

# Educator Support Pathway for Tenure Eligible Positions - Library Media Specialist

Projected Tenure of June 30, 2026

## [What is the Educator Support Pathway?](#)



**PowerSchool:** This website is where you register for courses and the district records your clock hours. Search courses by title or the course number provided to register.

VIDEO: [Course registration](#)



**Schoolology:** This website is where you will find your asynchronous courses. After registering for a course in PowerSchool, go to Schoolology and click courses. You should see an icon with the course name. Upon completion of work and any necessary grading by a facilitator, Schoolology will tell PowerSchool to assign you credit automatically.

**Compensation Note:** Educators in their probationary period will be compensated for Educator Support Pathway courses completed outside of the contract day. Other than the Year 2 SPFE course, all compensation will be in the form of in-service credits. Only educators in lanes 12/13 or 14 (MA+60/Ed.S/ Ph.D/Ed.D) will be eligible for supplemental pay.

## Year 1

### Mentor Mentee Program

MENTOR MENTEE/ESP: Mentor Mentee Program - Mentees

Mentoring is individualized, differentiated, and flexible to meet professional growth goals for educators just entering the field of education and those coming to SPPS with previous experience. New educators typically participate in the Mentor Mentee Program in their first year of employment. Most mid-year hires will work with a mentor during the year they are hired, and support will carry over into the next school year.



Location	Who registers?	Compensation	Time Commitment	Date Completed
Determine with your mentor	The mentoring lead will register you and help match you to a mentor. Your mentor will reach out to you.	You will receive up to 2.0 inservice credits upon completion to use toward a future lane change on the salary schedule. No supplemental pay.	10 hours per semester	

### Collaborative Content Cohort Year 1 for Library Media Specialists

ESP: Collaborative Cohort Year 1/AT - Library Media Specialist

Location	Who registers?	Compensation	Time Commitment	Date Completed
Look for email from district content specialists for times and locations	The facilitators of the course will register you for the course.	You will receive in-service credits if meeting outside the contract day. You receive 0.1 credits for each hour.	Up to 12 hours	

Register for one of the following Positive Climate courses

**Did you attend New Educator Week?**



Yes, take #19844



No, take #20901

**Positive Climate Course: Part 2, For Educators who attended New Educator Week  
Course: 19844**

Using Social Emotional Learning (SEL) Strategies and the PBIS Framework to build positive school culture. [Course description.](#)

Course will be released September 19, 2025.

**Complete**

- ☐ SCHOOL SUPPORT/MLR (R): Office of School Support for New Educators (PART 2)

Register on PowerSchool, Enter #19844 into search.

**Positive Climate Course: Office of School Support for New Educators (Full Course)  
Course: 20901**

Using Social Emotional Learning (SEL) Strategies and the PBIS Framework to build positive school culture. [Course description.](#)

Course will be released September 19, 2025.

**Complete**

- ☐ SCHOOLSUPPORT/MLR (R): Office of School Support for New Educators (Full Schoology Course)

Register on PowerSchool, Enter #20901 into search.

Please contact Angel Thomas (angel.thomas@spps.org) with questions.

Location	Who registers?	Compensation	Time Commitment	Date Completed
(Asynchronous) Course completion is in Schoology. First, register in Powerschool.	You need to register in Powerschool. Enter the course number of the proper course listed above into the search bar of Powerschool courses.	You will earn inservice credit for completion of the course. No supplemental pay.	2 hours (Course 19844)  4 hours (Course 20901)	

**Foundational Equity**

EQUITY/MLR (P1, P2): Foundational Equity for Educator Support Pathway

This course is under consideration for the 2025-26 school year. Please return to this document for updates and keep a look out for any announcements referring to this course.

**Formal Observations**

A formal observation cycle is one in which there is a self-assessment, pre-conference (optional), observation, and post conference. By MN Statute, non-tenured educators are required to have a minimum of three formal evaluations throughout the year by administration.

**Complete**

- ☐  
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## **Course Descriptions**

### **Positive Climate Course: Part 2**

This asynchronous course, facilitated by the Office of School Support team, will ask you to draw on your experiences in SPPS and discuss (and share) how we intentionally build strong relationships with students, respond to unexpected behavior, and strategies for repairing relationships. This course will also address how to manage your own stress in your role and how to build relationships with colleagues. In it, you will delve deeper into the work of Social Emotional Learning, Restorative Practices, and PBIS, applying your recent experiences and creating a toolbox of resources.

