



McREL's

TEACHER
EVALUATION
SYSTEM

CUES

FRAMEWORK



PROFESSIONAL DEVELOPMENT PLANNING FORMS

GOAL SETTING FORM

Teacher _____ Current Year _____ Status _____
Teacher Position/Subject Area _____ Years Teaching _____
Grade Level _____ Plan Type (check plan type for the current school year)
School _____ ☐ Individual ☐ Monitored ☐ Directed
District _____

Evaluator Name _____ Mentor Name (if required) _____
Evaluator Title _____ Mentor Position/Subject Area _____

D. CUES FRAMEWORK	
<p>CUES Framework Components</p> <p>Content – Teachers plan instruction to teach a rigorous and relevant curriculum.</p> <p>Understanding – Teachers use research-based instructional strategies and assessment practices to deliver high-quality instruction.</p> <p>Environment – Teachers create an environment that supports learning.</p> <p>Support – Teachers contribute to high-quality teaching and student learning.</p>	<p>Framework Components to Be Addressed:</p> <p>Framework Elements to Be Addressed:</p>

E. GOALS				
GOAL	ACTIVITIES/STRATEGIES	EXPECTED OUTCOMES AND EVIDENCE OF COMPLETION	RESOURCES NEEDED	TIMELINE
Goal 1:				
Goal 2:				
Goal 3:				

Teacher Signature _____ Date _____

Mentor Signature _____ Date _____

Evaluator Signature _____ Date _____



TEACHER MID-YEAR PROGRESS FORM

Teacher _____ Current Year _____

Evaluator Name _____ Plan Type (check plan type for the current school year)

Mentor Name (if required) _____ ☐ Individual ☐ Monitored ☐ Directed

F. EVIDENCE OF PROGRESS TOWARD ACHIEVING GOALS				
Goal 1:				
Goal 2:				
Goal 3:				

G. NARRATIVE COMMENTS		
Teacher Comments	Mentor Comments	Evaluator Comments
Teacher Signature _____ Date _____	Mentor Signature _____ Date _____	Evaluator Signature _____ Date _____



END-OF-YEAR PROGRESS FORM

Teacher _____ Current Year _____

Evaluator Name _____ Plan Type (check plan type for the current school year)

Mentor Name (if required) _____ ☐ Individual ☐ Monitored ☐ Directed

H. EVIDENCE OF GOAL COMPLETION				
Goal 1:				
Goal 2:				
Goal 3:				

I. GOAL ATTAINMENT		
Goal 1 was successfully completed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Goal 2 was successfully completed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Goal 3 was successfully completed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

J. NARRATIVE COMMENTS		
Teacher Comments	Mentor Comments	Evaluator Comments
Teacher Signature _____ Date _____	Mentor Signature _____ Date _____	Evaluator Signature _____ Date _____

CUES TEACHER RUBRIC

CUES FRAMEWORK COMPONENTS

This rubric is built around an instructional program framework that includes four components:

1. CONTENT

Content relates to the goals for instruction and includes articulation of what students are expected to know, understand, and be able to do, as well as expectations for performance (performance standards). The district is responsible for defining the essential knowledge and skills and the depth of knowledge or level of skill development that students are expected to acquire in each content area. Teachers are responsible for using the tools (i.e., curriculum frameworks, vocabulary lists, common planning templates, and common units) that districts develop to guide instructional planning so that students have the opportunities they need to acquire the essential knowledge and skills identified by the district.

2. UNDERSTANDING

Understanding relates to how students will acquire, integrate, and apply the articulated essential knowledge and skills and develop long-lasting understanding of content. It also explicitly identifies the criteria for demonstrating knowledge, understanding, and skills. Teachers are responsible for using an agreed-upon set of research-based instructional strategies, tiered interventions, a variety of formative and summative assessments (some of which are common among courses and grade levels), and a variety of technologies to enhance instruction.

3. ENVIRONMENT

Environment relates to practices that maintain a classroom culture that supports all students in learning a rigorous and relevant curriculum. At the teacher level, these practices relate to developing positive relationships between teachers and students, creating a psychologically safe classroom environment, and helping students develop productive habits of mind.

4. SUPPORT

Support relates to policies, procedures, and practices that are necessary to support high-quality teaching and learning for all students. Teachers contribute to high-quality teaching and student learning by following district policies; implementing procedures and practices at the school and classroom levels; providing leadership that supports these policies, procedures, and practices when appropriate; and challenging those that are not accomplishing the goal of supporting student learning.

