

# River Bend CUSD #2 Teacher Evaluation System Procedures

*These procedures were agreed upon by the Teacher Evaluation Tool Committee which consisted of equal certified staff members and administrators.*

## Introduction

The *River Bend CUSD #2 Teacher Evaluation System* currently focuses on evidence collected on the four domains of teaching as set forth in [\*Enhancing Professional Practice: A Framework for Teaching\* by Charlotte Danielson](#).

Per the outcome of recent legislation, effective the 2025-2026 school year, SLO data will no longer account for 30% of the overall evaluation.

## River Bend CUSD #2 Teacher Evaluation Program Domain and Rating Explanation

Categories will be averaged using the following scoring system

- **Excellent** ratings will be valued at 4 points
- **Proficient** ratings will be valued at 3 points
- **Needs Improvement** ratings will be valued at 2 points
- **Unsatisfactory** ratings will be valued at 1 point

**Domain** Ratings in River Bend CUSD #2 Professional Evaluation System – Each teacher will receive a rating for each domain based on the average of the component scores in that domain.

- **Excellent** will be anyone with an average 4.00 – 3.50
- **Proficient** - will be anyone with an average 3.49 – 2.50
- **Needs Improvement** - will be anyone with an average 2.49 – 1.50.
- **Unsatisfactory** will be anyone with an average below 1.49

**Overall** Ratings in River Bend CUSD #2 Professional Evaluation System – all 22 components will have equal ranking for the overall rating.

- **Excellent** will be anyone with an average 4.00 – 3.50
- **Proficient** will be anyone with an average 3.49 – 2.50
- **Needs Improvement** will be anyone with an average 2.49 – 1.50.
- **Unsatisfactory** will be anyone with an average below 1.49

## **Teacher Evaluation Program**

### **Notification:**

Within the first 10 school days each teacher shall be advised by his/her administrator of placement on the evaluation cycle. The notification will occur in writing, to be followed by an annual explanation of the evaluation process and standards of performance. No evaluation shall take place until such orientation has been completed.

### **Non-tenured Teacher:**

Assuring that non-tenured/itinerant staff members are issued a **minimum** of:

1 formative evaluation each semester for years one and two.

1 formative evaluation for year three.

1 formative evaluation for year four.

### **Tenured Teacher:**

Tenured staff will have one formal evaluation every three years unless deemed necessary to evaluate more frequently. If deemed necessary, the teacher will be provided written notice of such determination including a brief statement of the reason(s) for the decision. Informal observations may be completed in non-scheduled years as well and can be used as part of the next evaluation. Any tenured teacher whose performance is rated as either “needs improvement” or “unsatisfactory” must be evaluated at least once in the school year following the receipt of such rating.

### **Part-time Teacher:**

Teachers working less than full-time will be evaluated at least once each year for the first four years of employment and at least once every two years thereafter.

### **Informal Observations:**

Informal observations provide the opportunity to reflect on the entire professional performance of a teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals, students, colleagues, parents, administrators or other school staff, as well as involvement in extracurricular functions or community.

Observation notes will be collected by the evaluator and shared with the teacher within 5 school days. Informal observations and follow up conversations are important opportunities for individual professional development because the data collected provides for ongoing discussion about teaching and learning. Informal observations will be included in the formal and summative evaluation of the teacher.

### **Formal Observations:**

Tenured and Non-tenured: The formal evaluation process includes the pre-observation conference, observation, and post-observation conference. The administrator will contact the teacher to schedule the pre-conference, formal evaluation, and post-conference at least one week prior to the formal observation. At the pre-observation conference, the evaluator shall discuss with the teacher the time of the observation, the planned teaching activity, and the objectives of

~~Developed: August 2013~~

Revised: August 2025

the observation. Formal observations will be one (1) period in length. The post conference will take place within twelve (12) school days of the formal observation. A copy signed by both parties shall be given to the teacher at the end of the conference with the teachers' signature indicating receipt of the evaluation. A copy of the signed evaluation will be placed in the teacher's personnel file. Results of the formal observation will incorporate informal observations (formative) conducted throughout the school year. These informal observations are included in the overall rating.

**Right to Respond:**

If the teacher would like to include any documentation in response to their evaluation, the teacher may put any comments in writing and have them attached to the evaluation report to be placed in the teacher's personnel file within twelve (12) days after receiving the summative evaluation.

**Tenured Teachers Rated as "Needs Improvement"**

Within 30 school days of the completion of an evaluation rating a tenured teacher as "needs improvement," the evaluator, in consultation with the teacher, must create a professional development plan that is directed to the areas of needed improvement. The plan must take into account the teacher's ongoing professional responsibilities, including his or her regular teaching assignments. The plan also must describe any support the district will provide to address any areas identified as needing improvement. If a non-tenured teacher receives a "needs improvement" rating and is recommended for employment the following year, the above described professional development plan will be put in place.

