Educator Support Pathway for Tenure Eligible Positions - ECSE B-3 and 3-5 Inclusion Teachers on Primary Service Provider Teams

Projected Tenure of June 30, 2029

What is the Educator Support Pathway?

Why 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

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

Topics will Include:

- Evidence based instructional practices for working with children and their families in the community
- Due Process, progress monitoring and required reporting, Child Outcomes Summary form (COSF)
- Early Childhood and Infant Mental Health

Location	Who registers?	Compensation	Time Commitment	Date Completed
Look for email from district content specialists for times and locations.	Staff are responsible for following registration instructions provided in email.	You will receive in-service credits if meeting outside the contract day. You receive 0.1 credits for each hour.	Up to 12 hours	

Access the Educator Support Pathway Schoology group for details and resources.

ECSE/ESP: Best Practices in Early Interventions/Evidence-Based, Quality Intervention Practices (EQIP)
Registration and training information and dates will be sent via email at the beginning of the school year.

- Training dates: 10/9/2026, 11/13/2026, 12/18/2026, 1/15/2027, and 2/26/2027
- Contact erin.hamel@spps.org with questions.

Foundational Elements: Culturally Relevant Instruction, Authentic Family Engagement, Accessing Curriculum

Infant and Early Childhood Mental Health 101 Understanding Infant and Early Childhood Mental Health (IECHMH) is key to promoting the optimal development of very young children and their families. All children learn and develop in the context of their primary relationships. In this session, we will explore IECMH concepts and strategies within our work in ECSE. Topics will include the guiding principles of IECMH, the lens of Attachment/ Relationship in our work, Reflective Functioning in adults, and the impact of Trauma/ Stress on the brain and learning. Participants will increase their skills to promote healthy caregiver/child relationships and optimize developmental outcomes for children. Foundational Elements: Social Emotional Learning, Culturally Relevant Instruction, Restorative Practices	**Complete** ☐ ECSE/MLR(U): Infant and Early Childhood Mental Health 101 1 hour, Asynchronous **Course #: 53974**
Positive Behavioral Instructional Strategies in ECSE, 3 hours This session will focus on positive behavior interventions and supports in the early childhood learning environment. ● Course offered once per year. 3 hrs in-person. ● Recommended to be taken year 1. But also available to take in years 2 OR 3. ● Contact gina.paton@spps.org with questions. ● Foundational Elements: Positive Behavioral Interventions and Supports, Social Emotional Learning, Restorative Practices, Multi-tiered Systems of Support	**Complete** ☐ ECSE/ESP: PBIS Strategies for ECSE **9/21/26** 12:30-3:30pm 271 Belvidere, Rm: TBD

Fundamentals of Compliance **(Birth to Three)**

- Staff assigned to Birth to Three will attend Part C compliance training through ECSE leadership.
  - Please contact erin.hamel@spps.org with questions regarding B-3 Compliance Training.
  - Course Title: SPED/ESP: OSS New Licensed ECSE B-3 Staff - Fundamentals of Compliance

Fundamentals of Compliance Training for Special Education Teachers and Related Service Providers **(3-5 Inclusion)**
SPED/AT: OSS New Licensed Staff - Fundamentals of Compliance

- Staff assigned to 3-5 Inclusion will attend Part B compliance training through the Office of Specialized Services.

This learning series includes 9 one-hour monthly topics related to the effective implementation and monitoring of the due process laws that guarantee equal access and a free and appropriate public education to students with disabilities.

All new licensed special education staff including teachers and related service providers must attend all the sessions. Saint Paul Public Schools staff that has expertise and experience in the relevant topic teaches each session.

The nine session topics include:

- IEPs and Due Process Requirements
- The Evaluation Process
- The Evaluation Process for Culturally and/or Linguistically Diverse Learners
- Discipline and Behavioral Strategies
- Secondary Transition
- Assistive Technology and Universal Design for Learning

See the (3 - 5) Compliance To-do list with PowerSchool course numbers, dates, and times on the 2026-2027 Compliance To-Do List. Please contact christina.richardson@spps.org with questions.

Please contact sarah.zielinski@spps.org with questions regarding B-3 Compliance Training.

The Office of Specialized Services will contact educators regarding required trainings for Due Process, Ed Plan and/or Third Party Billing.

Location (online, in-person)	Who registers?	Compensation	Time Commitment	Date Completed
Some sessions are in-person and others are asynchronous. See complete Compliance To-Do List.	You need to register in Powerschool for all sessions. See complete Compliance To-Do List with details to register in Powerschool.	You must submit for supplemental pay ($27.50/hr). See the orientation guide for steps to submit and ask the facilitator for a clerk ID.	EdPlan Training - 1.5 hours Compliance Sessions - 1 hour each	❏ Sep ❏ Oct ❏ Nov ❏ Dec ❏ Jan ❏ Feb ❏ Mar ❏ Apr ❏ May

Formal Observations	Complete
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.	❏ ❏ ❏

Year 2

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

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. ***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 ($27.50/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

Topics will include:

- PBIS for early childhood settings (if not completed in year 1)

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 6 hours	

Positive Behavioral Instructional Strategies in ECSE, 3 hours

This session will focus on positive behavior interventions and supports in the early childhood learning environment. ***You do not need to complete this course if you completed it in Year 1.***

- Training date and registration information will be sent via email.
- Must be taken ONE time in years 1, 2 OR 3
- Contact gina.paton@spps.org with questions.
- Foundational Elements: Positive Behavioral Interventions and Supports, Social Emotional Learning, Restorative Practices, Multi-tiered Systems of Support

Complete

❑ ECSE/ESP: PBIS Strategies for ECSE

Fall, 2027
(In Person)

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.

Access the Educator Support Pathway Schoology group for details and resources.

- 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 ($27.50/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

Topics will include:

- Exploring the ECSE service model continuum
- PBIS for early childhood settings (if not completed in years 1 or 2)

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	

School Based Programs Conversation, 3 hours

Participants will leave with an understanding of ECSE school based programs and practices. Participants will view classroom videos across multiple settings and engage in a reflective discussion with colleagues.

Foundational Elements: District Operational Knowledge & Best Practice, School Systems, Standards-based Content and Curriculum Fluency

Complete

❏ ECSE/ESP: School Based Programs Conversation Year 3

February, 2029

Positive Behavioral Instructional Strategies in ECSE, 3 hours

This session will focus on positive behavior interventions and supports in the early childhood learning environment. You do not need to complete this course if you completed it in Year 1 or 2.

- Training date and registration information will be sent via email.
- Must be taken ONE time in years 1, 2 OR 3
- Contact gina.paton@spps.org with questions.
- Foundational Elements: Positive Behavioral Interventions and Supports, Social Emotional Learning, Restorative Practices, Multi-tiered Systems of Support

Complete

❏ ECSE/ESP: PBIS Strategies for ECSE

Fall, 2028
(In Person)

Academic Language/Language Considerations and Demands (Multilingual Learners)

ESP: Academic Language Year 3/AT

Course: 20855

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 28, 2026 and must be completed by June 4, 2027. Registration for the course will close May 28. Please contact Sophie Ly (sophie.ly@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 #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

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)

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 and ECSE 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.