Standards, elements, and indicators for each component of the framework follow.



CUES FRAMEWORK OBSERVATION RUBRIC FORM

CONTENT

Teacher plans instruction to teach a rigorous and relevant curriculum.

a. Teacher aligns instruction with the adopted curriculum and performance standards.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Uses the adopted curriculum to plan lessons that provide opportunities for students to meet performance standards. <input type="checkbox"/> Communicates performance standards to students. ☉ <input type="checkbox"/> Uses agreed-upon templates to guide and organize planning.	... and <input type="checkbox"/> Includes strategies for teaching content area vocabulary in lesson plans based on student needs and performance. ☉ <input type="checkbox"/> Reflects upon the effectiveness of daily lessons.	... and <input type="checkbox"/> Monitors and analyzes the lesson's effect on student learning and adjusts lesson plans accordingly.	... and <input type="checkbox"/> Models for and assists others in aligning instruction with the adopted curriculum and performance standards. ☉	<input type="checkbox"/> Minimum requirement not met.
b. Teacher develops and applies strategies to make the curriculum rigorous and relevant for all students.				
<input type="checkbox"/> Designs learning experiences that help students develop conceptual understanding. ☉ <input type="checkbox"/> Designs learning experiences that help students develop procedural fluency. ☉	... and <input type="checkbox"/> Assists students in understanding the personal relevance of the content. ☉ <input type="checkbox"/> Plans lessons that include content in real-world contexts. ☉	... and <input type="checkbox"/> Plans lessons that include connections to other disciplines.	... and <input type="checkbox"/> Collaborates with other teachers to develop lessons or units that capitalize on the links within and between content areas.	<input type="checkbox"/> Minimum requirement not met.
c. Teacher plans instruction appropriate for his/her students.				
<input type="checkbox"/> Incorporates knowledge of how students learn in planning. <input type="checkbox"/> Incorporates knowledge of students' levels of intellectual, physical, social, and emotional development in planning. <input type="checkbox"/> Understands how one's own biases can influence instruction.	... and <input type="checkbox"/> Uses a variety of data sources to ensure instructional planning meets the needs of all students. <input type="checkbox"/> Incorporates knowledge of influences (e.g. development, culture, language proficiency) that affect <i>individual</i> student learning in planning. ☉ <input type="checkbox"/> Addresses one's own biases in planning lessons.	... and <input type="checkbox"/> Develops lessons that intentionally counteract stereotypes and promote diversity as an asset. <input type="checkbox"/> Incorporates materials that address the histories and contributions of various cultures. ☉	... and <input type="checkbox"/> Collaborates with colleagues to analyze the appropriateness of the curriculum for students in the school.	<input type="checkbox"/> Minimum requirement not met.

d. Teacher knows the content appropriate to his/her teaching specialty.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Knows the important concepts and processes of his/her subject area(s). ☉ <input type="checkbox"/> Uses the academic language of the subject area(s) and makes it accessible to his/her students. ☉	... and <input type="checkbox"/> Applies knowledge of his/her subject area(s) to create learning experiences that make the content meaningful and accessible to students. ☉ <input type="checkbox"/> Uses knowledge of student misconceptions about the subject area to guide student learning of the subject. ☉ <input type="checkbox"/> Incorporates a wide variety of literacy skills within content areas to enhance learning. ☉	... and <input type="checkbox"/> Uses knowledge of the subject(s) beyond course requirements to involve students in solving real-world problems related to local, national, or global issues. ☉ <input type="checkbox"/> Relates the content of his/her subject area(s) to other disciplines. ☉	... and <input type="checkbox"/> Expands knowledge of subject(s) beyond requirements for teaching assignment(s). ☉ <input type="checkbox"/> Applies knowledge of subject area(s) to evaluate and modify curriculum materials and instructional resources. ☉	<input type="checkbox"/> Minimum requirement not met.
Artifacts and Evidence: <input type="checkbox"/> Agreed-upon templates to guide and organize planning <input type="checkbox"/> Lesson plans <input type="checkbox"/> Uses the adopted curriculum to plan units of instruction and individual lessons <input type="checkbox"/> Lesson plans supporting IEP accommodations and modifications <input type="checkbox"/> Student learning support materials <input type="checkbox"/> Agreed-upon system for tracking and supporting student growth/learning objectives			<input type="checkbox"/> Participation in PLCs and/or interdisciplinary team meetings. <input type="checkbox"/> Formative assessments <input type="checkbox"/> Use of district-approved benchmarked and/or common assessments <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	

