Teacher Development and Evaluation

Summative Evaluations

The summative evaluation occurs once every three years for a tenured staff member. The evaluation is SUMMATIVE and not based on a single classroom/job observation but instead on multiple instructional and professional experiences. The educator will have the opportunity to have an announced observation prior to the conclusion of the summative evaluation. The Summative Evaluation brings together all components of TD&E.

- Student Achievement
- Student Engagement
- Educator Practice
- Peer Collaboration
- Individualized Growth and Development Plans

Summative evaluations measure every domain on the evaluation tool. The summative evaluation is comprised of 35% Student Achievement and the remaining 65% is made up of Student Engagement, Educator Practice, Peer Collaboration, and Individualized Growth and Development Plans. The TD&E Oversight Committee recommends at least TWO points of contact prior to the announced observation during the year of a summative evaluation. Points of contact can include, but are not limited to: extended classroom/job observation, a series of informal classroom/job observations, joint review of student data or professional coaching conversations.

The administrator will also conduct a pre-conference and post-conference to gather additional evidence. Administration may also request information be submitted prior to the observation to assist with determining performance levels for all domains. A signed summative evaluation summary will go into the educator's personnel file along with a signed copy of evaluation. The announced observation consists of a pre-observation conference, self-assessment, and post-observation conference.

- **Pre-observation conference**: It is recommended that the pre-conference occur within two school days of the observation. The pre-observation conference may occur on the same day of the observation. During the pre-observation conference, the employee should expect a conversation about their practices along with what to expect during the upcoming observation. It is estimated that pre-observation conferences will take 45 minutes. Pre-observation conferences can occur before school, during an educator's prep, during job-embedded time, or after school. Time devoted to this conversation is part of professional practice and does not receive additional compensation (e.g., loss of prep pay). Administration may request specific information be brought to the pre-observation conference. This resource (requires SPPS Apps login) can assist administration and teachers with preparing for a pre-observation conference related to the Standards of Effective Teaching (SET). Similar questions can be developed for other educator pre-observation conferences. Educators

SUMMATIVE FORM

The purpose of the post-observation conference is to review the employee's areas of strength, areas of growth, and discuss next steps related to professional development. The educator will receive a paper copy of the evaluation. Also during the post-observation conference components of TD&E will be reviewed and the evaluator and educator will complete the summative evaluation form. A signed copy of the evaluation and summative evaluation form will be sent to Human Resources within two weeks of the conference.

EVALUATION TOOLS

PDFs of evaluation tools can be found on the Educator Practice page.

Excel files of evaluation tools used for the self assessment can be found at the Human Resources website.

should expect directions about the pre-observation conference expectations from their administrator.

- **Self assessment:** Educators will complete a self assessment and reflection using the designated evaluation tool as part of the summative evaluation process. The self assessment and reflection serve as a summary of the educator's practice and are not based on a single observation and/or interaction. The purpose is to self-assess their professional practice as a whole. Educators will self assess each element within a domain by selecting performance level indicators. Educators will explain areas of growth and areas of strength. This will be on the evaluation Excel file. Administrators will share when they want the electronic self assessment completed and submitted, which could be prior to the pre-conference, before the observation or prior to the post-conference. Communication to the educator about the self assessment should come from the administrator to the educator when the announcement of the observation is made via email.
- **Announced observation:** No less than a one-week notice must be given to staff by email announcing the observation. Administration may give a window of time, or may choose to announce the specific date. For example, an observation will occur between November 2 – 6. An educator may share their preference of a date and/or time but the observation is NOT guaranteed to occur during the requested time slot. The summative evaluation for tenured staff is not feedback based on a single observation but instead the accumulation of evidence over time. The length of the announced observation should be at least 30 minutes. Ideally a complete lesson and/or job interaction will be observed. Administrators can choose to observe split classes to get a perspective of different content areas, grade levels, and/or transitions. For example, an observation that occurs midway through a math block and continues into a literacy block or an observation that starts partway through second period and continues into third period.
- **Post-observation conference:** The conference following the observation is completed within 10 school days of the observation, preferably sooner. The purpose of the post-observation conference is to review the employee's areas of strength, areas of growth, and discuss next steps related to professional development. The educator will receive a paper copy of the evaluation. The educator and evaluator will sign the form and the administrator will submit a copy to Human Resources within two weeks of the evaluation. Also during the post-observation conference components of TD&E will be reviewed and the evaluator and educator will complete the summative evaluation form. This includes; student achievement (PLC work and reflections), student engagement (survey reflections), educator practice, peer collaboration, and Individual Growth and Development Plans. A signed copy will be sent to Human Resources within two weeks of the conference. It is estimated that post-observation conferences will take 45-60 minutes. Post-observation conferences can occur before school, during an educator's prep, during job-embedded time, or after school. Time devoted to this conversation is part of professional practice and educators do not receive additional compensation (e.g., loss of prep pay). If necessary, a second post-observation conference may be scheduled if not all components of TD&E are reviewed in the meeting. Administration may request specific information be brought to the post-observation conference.

Lesson/instructional plans are a valuable part of the observation cycle. Lesson/instructional plans can be requested to be reviewed by administration. Saint Paul Public Schools and Saint Paul Federation of Teachers expect and require that planning include the following components; reference to standards, measurable objective or guiding questions, instructional strategies, and means of assessment. Plans can be requested at any time. Most administrators/supervisors will ask to review lesson plans as part of the summative review process. Administration will work with the educator to discuss when and how plans will be reviewed. For example, an administrator may request plans be brought to the pre-observation conference or have a copy available in the room when the observation occurs. More information about lesson plans can be found in the SPFT bargaining contract under the Statements of Intendant – Lesson Plans.

