

Teacher Development and Evaluation

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What is observed?

Teachers

During classroom observations, trained observers collect information about instruction and student learning using the [Standards of Effective Teaching \(SET\)](#) rubric and the evaluated teacher's goals. The rubric measures the following four domains:

- **Elements of effective instruction (40%)**
- **Environment for learning (30%)**
- **Family engagement (15%)**
- **Professional responsibilities (15%)**



Each domain is broken down into elements. Each element has performance level descriptors for Below Standard, Developing, Proficient, and Distinguished. Elements denoted with an asterisk are weighted as double in domain calculations. Italicized areas under a performance level of distinguished will eventually move to proficient as Saint Paul Public School implements strategies around Personalized Learning.

Any part of the SET that is not applicable would be scored "n/a" and would not count against a teacher's cumulative score in the summative evaluation.

Learn about how SET scores are [calculated](#).

[Comparison](#) of SET to other evaluation rubrics.

Peer collaborators do not provide feedback on every section of the rubric, only the parts that the teacher identifies as being aligned to his or her specific goals. Each teacher identifies his or her own goals based on:

- [Individualized Growth and Development Plan](#)
- Feedback from prior observations
- Feedback from [student surveys](#)
- [Student achievement](#) results

A teacher will meet with his or her peer observer to have a pre-observation conference. During this time the teacher will communicate to the peer observer which element(s) of SET they want feedback. The teacher and peer observer will determine what data will be collected during the classroom visit. The peer observer will visit the classroom on the date and time asked for by the teacher to collect data. The teacher and peer observer will then have a post-observation conference to review data and provide feedback on performance indicators related to the SET domain elements selected. Lastly, the teacher will complete a reflection about the peer observation.

Summative evaluations, completed by an administrator, measures every domain of the rubric with a specific focus on the teacher's goals. The administrator will 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. The evaluation is SUMMATIVE and not based on a single classroom observation but multiple instructional and professional experiences. During the summative evaluation, the following information will be collected and presented:

- Administrator observations
- Confirmation that the teacher participated in peer observations

- Student achievement PLC form(s)
- Student engagement reflection(s)

Teachers have the opportunity to submit artifacts (student work, videotaped lessons, lesson plans, parent/guardian communication, etc.) showing evidence of meeting standard in elements that may not have been directly observed within 7 calendar days following the post conference.

The summative evaluation will go into the teacher's personnel file.

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](#).

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