☉ Observable, in-class practice



UNDERSTANDING

Teacher uses research-based instructional strategies and assessment practices to deliver high-quality instruction.

a. Teacher creates an environment for learning by setting objectives and providing feedback.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Identifies and communicates the learning objective for each lesson. ☉ <input type="checkbox"/> Uses rubrics or other ways to inform students of performance criteria. ☉ <input type="checkbox"/> Provides timely and corrective feedback to students. ☉	... and <input type="checkbox"/> References the learning objective throughout the lesson and discusses the connections between learning activities and learning objectives. ☉ <input type="checkbox"/> Engages students in setting and reviewing progress with personal learning objectives. ☉ <input type="checkbox"/> Engages students in peer and self-assessment. ☉	... and <input type="checkbox"/> Connects current learning objectives to present and future learning. ☉	... and <input type="checkbox"/> Mentors other teachers in the use of setting objectives and providing feedback.	<input type="checkbox"/> Minimum requirement not met.
b. Teacher creates an environment for learning by reinforcing effort and providing recognition.				
<input type="checkbox"/> Teaches students about the relationship between effort and achievement. ☉ <input type="checkbox"/> Provides praise that is specific and aligned with expected achievement and behavior. ☉	... and <input type="checkbox"/> Provides students with explicit guidance about what it means to expend effort in the classroom. ☉ <input type="checkbox"/> Uses tangible rewards appropriately to recognize students' quality of work and progress toward goals. ☉	... and <input type="checkbox"/> Asks students to track their effort and achievement. ☉ <input type="checkbox"/> Promotes a mastery-goal orientation by judging student performance against a goal, rather than other students' performance, and designing tasks for struggling learners that help them build on successes. ☉	... and <input type="checkbox"/> Mentors other teachers in the use of reinforcing effort and providing recognition.	<input type="checkbox"/> Minimum requirement not met.
c. Teacher creates an environment for learning by using cooperative learning.				
<input type="checkbox"/> Uses appropriate-size groups for cooperative learning and forms groups in a variety of ways. ☉ <input type="checkbox"/> Implements cooperative learning activities that include positive interdependence and individual and group accountability. ☉	... and <input type="checkbox"/> Implements cooperative learning tasks that are purposeful and well-structured and include clear directions. ☉ <input type="checkbox"/> Provides feedback to students on development of their group skills. ☉	... and <input type="checkbox"/> Provides opportunities for students to design their own cooperative learning tasks. ☉ <input type="checkbox"/> Provides opportunities for students to self-assess their progress on group skills as a group and individually. ☉	... and <input type="checkbox"/> Mentors other teachers in the use of cooperative learning.	<input type="checkbox"/> Minimum requirement not met.

d. Teacher helps students understand new knowledge by using cues, questions, and advance organizers.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Focuses on what is important about the topic when using cues, questions, or advance organizers. ☉	... and <input type="checkbox"/> Uses a variety of formats to provide explicit cues. ☉ <input type="checkbox"/> Asks inferential and analytic questions to elicit students' prior knowledge. ☉ <input type="checkbox"/> Uses a variety of formats (expository, narrative, skimming, and graphic) to provide students with advance organizers. ☉	... and <input type="checkbox"/> Asks students to defend their inferences when answering inferential questions and explain their thinking when answering analytic questions. ☉ <input type="checkbox"/> Uses different advance organizer formats to present the same information to different students to meet individual student needs. ☉	... and <input type="checkbox"/> Mentors other teachers in the use of cues, questions, and advance organizers.	<input type="checkbox"/> Minimum requirement not met.
e. Teacher helps students understand new knowledge by using nonlinguistic representations				
<input type="checkbox"/> Provides students with opportunities to create pictures, illustrations, pictographs, and graphic organizers to represent knowledge being learned. ☉	... and <input type="checkbox"/> Provides students with opportunities to create/use physical models/manipulatives, mental pictures, and kinesthetic activities to represent knowledge being learned. ☉	... and <input type="checkbox"/> Asks students to explain the content and skills they are learning through the use of nonlinguistic representations they create. ☉	... and <input type="checkbox"/> Mentors other teachers in the use of nonlinguistic representations.	<input type="checkbox"/> Minimum requirement not met.
f. Teacher helps students understand new knowledge by using summarizing and note taking strategies.				
<input type="checkbox"/> Teaches students the rule-based summarizing strategy. ☉ <input type="checkbox"/> Provides teacher-prepared notes that highlight the important information students are to learn. ☉	... and <input type="checkbox"/> Uses summary frames to help students summarize information from different types of text. ☉ <input type="checkbox"/> Teaches students a variety of note taking formats, including those that use technology. ☉ <input type="checkbox"/> Provides opportunities for students to revise their notes and use them for review. ☉	... and <input type="checkbox"/> Teaches students how to use summarizing in combination with other comprehension strategies through reciprocal teaching, with students leading the reciprocal teaching process. ☉ <input type="checkbox"/> Provides students with a choice about which note taking format they will use and asks them to explain their choice. ☉	... and <input type="checkbox"/> Mentors other teachers in the use of summarizing and note taking strategies.	<input type="checkbox"/> Minimum requirement not met.



