evidence which will document the completion of activities

Final Assessment: Final assessment of a teacher's completion of Level 2 APP 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. During the last trimester of the Level 2 APP, an observation by an Evaluator, focused on those areas that prompted the Level 2 APP, will determine whether it was completed successfully.

Next Steps

If a teacher does not successfully complete the Level 2 APP, the teacher may either be required to complete a second year on Level 2 or may be recommended for discipline and/or termination. In accordance with MN Statutes §122A.40, a teacher who does not make adequate progress after receiving identified support through the APP must be disciplined. 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

Approx. Dates	Actions
<p>Beginning of School Year (Aug - Oct)</p> <p><i>Reflect, Set Goals, Make a plan</i></p>	<ul style="list-style-type: none"> ● Self-Assessment <ul style="list-style-type: none"> ○ Complete & Submit ● Peer Review <ul style="list-style-type: none"> ○ Initial Meeting with a Peer Coach ○ Set goals, begin IGDP, schedule observation ● Individual Growth and Development Plan <ul style="list-style-type: none"> ○ Write your Professional Growth Goal <ul style="list-style-type: none"> ■ Select at least 2 component focus areas ■ At least one component should be in Domain 2 or 3 ○ Write a Student Learning & Achievement (SLA) goal <ul style="list-style-type: none"> ■ with guidance from Dept of Educational Services ● PLCs <ul style="list-style-type: none"> ○ Identify inquiry question or SMART goal
<p>Throughout School Year (Sep - April)</p> <p><i>Implement IGDP</i></p>	<ul style="list-style-type: none"> ● Peer Review <ul style="list-style-type: none"> ○ Schedule observations and complete observation process <ul style="list-style-type: none"> ▪ Pre-Observation Form ▪ Post-Observation Form ▪ IGDP reflections ● Individual Growth and Development Plan <ul style="list-style-type: none"> ○ Write reflections in IGDP for each observation focus ○ Complete SLA action plan ● PLC <ul style="list-style-type: none"> ○ Collaborate to implement team-identified action plan to improve student learning ○ Collect and review evidence of student learning ● Informal Observations (Cycle Year 1&2) <ul style="list-style-type: none"> ○ Review, reflect on, and acknowledge feedback from administrators regarding student engagement ● Formal Observations (Cycle Year 3 ONLY) <ul style="list-style-type: none"> ○ Complete process with Summative Evaluator ● Portfolio (optional) <ul style="list-style-type: none"> ○ Gather evidence around teacher practices & student engagement practices; submit via electronic portfolio
<p>End of School Year (April - May)</p> <p><i>Reflect</i></p>	<ul style="list-style-type: none"> ● Individual Growth and Development Plan <ul style="list-style-type: none"> ○ Complete Self-Reflection ○ Assign goal ratings for Student Learning and Achievement Goal ○ Meet with a Peer Coach to finalize ● Summative Evaluation Conference (Cycle Year 3 ONLY) <ul style="list-style-type: none"> ○ Submit portfolio of evidence to Summative Evaluator (optional) ○ '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

Approx. Dates	Actions
<p>Beginning of School Year (Aug - Oct)</p> <p><i>Reflect, Set Goals, Make a plan</i></p>	<ul style="list-style-type: none"> ● Self-Assessment <ul style="list-style-type: none"> ○ Complete & Submit ● Peer Review <ul style="list-style-type: none"> ○ Initial Meeting with a Peer Coach ○ Set goals and begin IGDP ○ Complete one Peer Coach observation ● Individual Growth and Development Plan <ul style="list-style-type: none"> ○ Write your Professional Growth Goal <ul style="list-style-type: none"> ■ Select at least 2 component focus areas ■ At least one component should be in Domain 2 or 3 ○ Write a Student Learning & Achievement (SLA) goal <ul style="list-style-type: none"> ■ with guidance from Dept of Educational Services ● PLCs <ul style="list-style-type: none"> ○ Identify inquiry question or SMART goal ● Evaluation Process (with a Summative Evaluator) <ul style="list-style-type: none"> ○ 1st Formal Observation should occur in the first 90 days
<p>Throughout School Year (Sept - March)</p> <p><i>Implement IGDP</i></p>	<ul style="list-style-type: none"> ● Individual Growth and Development Plan <ul style="list-style-type: none"> ○ Write reflections in IGDP for each observation focus ○ Complete SLA action plan ● PLC <ul style="list-style-type: none"> ○ Collaborate to implement team-identified action plan to improve student learning ○ Collect and review evidence of student learning ● Formal Observations (with Summative Evaluator) <ul style="list-style-type: none"> ○ complete a total of 3 observation cycles ● Portfolio (optional) <ul style="list-style-type: none"> ○ Gather evidence around teacher practices & student engagement practices; submit to your Evaluator via electronic portfolio
<p>End of School Year (April - May)</p> <p><i>Reflect</i></p>	<ul style="list-style-type: none"> ● Individual Growth and Development Plan <ul style="list-style-type: none"> ○ Complete Self-Reflection ○ Assign goal ratings for Student Learning and Achievement Goal ○ Meet with a Peer Coach to finalize ● Summative Evaluation Conference <ul style="list-style-type: none"> ○ '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