This course is completed outside of contracted time and educators are awarded 2 clock hours for relicensure along with 0.2 in-service credits to go towards a lane change for each part. These are PowerSchool-Schoology integrated courses and clock hours will be marked as complete the day following all course requirements are met. In-service credits are reviewed quarterly for completion and posted to PowerSchool.

### **Positive Climate Course (Full Course)**

This asynchronous session, facilitated by the Office of School Support team, will provide new educators with an overview of district-wide efforts to build positive school culture, including Social Emotional Learning (SEL) strategies, developing rituals and routines, and co-creating common expectations are all ways to promote positive culture in both your classroom and school. Now more than ever, it is vital that we create a sense of belonging and establish strong relationships with students.

Part 2 of the session will ask you to draw on your experiences in SPPS and discuss (and share) how we intentionally build strong relationships with students, respond to unexpected behavior, and strategies for repairing relationships. This course will also address how to manage your own stress in your role and how to build relationships with colleagues. In it, you will delve deeper into the work of Social Emotional Learning, Restorative Practices, and PBIS, applying your recent experiences and creating a toolbox of resources.

## **Optional Courses and Resources**

### ***Technology: Seesaw and Schoology***

Optional courses for Seesaw and Schoology are also available for educators to take based on lessons they are instructing for students at their school.

*Note: these are not required to achieve tenure and cannot replace another course needed for tenure.*

- Take the asynchronous [Schoology Onboarding Course](#) (Professional Learning section #91377) for a variety of modules covering many different aspects of using Schoology for instruction
- [Getting Started with Seesaw](#) (Professional Learning section #91239)
- [Using Seesaw for Instruction](#) (Professional Learning section #91260)
- [Seesaw Pioneer](#) (Professional Learning section #91243)

## **Educator Support Pathway**

The SPPS Educator Support Pathway is designed to support and provide feedback for educators as they undertake the important work of public education. The Educator Support Pathway provides professional learning opportunities that deepen educators' abilities to personalize learning and create safe, equitable learning environments for all.

Designed by SPPS and Saint Paul Federation of Educators (SPFE), the Educator Support Pathway leads to achievement of tenure for eligible positions under the teacher bargaining unit. Educators can access the Educator Support Pathway Schoology group for details and resources.

Various forms of mentoring assist educators throughout their probationary years. Educators participate in the Mentor Mentee Program during their first year of probation unless they are participating in mentoring/coaching from a department-specific program (e.g., school social workers or nurses). Related service teams, content areas, and departments may also have mentoring and coaching that occurs during probation for differentiated support.

Tenure-track educators who are governed by the SPFE contract complete professional development through a cohort model that meets each year of probation. Foundational professional development areas include: academic language, content specific, equity, personalized learning, positive culture and climate, and universal access.

SPFE offers a variety of professional development courses for members. As part of achieving tenure and based on their professional goals, probationary educators select an SPFE course (20 - 30 hours) to take during the second year of probation. Educators may start a course during year one.

Registration is required on PowerSchool to participate in professional development courses. Courses that meet an achievement of tenure requirement will be marked with AT in the title in PowerSchool. The educator's PowerSchool transcript is evidence of professional development completion.

According to [MN Statute 122A.41](#), the probationary period for tenure-track educators is three years, unless they have three consecutive years of teaching/ professional service in a Minnesota district or charter school. A probationary educator must complete at least 90 days of teaching/professional service during each year of the probationary period. Days devoted to parent-teacher conferences, educator workshops, other professional development opportunities, and days of absence do not count as days of service.

## **Feedback, Observations, and Evaluation**

Probationary educators receive at least three evaluations in each of the three years prior to earning tenure. Each of these evaluations is summative up to that point of the school year and is based on more than a single observation. Probationary employees will complete a self-assessment and can be asked to provide lesson/instructional plans. See details for [Probationary Feedback Cycles](#).

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; 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, with the second evaluation by February 28 and the third by April 15.