g. Teacher helps students understand new knowledge by assigning homework and providing practice.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Designs homework that aligns with the learning objectives. ☉ <input type="checkbox"/> Communicates the purpose of each homework assignment to students. ☉ <input type="checkbox"/> Clearly identifies and communicates the purpose of practice activities. ☉	... and <input type="checkbox"/> Communicates homework assignments to parents and provides guidance on how parents can be effectively involved in homework. ☉ <input type="checkbox"/> Provides corrective feedback on all practice sessions and homework. ☉ <input type="checkbox"/> Designs practice sessions (including massed and distributed practice) that are short and focused on specific aspects of complex skills and processes. ☉	... and <input type="checkbox"/> Asks students to track their speed and/or accuracy when developing skills and processes. ☉ <input type="checkbox"/> Intentionally designs and tracks distributed practice on various processes and skills over time (i.e., a semester or year). ☉	... and <input type="checkbox"/> Mentors other teachers in the use of assigning homework and providing practice.	<input type="checkbox"/> Minimum requirement not met.
h. Teacher helps students extend and apply knowledge by using strategies that involve identifying similarities and differences				
<input type="checkbox"/> Teaches students to identify similarities and differences by comparing and classifying. ☉	... and <input type="checkbox"/> Teaches students to identify similarities and differences by using metaphors and/or analogies. ☉	... and <input type="checkbox"/> Provides opportunities for students to engage in student-directed comparison and classification tasks and create their own metaphors and analogies. ☉	... and <input type="checkbox"/> Mentors other teachers in the use of strategies that engage students in identifying similarities and differences.	<input type="checkbox"/> Minimum requirement not met.
i. Teacher helps students extend and apply knowledge by using strategies that involve generating and testing hypotheses.				
<input type="checkbox"/> Engages students in one or two types of structured tasks that involve generating and testing hypotheses. ☉	... and <input type="checkbox"/> Engages students in a variety of structured tasks that involve generating and testing hypotheses. ☉ <input type="checkbox"/> Asks students to explain their hypotheses and conclusions. ☉	... and <input type="checkbox"/> Provides opportunities for students to design their own tasks that involve generating and testing hypotheses. ☉	... and <input type="checkbox"/> Mentors other teachers in the use of strategies that engage students in generating and testing hypotheses.	<input type="checkbox"/> Minimum requirement not met.
j. Teacher integrates and uses technology in his/her instruction.				
<input type="checkbox"/> Uses technology to help students understand content and develop skills. ☉	... and <input type="checkbox"/> Engages students in using technology to learn content, use information, communicate, and collaborate. ☉	... and <input type="checkbox"/> Provides opportunities for students to use technology to think critically, solve problems, discern reliability, and innovate. ☉	... and <input type="checkbox"/> Collaborates with others to investigate how new technologies can be used to support student learning.	<input type="checkbox"/> Minimum requirement not met.