Approx. Dates	Actions		
Aug - September <i>Create a plan to ensure minimum number of observations</i>	<ul style="list-style-type: none"> ● Create a plan for Informal Observations <ul style="list-style-type: none"> ○ one for each CCY 1 and CCY2 educator ● Create a plan for Formal Observations <ul style="list-style-type: none"> ○ P1 observations should occur in the first 90 days of employment ○ three for P1, P2, and P3 ○ one for CCY3 		
October November December January February March	Complete Probationary Round 1 Formal Obs Complete Probationary Round 2 Formal Obs Complete Probationary Round 3 Formal Obs	<u>All CCY 3</u> Complete 1 Formal Observation for each educator	<u>All CCY1 & CCY2</u> Complete 1 Informal Observation for each educator
~April 1	Summative Conferences Due		
April - May <i>Conduct Summative Evaluation Conferences</i>	<ul style="list-style-type: none"> ● Summative Evaluation Conferences: Probationary <ul style="list-style-type: none"> ○ Schedule ○ Review evidence of teacher practice and student engagement from previous observation feedback from Formal Observations from current year ○ Review portfolio (if submitted by educator) ○ Determine Teacher Practice Score for each Domain 1-4 ○ ‘Submit’ Probationary Teacher Summative Form <ul style="list-style-type: none"> ▪ Print hard copy and send to Human Resources ● Summative Evaluation Conference: Cycle Year 3 <ul style="list-style-type: none"> ○ Schedule ○ Review evidence of teacher practice and student engagement from previous observation feedback <ul style="list-style-type: none"> ▪ Formal Observations from current year ▪ Informal Observations from year 1 and year 2 ○ Review portfolio (if submitted by educator) ○ Determine Teacher Practice Score for each Domain 1-4 ○ Determine Student Learning & Achievement Rating ○ ‘Submit’ Continuing Contract Teacher Summative Form <ul style="list-style-type: none"> ▪ Print hard copy and send to Human Resources 		

NOTE: All electronic forms for TDE are found in the online Frontline Professional Development & Evaluation system.

Peer Coaches

Approx. Dates	Actions	
August	<ul style="list-style-type: none"> ● Develop case load ● Create a plan to ensure minimum number of observations 	
September	<ul style="list-style-type: none"> ● Schedule Initial Meetings with probationary staff & CCY3 staff <ul style="list-style-type: none"> ○ Review TDE requirements ○ Support teachers in developing IGDP ○ Schedule observations for probationary year 1 educators 	
October	<ul style="list-style-type: none"> ● Complete Observations with probationary staff (one) ● Complete Observations with CCY3 staff (one) 	Complete Initial Meetings with CCY1 & CCY2 staff
November December January February March	Complete Mid Year Meetings with Probationary & CCY3 staff Prepare probationary staff for Summative Conferences	Complete observation cycles with CCY1 & CCY2 staff (two)
April - May	<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.

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, 2024 through June 30, 2027. 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 -June 30, 2027.

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

For _____
South St. Paul Teachers' Association

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

President

School Board Chair

Vice President

School Board Vice Chair

Negotiations Representative

Director of Human Resources

Date

Date



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: October 14, 2024

Place on Agenda: Work Session

Action Requested: None.

Attachment: None.

Topic: Student School Board Representative Highlights
Presenter(s): Amal Fickak and Jackson Schultz
Background: Student School Board Representatives Amal Fickak and Jackson Schultz will share insights on topics related to Director Amy Winter's student assessment presentation on Monday evening, including the new cell phone policy, Packer Pathways courses, and College and Career support. They will also provide a brief recap of recent events, including Homecoming.
Recommendation: None
Alternatives: N/A

Passionate Learners Positively Changing Our World



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Place on Agenda: Work Session

Action Requested: None. Review and Discussion Only

Attachment: None.

Topic: Public Relations and Community Engagement
Presenter(s): School Board Members
School Board members will engage in conversation regarding opportunities to partner with the students, staff, and families of South St. Paul Public Schools, as well as the greater South St. Paul community, to continue moving the District's mission and vision forward.
Recommendation: N/A
Alternatives: N/A

Passionate Learners Positively Changing Our World



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: October 14, 2024
Place on Agenda: Work Session
Action Requested: None. Review and Discussion Only
Attachment: None.

Topic: 2023-24 Superintendent Evaluation Timeline and Process
Presenter(s): Board Chair John Raasch
Background: On Monday evening, Board Chair John Raasch will review and discuss the 2023-24 Superintendent Evaluation Timeline and Process.
Recommendation: N/A
Alternatives: N/A

Passionate Learners Positively Changing Our World



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Place on Agenda: Work Session

Action Requested: None. Discussion Only.

Attachment: None

Topic: Committee Updates
Presenter(s): School Board Members
Background: School Board members will provide an update for the following committees that they serve on: <ul style="list-style-type: none">● District 917● AMSD● Community Education● Educational Foundation● Finance, Facilities, and Long-Range Planning● Local Issues● Policy● SSP Open Foundation● Superintendent Executive
Recommendation: N/A
Alternatives: N/A

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