

# Educator Support Pathway for Tenure Eligible Positions - Teacher

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 - Specific Content Area

ESP: Collaborative Cohort Year 1/ESP - Content Name

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 upon completion. 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**

**Course: 19282** EQUITY/MLR (P1, P2): Foundational Equity for Educator Support Pathway

The Office of Equity provides this foundational training for educators that is required for the achievement of tenure. The course is divided into three sections; Getting to Know the Protocol 101, LGBTQ+ and Gender Inclusion, and the Equity Resources through the Center for Equity and Culture (CEC).

This course is completed outside of contracted time and educators are awarded 10 clock hours for relicensure along with 1.0 in-service credit to go towards a lane change. This is a PowerSchool-Schoology integrated course 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.



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 #19282 into Course search bar.	You will earn 1.0 inservice credit for completion of the course. No supplemental pay.	10 hours	

**August 2025 Update:** This is under consideration for the 2025-26 school year.

**Digital Learning - iLearn Sampler Course**

**Course: 19779** — PL: iLearn Sampler

Educators get to personalize their learning with a session of their choosing around creativity and instructional tools available for students and staff on SPPS issued iPads. Educators pick a 2-hour iLearn Sampler course to complete. Educators will be compensated at the PD rate of pay for the 2-hour session that meets the requirement for Educator Support Pathway. If desired, check out [optional Schoology and Seesaw support courses](#).

Please contact Amanda Madsen (amanda.madsen@spps.org) with questions.

**Update June 2024:** The iLearn course is no longer being offered. The course requirement is waived for educators that were not able to complete this course/requirement.

**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**

- 
- 
-

## Year 2

### Peer Assistance and Review (PAR) PAR/AT: Completion of PAR Program

SPFS requires all tenure-track classroom teachers to participate in the Peer Assistance and Review (PAR) program; most will work with a PAR educator during their second full year of employment. **Educators not matched with a PAR educator in their second year will be prioritized for support in their third year.**

Location	Who registers?	Compensation	Time Commitment	Date Completed
Various locations. Most often meeting with you in your classroom, school, or site.	The district PAR lead will register you for this course and assign credit upon completion.	2 hours of induction support pay per month (\$25/hr) 2 hours of loss of prep pay per month (\$40/hr)	4 meetings per month  You will earn 35 clock hours.	

### Collaborative Content Cohort Year 2 for Content ESP: Collaborative Cohort Year 2/AT - Content Name

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 upon completion. You receive 0.1 credits for each hour.	Up to 12 hours	

### Saint Paul Federation of Educators (SPFE) Course

SPFE offers a variety of professional development courses for members. Courses are research-based, created and delivered by educators, and provide opportunities for self-reflection, application and implementation. Probationary educators select an SPFE course (30 hours) based on their professional goals as part of achievement of tenure. Courses are most often taken during the second year of probation but can be started during year one if an educator chooses or during the third year. Educators will choose one of the following courses. Courses are offered year-round.

- Foundations of Effective Instruction I: Organizing the Classroom Environment for Teaching and Learning (R & S) (#19336)
- Managing Behavior in School Communities I (R & U) (#51493)
- School, Family and Community: Partnerships that Support Student Learning (R) (#53196)



Location	Who registers?	Compensation	Time Commitment	Date Completed
Varies. May be in person at the union office, zoom, or asynchronously offered in Schoology.	You need to register. Enter "SPFE" in Powerschool Course Search or search by course numbers provided above.	You may elect 30 hours of supplemental pay (\$25/hr) or 3.0 inservice credits used to apply towards a lane change on the salary schedule.	30 hours During the school year on Saturdays. Summer courses: Monday - Friday	

### 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

- 
- 
-

## Year 3

### Collaborative Content Cohort Year 3 for Content

ESP: Collaborative Cohort Year 3/AT - *Content Name*

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 upon completion. You receive 0.1 credits for each hour.	Up to 12 hours	

### Academic Language/Language Considerations and Demands (Multilingual Learners)

ESP: Academic Language Year 3/AT

**Course: 20855**

#### [Course Description](#)

This asynchronous course is self-paced with three hours worth of content. This course is completed outside of contracted time and educators are awarded 3 clock hours for relicensure along with 0.3 in-service credit to go towards a lane change.

The course will be released September 26, 2025 and must be completed by June 5, 2026. Please contact Sophie Ly ([sophie.ly@spps.org](mailto:sophie.ly@spps.org)) with questions.

Location	Who registers?	Compensation	Time Commitment	Date Completed
(Asynchronous) Course completion is in Schoology. First, register in Powerschool.	<b>You need to register</b> in Powerschool. Enter #20855 into Course search bar.	You will earn 0.3 inservice credits for completion of the course.	3 hours	

### 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

- 
- 
-

## **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.

### **Academic Language/Language Considerations and Demands**

Educators will participate in foundational professional development during Year 3 focusing on cultivating asset-based practices for multilingual learners. Educators will be able to:

- getting to know the assets of multilingual learners to strengthen comprehension and success
- identify language demands within their context and incorporate into lessons and communication
- develop co-teaching and/or collaboration with MLL team members

## 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)

### **What is the 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). SPPS requires all tenure-track classroom teachers to participate in the Peer Assistance and Review (PAR) program; most will work with a PAR educator during their second full year of employment. 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.