k. Teacher uses a variety of methods to assess what each student has learned.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Uses summative assessments to evaluate student progress. ☉ <input type="checkbox"/> Selects appropriate assessments to address specific learning goals. ☉	... and <input type="checkbox"/> Analyzes assessment data to understand patterns in learning, guide planning and instruction, and provide feedback to learners. ☉ <input type="checkbox"/> Uses formative and summative assessments to monitor and evaluate student progress. ☉ <input type="checkbox"/> Creates opportunities for students to demonstrate their learning in different ways. ☉	... and <input type="checkbox"/> Translates the information gained from assessment activities to improve teaching practice and student learning. <input type="checkbox"/> Makes appropriate adjustments to assessments for students with disabilities or language learning needs. ☉	... and <input type="checkbox"/> Encourages and guides colleagues to use assessment information to adjust their instructional practice.	<input type="checkbox"/> Minimum requirement not met.
l. Teacher adapts his/her teaching to meet the needs of all students.				
<input type="checkbox"/> Acknowledges that students have a variety of learning needs. <input type="checkbox"/> Identifies effective practices for teaching students with special needs. <input type="checkbox"/> Understands the roles of and collaborates with specialists who support the learning needs of students with special needs.	... and <input type="checkbox"/> Identifies the unique learning needs of students. ☉ <input type="checkbox"/> Uses a variety of strategies to differentiate instruction to meet student learning needs. ☉ <input type="checkbox"/> Uses tiered interventions, inclusion, and other models of effective practice to meet student learning needs. ☉	... and <input type="checkbox"/> Collaborates with a range of support specialists within the school to help meet the special needs of all students. <input type="checkbox"/> Adapts instruction and resources for the benefit of students with special needs, effectively engages them, and ensures their unique learning needs are met. ☉	... and <input type="checkbox"/> Systematically solicits assistance from within and outside the school to address students' unique learning needs.	<input type="checkbox"/> Minimum requirement not met.
Artifacts and Evidence: <input type="checkbox"/> Agreed-upon templates to guide and organize planning <input type="checkbox"/> Lesson plans <input type="checkbox"/> Uses the adopted curriculum to plan units of instruction and individual lessons <input type="checkbox"/> Lesson plans supporting IEP accommodations and modifications <input type="checkbox"/> Student work samples <input type="checkbox"/> Formative rubrics <input type="checkbox"/> Advanced organizers		<input type="checkbox"/> System to track and support students' progress using tiered interventions <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		



ENVIRONMENT

Teacher creates an environment that supports learning.

a. Teacher provides an environment in which each child has a positive, nurturing relationship with caring adults.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Interacts positively with students in the classroom. ☉ <input type="checkbox"/> Communicates high expectations, including high school graduation, for all students. ☉ <input type="checkbox"/> Communicates with students in a variety of ways, even when language is a barrier. ☉	... and <input type="checkbox"/> Encourages contributions from each student in the learning environment. ☉ <input type="checkbox"/> Recognizes the contributions of each student, regardless of background or ability. ☉	... and <input type="checkbox"/> Teaches students strategies for holding high expectations for themselves and peers. ☉ <input type="checkbox"/> Teaches students strategies for articulating thoughts and ideas clearly and effectively. ☉	... and <input type="checkbox"/> Assists and advises others to provide a nurturing and positive learning environment for all students.	<input type="checkbox"/> Minimum requirement not met.
b. Teacher fosters an engaging learning environment.				
<input type="checkbox"/> Creates an environment that is inviting, orderly, and respectful. ☉ <input type="checkbox"/> Teaches the importance of cooperation and collaboration. ☉	... and <input type="checkbox"/> Assures an environment that is inclusive, supportive, and flexible. ☉ <input type="checkbox"/> Provides opportunities for students to demonstrate cooperation and collaboration. ☉	... and <input type="checkbox"/> Provides opportunities for students to develop and demonstrate leadership skills in the classroom. ☉	... and <input type="checkbox"/> Assists students in applying leadership skills beyond the classroom.	<input type="checkbox"/> Minimum requirement not met.
c. Teacher promotes positive student attitudes about learning and productive habits of mind.				
<input type="checkbox"/> Demonstrates perseverance. ☉ <input type="checkbox"/> Communicates positive perceptions about the classroom and learning. ☉ <input type="checkbox"/> Communicates a rationale and strategies for lifelong learning. ☉ <input type="checkbox"/> Models taking responsibility for one's own learning. ☉	... and <input type="checkbox"/> Engages students to take responsibility for their own learning. ☉ <input type="checkbox"/> Implements teaching and learning strategies that engage students in critical thinking. ☉ <input type="checkbox"/> Implements teaching and learning strategies that engage students in creative thinking. ☉ <input type="checkbox"/> Implements teaching and learning strategies that foster self-regulation. ☉	... and <input type="checkbox"/> Uses depth of content knowledge to promote positive attitudes about learning. ☉	... and <input type="checkbox"/> Integrates the use of critical thinking, creative thinking, and self-regulated thinking in students' everyday learning experiences. ☉	<input type="checkbox"/> Minimum requirement not met.



