



## St. Louis Park Public Schools

*Achieving success, one student at a time!*

### St. Louis Park Public Schools Tenured Teacher Development & Evaluation Plan

*was created collaboratively  
by representatives of*

**K-12 Teachers, Park Association of  
Teachers Leadership (PAT),  
Building Principals, and School  
District Leadership**



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The Statute

MN Statutes sections 122A.40 and 122A.41 define requirements for teacher evaluation. According to statute, districts must have begun evaluating teachers in school year 2014-2015.

By law, the TDE Plan must include:

- A peer review process
- A three year review cycle
- Individual growth and development plan
- Summative evaluation by a qualified and trained evaluator
- Portfolio option
- Longitudinal data on student engagement
- Growth data for students based on valid and reliable measures
- Professional learning communities
- Staff development with coordinated evaluation
- Teacher improvement process
- Discipline for teachers not making adequate progress in the teacher improvement process

## Foundational Beliefs

The foundation for building a local Teacher Development and Evaluation (TDE) plan for St. Louis Park Public Schools is grounded in our shared beliefs.

We believe the collaborative process of developing a TDE plan will make the plan stronger.

We believe in continuous growth and improvement for all educators.

We believe the evaluation process should be clear and consistent for all educators in our District.

We believe high quality teaching with a focus on racial equity has a positive impact on student achievement and will help us in closing the achievement gap.

We believe our local plan will need to be regularly reviewed and updated as professional needs in the District change.



## Criteria & Components

Although principals and/or trained evaluators are encouraged to take a holistic view of the teacher during the evaluation process, a teacher's evaluation will be based on the following criteria in two main components:

### Component 1: Teacher Practice and Student Engagement (65%)

- Evaluation done by principal or program supervisor, including an observation with a pre and post-observation conversation (40%)
  - Done in third year of evaluation cycle (T3)\*
  - Uses a simplified version of the ATPPS observation form  
*2-3 pieces of evidence for each component*
  - Uses Evaluative Scale  
*Distinguished/Proficient/Basic/Unsatisfactory*
  - May include documented, informal observations done by school administrator (walk through, staff meetings, CARE Team work, PLCs)  
*An informal observation must be documented if the information gathered will be included in the teacher evaluation*
- Student Engagement Surveys (25%)
  - Teacher schedules a student engagement survey during a calendar window identified by the School District
  - Once per year for all teachers even if it is not her/his evaluative year
  - Survey group includes students for whom teacher is responsible
  - Survey tool will vary by age: K-2 / 3-5 / 6-12+ / ABE
  - Teacher will write a professional reflection of final survey results

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\* Approximately one third of the tenured teachers will be evaluated each year of the 3-year cycle.

\*\* Student Engagement Survey results and reflections will be viewable by evaluators.

Survey results are not specially rated or ranked but are considered as one of many factors when a principal or supervisor evaluates a teacher.

## Component 2: Student Growth and Achievement Goals (35%)

- All goals are aligned under the District expectation of closing the achievement gap, including site/building goals and PDPs
- Scores from each year in the evaluation cycle will be considered
- All goals use baseline data each year
  - District Goal (15%) - Determined by the District
    - *Both reading and math*
    - *Provided during Data Retreat each year using District MCA - performance data*
  - Building Goal (10%) - Determined by the School
    - *Either reading or math*
    - *Based on targeted need*
    - *Principal determines targeted groups and goals with building leadership group at the Data Retreat or start of school year (may use MAP, FAST growth data)*
  - CARE Team Plan (10%) - As part of CARE Team
    - *Aligned with district and building goals or state standards*
    - *Same Care Team Plan as for ATPPS*
    - *PDP is shared with principal in the fall*
    - *Principal will be able to see Care Team Plan, but not private coaching conversations.*



Component Ratings

Each component is given a rating for the summative evaluation by the principal. The teacher will be given one rating for Teacher Practice & Student Engagement, and one rating for Student Growth and Achievement.

Distinguished (4)	Evidence of exceptional performance exists. The teacher exceeds performance standards and shows leadership, initiative, and the ability to model and mentor colleagues.
Proficient (3)	Evidence of strong performance at a rigorous level exists. The teacher integrates knowledge, is collaborative, and consistently demonstrates reflective practice.
Basic (2)	Limited evidence of satisfactory performance exists. Development is needed in some performance areas. Improvement is expected.
Unsatisfactory (1)	Evidence exists that performance is consistently below standards. Assistance and significant improvement are required.

## Teacher Support Plan

In the event a teacher receives a rating of a one or a two in either of the two components, the principal/program administrator may initiate a Teacher Support Plan.

- The Teacher Support Plan will include assigning the teacher to repeat Year 3 of the evaluation cycle immediately the next school year
- The Teacher Support Plan will provide additional supports for a teacher needing to show improvement in all or part of one or both of the components.
- These additional supports may include increased professional development in the area(s) of need and opportunities for the teacher to observe other proficient or distinguished teachers.
- The Teacher Support Plan will be lead by the school principal or program administrator and will be developed in collaboration with the teacher.





# Tenured Teacher Development & Evaluation Plan

## Timeline

The first two years of the three-year Evaluation Cycle (T1 & T2) are identical.