**Remediation Plan for Tenured Teachers Rated as "Unsatisfactory"**

1. Within 30 days after completion of an evaluation rating a teacher as "unsatisfactory", the evaluator must appoint a consulting teacher, initiate and develop a remediation plan designed to correct the deficiencies cited, provided the deficiencies are deemed remediable.
2. The remediation plan will be developed by the teacher, the consulting teacher, and the evaluator. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the content of the evaluation shall be left solely to the evaluator, unless an applicable collective bargaining agreement provides to the contrary.
3. The remediation plan for "unsatisfactory" tenured teachers, shall provide for ninety (90) school days of remediation in the classroom, unless an applicable collective bargaining agreement provides for a shorter duration.
4. The evaluator will conduct a mid-point evaluation during the remediation period and a final evaluation at the end of the remediation period. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the

last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period.

5. The final evaluation should take place within 10 days after the conclusion of the respective remediation plan. However, the school board shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.
6. A written copy of the evaluations and ratings for the midpoint and final evaluations, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation, unless an applicable collective bargaining agreement provides to the contrary.
7. These evaluations shall be conducted by an evaluator. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required to, use the forms provided for the annual evaluation of teachers in the school district's evaluation plan.
8. A teacher that does not receive a proficient or excellent rating at the conclusion of the remediation plan will be recommended for dismissal in accordance with Section 24-12 or 34-85 of the School Code.
9. A teacher that receives a proficient or excellent rating at the conclusion of the remediation plan will be evaluated the following year. If the teacher receives a proficient or excellent rating on the annual evaluation following the year of the remediation plan, the teacher will be reinstated to the evaluation schedule set forth in the district's evaluation plan.

#### **Consulting Teacher:**

1. A consulting teacher will be selected by the evaluator within thirty (30) calendar days of receipt of an unsatisfactory rating and will be chosen from a list of qualified teachers. The consulting teacher must have at least 5 years teaching experience, a reasonable familiarity with the assignment of the teacher being evaluated, and has received an excellent rating on his or her most recent evaluation. The participation of the consulting teacher will be voluntary. When no consulting teacher is available in the district, the district will request the State Board of Education to provide a consulting teacher.
2. The remediation plan will be developed by the teacher deemed unsatisfactory, the consulting teacher, and the evaluator. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher will be allowed release time if requested. The consulting teacher shall participate in developing the remediation plan,

but the final decision as to the evaluation shall be done solely by the evaluator, unless an applicable collective bargaining agreement provides to the contrary.

3. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher will be selected in the same manner as the initial consulting teacher. The remediation plan will be amended as necessary upon consultation with the new consulting teacher for the balance of the remediation plan.
4. If a problem develops between the remediating teacher and the consulting teacher, the remediating and/or consulting teacher will inform the evaluator of the exact nature of the problem. If deemed necessary by the evaluator, a change in the consulting teacher will be made in the same manner as the initial consulting teacher was made.
5. The consulting teacher will not participate in any of the required evaluations, nor be engaged to evaluate the performance of the teacher under remediation.
6. Districts and teachers subject to dismissal hearing are precluded from compelling the testimony of consulting teachers at such hearings under Section 24-12 or 34-85, either as to the rating process or for opinions of performances by teachers under remediation.

#### **Immediate Dismissal of a Teacher**

Nothing in Section 24A-5 or 24A-4 shall be construed as preventing immediate dismissal of a teacher for deficiencies which are deemed irremediable or for actions which are injurious to or endanger the health or person of students in the classroom or school, or preventing the dismissal or non-renewal of teachers not in contractual continued service for any reason not prohibited by applicable employment, labor, and civil rights laws. Failure to strictly comply with the time requirements contained in Section 24A-5 shall not invalidate the results of the remediation plan.

#### **Statutory and/or Regulatory Changes:**

Changes in statutory and/or regulatory provisions will prevail. Each time a substantive change in statute or regulations occur, the Association President and the Superintendent or his /her designee shall meet to discuss the exact nature of the change and its impact on the evaluation tool. Regardless of the outcome of such a meeting, compliance with the statute and/or regulation will occur immediately.

#### **Evaluation Tool Changes:**

Changes in the Evaluation Tool will not be made without the cooperation of the Association represented by the Evaluation Committee. Any Changes in the Evaluation Tool are subject to approval by the Evaluation Committee and the Board of Education.

#### **Evaluation Committee:**

The Evaluation Committee will be composed of an equal number of administrators and representatives from the River Bend Education Association. Any changes in the Evaluation Plan are subject to approval by the Evaluation Committee and the Board.