Artifacts and Evidence:	<input type="checkbox"/> _____
<input type="checkbox"/> Cooperation with other instructional and student support staff	<input type="checkbox"/> _____
<input type="checkbox"/> Communications with parents/guardians	<input type="checkbox"/> _____
<input type="checkbox"/> Classroom rules and procedures	<input type="checkbox"/> _____
<input type="checkbox"/> Student Surveys	<input type="checkbox"/> _____
<input type="checkbox"/> Documentation and tracking of student growth/learning objectives	<input type="checkbox"/> _____
	<input type="checkbox"/> _____

© Observable, in-class practice



SUPPORT

Teacher contributes to high-quality teaching and student learning by following district policies, implementing procedures and practices at the school and classroom levels, and providing leadership.

a. Teacher works collaboratively with families and significant adults in the lives of their students.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<ul style="list-style-type: none"><input type="checkbox"/> Demonstrates the importance of working collaboratively with parents/guardians.<input type="checkbox"/> Communicates with parents/guardians on a regular basis to share information about the student.	<p>... and</p> <ul style="list-style-type: none"><input type="checkbox"/> Works collaboratively with parents/guardians to establish mutual expectations.	<p>... and</p> <ul style="list-style-type: none"><input type="checkbox"/> Works collaboratively with colleagues to establish effective partnerships with the community to support the school.<input type="checkbox"/> Leverages two-way communication and effective family involvement to support students' development and achievement.	<p>... and</p> <ul style="list-style-type: none"><input type="checkbox"/> Capitalizes on family and community involvement to positively impact student achievement.	<ul style="list-style-type: none"><input type="checkbox"/> Minimum requirement not met.
b. Teacher works collaboratively with school personnel to create a purposeful community.				
<ul style="list-style-type: none"><input type="checkbox"/> Understands and follows the school's operational agreements.<input type="checkbox"/> Understands and follows school and district policies.	<p>... and</p> <ul style="list-style-type: none"><input type="checkbox"/> Provides input into selection of professional development that aligns with goals and student needs.<input type="checkbox"/> Collaborates with colleagues to improve the effectiveness of their department or grade level.<input type="checkbox"/> Applies knowledge and skills attained from professional development with quality and fidelity.	<p>... and</p> <ul style="list-style-type: none"><input type="checkbox"/> Leads professional growth activities and participates in decision-making processes.	<p>... and</p> <ul style="list-style-type: none"><input type="checkbox"/> Models school-wide collaboration and innovation to support the school's mission and vision and increase collective efficacy.	<ul style="list-style-type: none"><input type="checkbox"/> Minimum requirement not met.

c. Teacher participates in the implementation of initiatives to improve the education of students.				
<input type="checkbox"/> Participates in implementing the school improvement plan.	... and <input type="checkbox"/> Monitors effectiveness of school improvement strategies as they relate to their classroom. <input type="checkbox"/> Participates in analyzing data to develop goals and strategies for the school improvement plan.	... and <input type="checkbox"/> Advocates for positive changes in policies and practices that affect student learning. <input type="checkbox"/> Systematically works with colleagues to analyze instruction and adapt instructional practices and materials to improve outcomes for students.	... and <input type="checkbox"/> Participates in developing school and district policies and practices to improve student learning.	<input type="checkbox"/> Minimum requirement not met.
d. Teacher takes on leadership roles at various levels in the education system.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input type="checkbox"/> Contributes to the establishment of positive working conditions in the school. <input type="checkbox"/> Demonstrates high ethical standards.	... and <input type="checkbox"/> Works collaboratively with colleagues to advance professional practice at the school level. <input type="checkbox"/> Works collaboratively with colleagues to build a shared vision and supportive culture of shared responsibility and accountability for student learning.	... and <input type="checkbox"/> Assumes a leadership role at the district level to advance professional practice.	... and <input type="checkbox"/> Leads efforts to enact system change in support of learners.	<input type="checkbox"/> Minimum requirement not met.
Artifacts and Evidence: <input type="checkbox"/> Cooperation with other instructional and student support staff <input type="checkbox"/> Communications with parents/guardians <input type="checkbox"/> Access and using district approved community resources to support student achievement <input type="checkbox"/> Student surveys <input type="checkbox"/> Documentation and tracking of student growth/learning objectives		<input type="checkbox"/> Professional development plan <input type="checkbox"/> Participation in PLCs and other school and district collaboration systems <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____		



TEACHER OBSERVATION SIGNATURE FORM

Signatures on this form substantiate that a post-observation conference was conducted between the teacher and the evaluator. Be sure to sign, date, and attach this form to the CUES Framework Observation Rubric Form along with any additional documents related to this observation.