Year 1 and Year 2 (T1-T2)		
Task		Completed by
Fall	Peer Observation Cycle #1	December 1
	Care Team Plan in PS Perform	October 31
	Student engagement survey scheduled by teacher	Within Observation Window
Winter	Peer Observation Cycle #2	Goal is February 28 - before Spring Break
	Care Team Mid Year Check & Reflection placed in PS Perform	January 31
Spring	Peer Observation Cycle #3	May 15
	Care Team End of Year & Reflection(s) placed in PS Perform <ul style="list-style-type: none"><li>• Best Practice Reflection (optional; used for relicensure)</li></ul>	May 31
	Student Engagement Survey Results and Reflection placed in PS Perform	May 31



The third year (T3), or Evaluative Year, requires three peer observations as well as one evaluator observation and a summative evaluation.

Evaluators would want all observations done around April 30 so that May could be spent finishing up the evaluative paperwork.

Year 3 (T3)		
Task		Completed by
Fall	Peer Observation Cycle #1	<i>December 1</i>
	Care Team Plan in PS Perform	<i>October 31</i>
	Student engagement survey scheduled by teacher	<i>Within Observation Window</i>
Winter	Peer Observation Cycle #2	<i>Goal by February 28 - before spring break</i>
	Care Team Mid Year Check & Reflection placed in PS Perform	<i>January 31</i>
Spring	Peer Observation Cycle #3	<i>May 15</i>
	Student Engagement Survey Results and Reflection placed in PS Perform	<i>March 15</i>
	Evaluator's Observation	<i>Completed by April 30 (done anytime during the year)</i>
	Care Team End of Year & Reflection(s) placed in PS Perform	<i>May 31</i>

Summative meeting with Evaluator after MCA data and District and building results are known – September to early October.

# Tenured Teacher Development & Evaluation Plan

## Glossary of Terms

**Evaluation Cycle:** Three years (P1-P3 for probationary teachers and T1-T3 for tenured).

**Evaluative Year:** The third year (T3) of the tenured teacher Evaluation Cycle.

**Trained Evaluator:** Administrator(s) responsible for the summative evaluation.

**Summative Evaluation:** Final Evaluation paperwork done by the trained evaluator at the end of the three-year Evaluation Cycle for tenured teachers.

**Peer Observation Cycle:** The three-part cycle consisting of a pre-observation, observation and post-observation. Three cycles per year.

**Peer Observers:** Trained observers who are non-administrative in their job duties.

**Professional Portfolio:** Electronic folder within PS Perform for keeping observation paperwork, Professional Reflections, and Student Engagement Survey results; other artifacts may be included at teacher's choosing.

**ATPPS Observation Form:** Form used by Peer Observers for formal observations (Q-Comp).

**Professional Development Plan (PDP):** Individual Growth and Improvement Plan written by each teacher in the fall every year. 2021-22 replaced by CARE Team Plan.

**Student Engagement Survey:** Survey tool designed to measure student engagement. Differentiated tools for K-2 / 3-5 / 6-12/ABE.

**Professional Reflections:** A series of professional reflections done each year throughout the evaluation cycle by the teacher; reflections are shared in Professional Portfolio.

**PowerSchool Unified Talent:** PowerSchool Perform is the District's on-line system for TDE. PowerSchool Unified Talent Professional Learning (formerly TNL) will be used for on-line PD, relicensure information and transcripts.

# Comparison of TDE and ATPPS Components

	TDE Component	ATPPS Component
Peer Observation	X	X
CARE Team Plan	X	X
Student Engagement Survey and Reflection	X	
Principal or Administrator Observation	<div>X</div> <ul style="list-style-type: none"> <li>• Probationary all three years</li> <li>• Tenured at least every three years – 2-3 pieces of evidence per component or domain</li> </ul>	
District Goal	X	
Building Goal	<div>X</div> <div>(same goal as ATPPS)</div>	X

# Tenured Teacher Development & Evaluation Plan

## Online TDE Process

Please refer to District website ([www.slpschools.org](http://www.slpschools.org)) under the Human Resource Department's Employee Training tab.

*TDE forms and process are now in an online system at <https://slpschools.tedk12.com/perform>*

- *Observation Form for Peer Observers*
- *Observation Form for Evaluators*
- *CARE Team Plan (CTP) Form and Reflection*
- *Student Engagement Survey Tool & Reflection*

## Resources

<https://slpschools.tedk12.com/perform>


[www.education.state.mn.us/MDE/dse/edev/](http://www.education.state.mn.us/MDE/dse/edev/)

[www.educationminnesota.org/](http://www.educationminnesota.org/)

## Contact Information

- Your Building Principal or Site Administrator
- HR Staff for (PS Perform or Professional Learning) help
- Director of Human Resources
- Director of Research & Assessment for Student Survey help
- ATPPS Coordinator for ATPPS items (see grid on page 11)
- PAT President





*The TDE committee will continually monitor and evaluate the effectiveness of this plan and periodically update it as needed. As much as possible, all edits will take place at the conclusion of each school year. The committee will be comprised of representatives from the District and PAT membership, including Director of Teaching & Learning, Director of Human Resources, Director of Research & Assessment, ATPPS Coordinator, and PAT President.*



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6311 Wayzata Blvd.  
St. Louis Park, MN 55416