School administrators may request for administrators/supervisors from other departments to participate jointly in evaluations of staff in which they want additional expertise in that content area. Saint Paul Public Schools departments include; Office of Career and College Readiness (OCCR), Office of Early Learning (OEL), Office of Leadership Development (OLD), Office of Multilingual Learning (OML), Office of Specialized Services (OSS), and Office of Teaching and Learning (OTL). Educators will need to be informed via SPPS email that an additional evaluator will be present for the announced observation. Similarly, administrators/supervisors serving as the lead evaluators for the offices above, may request for school administration to participate jointly in evaluation of staff who are assigned to the respective school.

Itinerant staff supervised by a principal may request the principal of the school in which they spend the most amount of time to conduct the announced observation, thus the summative observation, instead of the principal that is listed as the 'home school' on their paycheck. The itinerant staff member should send an SPPS email jointly to the 'home school' principal and the principal in which they spend the most time to finalize details of the summative evaluation. The principal may reach out to get feedback from other administrators at schools in which the educator works. Itinerant staff members who are supervised by a district/department administer will have the summative evaluation conducted by that individual. This administrator may reach out to other administrator and/or principals of schools in which they provide services to get feedback.

Summative Evaluation Submission of Further Evidence

This process is for summative evaluations and not formative feedback sessions.

- Educator sends SPPS email to administrator stating that they would like to schedule a meeting to bring forth additional evidence for the summative evaluation. This email must be sent within two weeks of the post-observation conference.
- The administrator will notify the educator of a meeting time within one week of receiving the notice from the educator.
- The educator will bring forth additional evidence (student work examples, lesson plans, video, etc.) during the meeting. The educator and administrator will have a conversation around performance indicators for domain element in question.
- Within two weeks after meeting the administrator will communicate to the educator the outcome of the additional evidence related to the domain element brought forth.
- After this notice educators may submit a letter pertaining to their summative evaluation to their personnel file. This letter is turned into Human Resources.

Portfolio

An educator has the right to submit a portfolio in place of the summative evaluation. If an educator chooses the portfolio option then he/she will complete the requirements for portfolios from the National Board for Professional Teaching Standards or the respected national association of the licensure content area. The portfolio must be both based on current practices and active in the school year in which the summative evaluation occurs. Educators choosing this option must send an SPPS email to their principal/supervisor by October 1 of the summative evaluation year stating that they are selecting this option. A date and time will be scheduled for the principal/supervisor to review the portfolio. A post-conference will occur covering the employee's areas of strength, areas of growth, and discuss next steps related to professional development. Also during the post-observation conference components of TD&E will be reviewed and the evaluator and educator will complete the summative evaluation form.

Evaluations for Probationary Staff Members

Probationary (tenure-track) educators will receive three evaluations each of the three years prior to earning tenure. Each of these evaluations is summative up until that point of the school year and is not based on a single observation. It is up to the evaluator's discretion if the observations are announced or unannounced and if a pre-observation conference occurs. Evaluators may request that the tenure-track employee complete a self assessment and provide lesson/instructional plans. The conference following the observation is completed within 10 school days of the observation but preferably sooner. According to MN Statute, the first evaluation must be within 90 days of the start of employment, ideally Human Resources recommends within 45 days. The first evaluation for an employee beginning at the start of the school year must be completed prior to December 15, the second evaluation by February 28, and the third evaluation by April 15. More information about the probationary period, support, and professional development for tenure-track employees can be found in the [Teaching and Learning for Career Educators (TLCE) handbook]. Educators collaborating with a Peer Assistance and Review (PAR) consulting teacher will follow evaluation protocols set forth by the PAR Board (a joint collaboration between SPFT and SPPS).

Commonly Asked Questions

Who can serve as an evaluator in SPPS?
Principals, assistant principals, and district supervisors/administration with a valid administrative license and hired in that capacity can perform evaluations for SPFT bargaining members covered by TD&E. Administrative interns cannot conduct evaluations, but may jointly participate in the summative evaluation process (pre-observation conference, announced observation, and/or post-observation conference) alongside their principal and/or assistant principal. Administrative interns can review and provide feedback on Individualized Growth and Development Plan goals, Peer Collaboration reflections, Student Engagement reflections, and Student Achievement reflections.

Can my evaluation lead to an improvement plan?
If the evaluation overall is below standard, it could precipitate an improvement plan. If an educator is found to be performing below standard at any point, they may be placed on an improvement plan as outlined in the teacher collective bargaining agreement, Article 18, Section 1, Subd. 3. The TD&E Oversight Committee stresses that performance concerns should be addressed in a timely manner and not wait until the time of a summative evaluation. If the evaluation as a whole is not below standard, a discussion should take place with the administrator as to how the educator can make the needed improvements for the elements and/or domains that evidence indicates below standard performance.
If the evaluation as a whole is not below standard, a discussion should take place with the administrator as to how the educator can make the needed improvements for the domains/elements that are marked below standard.

It is recognized by Minnesota Law that administrators are able to enter classrooms at any time and conduct an evaluation on all or part of the standard evaluation tool, e.g., SET. The TD&E committee recognizes that administrators can observe teachers and give meaningful feedback on a regular basis during any part of the three-year cycle (e.g., feedback through classroom walkthroughs). If a teacher is found to be performing below standard at any point, they may be placed on an improvement plan as outlined in the teacher collective bargaining agreement, Article 18, Section 1, Subd. 3.

Saint Paul Public Schools, District 625 | 360 Colborne Street, Saint Paul, MN, 55102 | 651-767-8100 | communications@spps.org