

498 Evaluation of Certified Staff

I. Purpose

The purpose of this policy is to ensure that all tenured and probationary certified staff members are evaluated in accordance with Minnesota state statutes and the terms of the district master agreement. Inherent in an evaluation plan is a means for improving employee performance and ensuring continued instructional improvement.

II. General Statement of Policy

The district understands that effective teaching improves student achievement, making an evaluation and improvement plan an essential element of an educational program which promotes success for all students.

III. Definitions

- A. “Tenured Staff Members” are certified staff members who have met the requirements for teacher tenure as defined by the Minnesota state statute.
- B. “Probationary Staff Members” are certified staff members who have not met the requirements for teacher tenure as defined by the Minnesota state statute.
- C. “Teacher Assistance Plan” refers to the program which is developed with certified staff members, under the direction of the supervising administrator, in the case of an unsatisfactory evaluation, which is designed to remediate noted deficiencies.

IV. Certified Staff Evaluation Model

- A. Fridley Public Schools shall have a program of evaluation for all certified staff members. Each certified staff member shall be evaluated in accordance with Minnesota state statute and the district master agreement and the Fridley School District Alternative Compensation Plan (ACP).
- B. Tenured certified staff members shall be evaluated at least once every three years by their supervisor, using the forms and procedures established by the superintendent. The evaluation process shall be conducted in an open manner and shall normally include a pre-conference, a formal evaluation and a post-conference. The Fridley Schools District’s evaluation model is outlined in the Fridley School District Alternative Compensation Plan (ACP).

- C. Non-Tenured staff members shall be evaluated three times per year, by their supervisor, using the forms and procedures established by the superintendent. The evaluation process shall be conducted in an open manner and shall normally include a pre-conference, a formal evaluation and a post-conference. The Fridley Schools District's evaluation model is outlined in the Fridley School District Alternative Compensation Plan (ACP).
1. Pre-Observation Conference
 - a. The pre-observation conference shall include a review of the formal observation process, a clarification of the roles of the teacher, administrator and instructional leader in the evaluation process, and a review of the documents to be used.
 - b. The teacher shall submit and discuss a completed pre-observation form, and describe or provide materials pertaining to the class to be observed.
 2. Formal Observation
 - a. The formal observation shall be conducted shortly after the preconference.
 - b. The administrator and instructional leader shall use the district approved rubric for observation and evaluation purposes.
 - c. The observation shall normally be conducted over the course of a full class period. However, there may be some exceptions in cases when the class period is 90 minutes.
 - d. Unless other arrangements have been agreed upon, the administrator and the instructional leader shall both observe the same class at the same time.
 3. Post Observation Conference
 - a. Following a formal observation, a post-observation conference shall be held between the teacher, administrator and instructional leader.

- b. The conference shall include a reflective discussion of the observed lesson and a review of the administrator and instructional leader's written evaluations.

D. Satisfactory Evaluation Ratings

1. In the event of an unsatisfactory rating by the administrator, the certified staff member may elect to be re-evaluated by the administrator. All normal evaluation procedures shall be followed.
2. Deficiencies shall be set forth in specific terms.
3. The identification of specific areas in which the teacher is to improve shall be set forth by the immediate supervisor.
4. An Improvement plan shall be mutually developed by the teacher, supervisor, and instructional leader administrator. The plan shall include goals, objectives, methods of assistance and a reasonable amount of time to demonstrate improvement.
5. The teacher shall be observed weekly over a six-week period and shall discuss progress with the supervising administrator.
6. Satisfactory completion of the improvement plan shall serve as fulfillment of the goals and objectives and shall be assumed corrected if no subsequent evaluations note that specific deficiency.
7. Following an unsatisfactory evaluation, should a teacher fail to participate in, or fail to satisfactorily complete the improvement plan, appropriate disciplinary action shall be taken in accordance with Minnesota state statutes and the district master agreement.

VI. Directives and Guidelines

The superintendent shall be responsible for the development of guidelines which articulate the processes and procedures for the evaluation and instructional growth of certified staff.

Legal References: Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination – Additional Staff Development and Salary)
Minn. Stat. § 122A.41 (Teacher Tenure Act)



A World-Class Community of Learners

Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.

Minn. Stat. § 122A.60 (Staff Development Program)

Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)

Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)

Minn. Stat. § 126C.10, Subds. 34, 35, and 36 (General Education Revenue; Alternative Compensation)

School Board Action:

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