



## Teacher Development and Evaluation

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### Frequently Asked Questions

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#### General

##### **Is any part of a teacher's evaluation public? Can parents ask to see any of the data or documentation?**

The purpose of TD&E is to provide teachers with meaningful feedback to help them grow professionally. Parents and other members of the public will not have access to documents related to a specific teacher's evaluation.

##### **Do teachers receive a score at the end of an summative evaluation?**

Summative evaluations include data from teacher practice (Standards of Effective Teaching), student achievement (PLC work), and student engagement (surveys). Summative evaluations also include information from Individualized Growth and Development Plans. Teachers do not receive an overall score for a summative evaluation, even though they receive a compiled score on the Standards of Effective Teaching (SET).

##### **Where is all this paper stored? For example, student surveys and Individualized Growth Plans and results from the observations?**

Educators and schools are asked to maintain their own records. Saint Paul Public Schools is looking into electronic data storage options. A database of task completion will be kept for each teacher. A hard copy of the Standard of Effective Teaching (SET) evaluation will be stored in the teacher's personnel file.

##### **If 35 percent of a teacher's evaluation is based on student achievement, what is the other 65 percent?**

The other 65 percent is a combination of student engagement (surveys) and teacher practice (Standards of Effective Teaching). Teachers should use all components (teacher practice, student achievement, and student engagement) as a guide for their individualized growth plans, in conversations with principals, in PLC work, and in setting personal goals. All three components will guide a professional growth and development plan established by the teacher.

##### **Are there any educators who are exempt from TD&E?**

Yes. Teachers in the following areas are exempt from the TD&E process: occupational therapists, physical therapists, early childhood family education (ECFE) teachers, community experts, adult basic education teachers and long-term substitutes.

Counselors, nurses, social workers, school psychologists, speech and language pathologists, and career and technical education teachers are subject to TDE, but they will use a different rubric, and they won't have summative evaluations until 2015-16.

##### **My PLC meets outside the regular school day. When will we have time to plan for TD&E?**

If your PLC meets outside the regular school day, a PLC meeting to plan for TD&E will count as one of the four after school meetings per month you are required to attend as part of the bargaining agreement.

##### **How does this affect license renewals?**

Some of the elements from TD&E may be used towards a license renewal, for example reflections on student work. However details about evaluations are not shared with the State of Minnesota so they will not affect license renewals.

#### Student achievement

**How are the assessments selected? Do all content area teachers use the same assessment district-wide?**

Assessments are selected in PLCs by grade level and school, so they are not necessarily consistent across the district. A teacher who does not regularly work with peers in a PLC, such as a high school band teacher, may select the assessment in consultation with their principal. Principals regularly review assessments for rigor and appropriateness.

## Classroom observations

**How is performance scored on the Standards of Effective Teaching (SET)?**

Based on classroom observations and supplemental materials, feedback is categorized on a performance scale:

- Below Standard
- Developing
- Proficient
- Distinguished

An overall Below Standard rating can trigger an improvement plan, per the labor agreement with the Saint Paul Federation of Teachers.

**Where do the scores live? Is it online?**

Standards of Effective Teaching (SET) evaluations will be completed using an Excel spreadsheet. A hard copy of the evaluation will be given to the teacher and submitted to the teacher's personal file housed at Human Resources.

**Who can do a summative evaluation?**

Summative evaluations must be done by administrators, typically the school principal or assistant principal. The observer must hold an administrator's license and be currently employed as an administrator for Saint Paul Public Schools. That means that administrative interns cannot do a summative observation, but a district administrator can.

**Who decides who gets a summative evaluation the first year?**

Teachers who receive summative evaluations during the first year will volunteer for that opportunity. Remaining teachers will be randomly selected to have a summative evaluation either year two or year three. By the end of the third year, all teachers must have had one summative evaluation.

**Are the observations scheduled?**

Teachers must have a pre-conference with their observer to discuss their goals, and the final classroom observation prior to a summative evaluation is recommended to be scheduled in advance. The purpose of the observations is to support teacher growth. However, it is recognized that by Minnesota Law administrators are able to enter classrooms at any time and conduct an evaluation on all or part of the 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](#).

**When do the pre-conference and post-conference happen?**

Pre-conferences should be scheduled around the same time of the final classroom observation. A post-conference should occur within 10 school days of the classroom observation.

**Do principals see any documentation from the peer observations?**

Peer observations are private, and you do not have to show anyone if you don't want to. However, it may be useful to discuss your peer observation in your PLC or with your principal. In order to ensure accountability, teachers will need to submit some documentation that the peer review occurred. This will likely be in the form of a checklist that is signed by both the teacher and the peer observer. The oversight committee will determine this process.

**How are peer observers selected?**

There are peer [observers expectations and guidelines](#).

**What if I feel like my observer was not objective, or the feedback from my observer was not helpful?**

It is unlikely that an observer would provide subjective feedback, because observers must provide evidence for their claims. For example, observers can't simply say that students were not engaged. They must provide examples, such as, "Five students were on their cell phones and three were sleeping."

In any case, if a teacher believes that an observer was not objective, he or she may write a response to put with their summative evaluation in their personnel file.

**Can a teacher submit their portfolio for a master's program or other certification in place of a summative evaluation with their administrator?**

Teachers may submit their portfolio for National Board Certification in place of a summative evaluation, but no other portfolios may be used as a replacement.

**Can a principal or administrator still do a summative evaluation if I submit my portfolio for National Board Certification?**

An administrator can observe your classroom any time, regardless of whether you submit a portfolio. However, a principal does not *have* to do a full summative evaluation if a teacher submits a portfolio following the National Board Certification portfolio guidelines.

**I am a special education teacher or other specialist. Can I use a different rubric, or do I have to use the SET?**

Counselors, nurses, social workers, school psychologists, speech and language pathologists, and career and technical education teachers will use a different rubric. Special education teachers and other specialists must use the [SET](#). If you have concerns about the SET, please inform the [Oversight Committee](#).

**Can I request an observer from another building?**

We are looking into this and will get back to you. The TD&E program is aiming to have a large cadre of certified peer observers covering all content areas and grade levels.

**Will licensed coaches have to "borrow" classrooms and students in order to be observed?**

Yes, but it would have to be scheduled in advance. Ideally the teacher on special assignment (coaches) already has developed a relationship with the students over the course of the school year, so it won't seem abnormal for the students.

**How long are the observers in the classroom?**

Observers typically sit in on the class for one class period (secondary) or one content area (elementary). Typically this is 45-80 minutes depending on type of schedule that is in the building.

**[Ask a question](#)**

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