

**SAINT PAUL PUBLIC SCHOOLS
PROPOSAL #20T
ARTICLE #20
06/20/2025**

**ARTICLE 20. TEACHING AND LEARNING FOR CAREER EDUCATORS
SECTION 1. Effective Standards for Teaching and Learning**

SUBD. 1 RATIONALE: Update language to align with current practices in that the TD&E Oversight Committee engages in reviewing and revising the TD&E performance evaluation system.

SUBD. 2 RATIONALE: Correct error in state statute

SUBD. 3 RATIONALE: Move the highlighted portion from Subd. 5 to Subd. 3 and create 3.1 to be in alignment/organized with contract language regarding Peer Assistance and Review for Probationary Teachers. Clarify that the induction pay is only during the year they work with a PAR educator rather than all years during the probationary period.

SUBD. 4 RATIONALE: Clarify inconsistent language in Article 14 Section 2 Subd. 4 4.1 and Article 20 Section 1 Subd. 4 and update language to align with current compensation options agreed upon in an MOA.

SUBD. 5 RATIONALE: Move the highlighted portion to Subd. 3 and create 3.1 to be in alignment organization with contract language regarding Peer Assistance and Review for Probationary Teachers.

Subd. 1. The Standards of Effective Teaching. The Standards of Effective Teaching **and standards for all other professional license areas** were developed to provide a framework for meaningful discussion and assessment of teaching practice. ~~They are primarily derived from Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* and~~ **The Standards of Effective Teaching and standards for all other professional license areas** serve as the foundation for all aspects of this memorandum of agreement, including observation and evaluation of teachers. The Standards will be reviewed by the ~~PAR Board every even starting school year~~ **TD&E Oversight Committee on a regular basis** and presented to the Board of Education and the Saint Paul Federation of Educators. **The TD&E Oversight Committee will be**

charged with revising the performance evaluation system to ensure alignment with MN state statute. ~~The Standards of Effective Teaching and standards for all other professional license areas are available online at: http://hr.spps.org/Performance_Evaluation_Forms.html The PAR Board will be charged with revising the performance evaluation system to be in line with the legislated mandates enacted by the state of Minnesota during the 2011 legislative session.~~

Subd. 2. Assessment Systems for Teachers. Licensed administrators will use the Standards of Effective Teaching to periodically observe and assess tenured staff. Probationary teachers will have at least three (3) formal observations and evaluations during each year of their probationary period in accordance with Minnesota State Statute 122A.401. Additional observations and evaluations will be provided as deemed necessary by the supervising administrator. A licensed administrator will complete these observations, post-observation conferences and summary evaluations. The principal will make a recommendation to renew or non-renew a probationary teacher's contract and the principal will convey this decision to the teacher by May 15. Probationary teachers will receive assistance from the Peer Assistance and Review program.

Subd. 3. Teacher Assistance Program.

Teachers experiencing serious instructional difficulties may be placed on an Improvement Plan in accordance with the following process. However, at the discretion of the teacher, the Peer Assistance and Review program may be used in addition to the Improvement Plan process described below. In a case where the teacher chooses to participate in the Peer Assistance and Review program the principal will carry out the steps of the Improvement Plan process outlined below but the teacher may choose not to attend the post observation conference with the principal mentioned in item 4, below. The choice of the teacher to participate in the Peer Assistance and Review program must be communicated, in writing, to the principal within five (5) school days of the meeting mentioned in item 2, below. Nothing in this section shall prevent principals from observing and evaluating teachers or prevent the District from exercising its authority to discharge a teacher for inefficiency in teaching pursuant to Minn. Stat. 122A.41. The purpose of using the Teacher Assistance Program in addition to the Peer Assistance and Review program is to allow the teacher to identify an additional method of support that will allow them to address identified instructional difficulties. The assigned PAR consulting teacher may attend any post observation conference at the request of the teacher.

3.1 Probationary teachers in the year they work with a PAR educator will be paid the Professional Development rate in Appendix D for at least one (1) hour of induction time

per week to take place before or after the regular school day. In addition, probationary teachers can utilize one (1) hour per week of job embedded professional development time for induction activities. Probationary teachers who do not receive job embedded professional development time shall be paid at the Loss of Preparation Time rate in APPENDIX D for at least one (1) hour of induction time per week to take place before or after the regular school day. Induction activities shall include work with a PAR educator, lesson planning, and other work necessary to orient the teacher and allow the teacher to develop skills.

Subd. 4. New Teacher Orientation. New probationary teachers are required to attend a new teacher orientation program, receive mentoring assistance and complete coursework during their probationary period as required by the District. ~~Stipends~~ **The hourly rate of pay for workshops in Appendix D**, release time, or in-service credits will be provided for all training days **with option given to teachers on type of compensation when feasible. Compensation for teachers in Lane 12/13 or 14 in Appendix A - Salary Schedule will receive release time or the hourly rate of pay for workshops in Appendix D.**

Subd. 5 Achievement of Tenure

Teachers shall be governed by the achievement of tenure program. The achievement of tenure program shall allow teachers to add new skill areas during probation. First year teachers in secondary schools will be assigned no more than three (3) different courses to teach during any grading period. This language does not apply to schools funded under ALC, special education, other alternative settings or secondary schools with enrollment under 100 students per grade level. No first year teacher shall be assigned to teach from a cart. ~~Probationary teachers in the year they work with an educator will be paid the Professional Development rate in Appendix D for at least one (1) hour of induction time per week to take place before or after the regular school day. In addition, probationary teachers can utilize one (1) hour per week of job embedded professional development time for induction activities. Probationary teachers who do not receive job embedded professional development time shall be paid at the Loss of Preparation Time rate in APPENDIX D for at least one (1) hour of induction time per week to take place before or after the regular school day. Induction activities shall include work with a PAR educator, lesson planning, and other work necessary to orient the teacher and allow the teacher to develop skills.~~