Teacher Signature

Date

Evaluator Signature

Date

Teacher comments or response attached: ☐ Yes ☐ No

Principal Signature

Date

(If the teacher submits written comments or a written response pertaining to the information contained from this observation a principal signature is required.)

Teacher comments or
response received

Note: The teacher's signature on this form represent neither acceptance nor approval of the information contained in this report. It does, however indicate that the teacher has reviewed the report with the evaluator and may respond to the contents in writing. The signature of the evaluator verifies that the report has been reviewed and that the process has been followed according to State and Local Board of Education Policy governing the evaluation of teachers.

Observation Record Signature Form-CUES Framework

SUMMARY RATING FORMS

SUMMARY RATING FORM GRID

Evaluators can use this form to help determine final ratings for each element and framework component of McREL's Teacher Evaluation System: CUES Framework.

SUMMARY RATING FORM		DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
FRAMEWORK COMPONENT 1 - CONTENT		Dev	Pro	Acc	Dist	ND
A.	ALIGNS INSTRUCTION WITH THE ADOPTED CURRICULUM AND PERFORMANCE STANDARDS.					
B.	DEVELOPS AND APPLIES STRATEGIES TO MAKE THE CURRICULUM RIGOROUS AND RELEVANT FOR ALL STUDENTS.					
C.	PLANS INSTRUCTION APPROPRIATE FOR THEIR STUDENTS.					
D.	KNOWS THE CONTENT APPROPRIATE TO THEIR TEACHING SPECIALTY.					
OVERALL RATING						
FRAMEWORK COMPONENT 2 - UNDERSTANDING		Dev	Pro	Acc	Dist	ND
A.	PROVIDES AN ENVIRONMENT THAT IS INVITING, RESPECTFUL, SUPPORTIVE, INCLUSIVE AND FLEXIBLE.					
B.	EMBRACES DIVERSITY IN THE SCHOOL COMMUNITY AND IN THE WORLD.					
C.	TREATS STUDENTS AS INDIVIDUALS.					
D.	ADAPTS TEACHING FOR THE BENEFIT OF STUDENTS WITH SPECIAL NEEDS.					
E.	WORKS COLLABORATIVELY WITH FAMILIES AND SIGNIFICANT ADULTS IN THE LIVES OF THEIR STUDENTS.					
F.	HELPS STUDENTS UNDERSTAND NEW KNOWLEDGE BY USING SUMMARIZING AND NOTE TAKING STRATEGIES.					
G.	HELPS STUDENTS UNDERSTAND NEW KNOWLEDGE BY ASSIGNING HOMEWORK AND PROVIDING PRACTICE					
H.	HELPS STUDENTS EXTEND AND APPLY KNOWLEDGE BY USING STRATEGIES THAT INVOLVE IDENTIFYING SIMILARITIES AND DIFFERENCES.					
I.	HELPS STUDENTS EXTEND AND APPLY KNOWLEDGE BY USING STRATEGIES THAT INVOLVE GENERATING AND TESTING HYPOTHESES.					
J.	INTEGRATES AND USES TECHNOLOGY IN THEIR INSTRUCTION.					
K.	USES A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED.					
L.	ADAPTS THEIR TEACHING TO MEET THE NEEDS OF ALL STUDENTS.					
OVERALL RATING						
FRAMEWORK COMPONENT – ENVIRONMENT		Dev	Pro	Acc	Dist	ND
A.	PROVIDES AN ENVIRONMENT IN WHICH EACH CHILD HAS A POSITIVE, NURTURING RELATIONSHIP WITH CARING ADULTS.					
B.	FOSTERS ENGAGING LEARNING ENVIRONMENTS.					
C.	PROMOTES POSITIVE STUDENT ATTITUDES ABOUT LEARNING AND PRODUCTIVE HABITS OF MIND.					
OVERALL RATING						
FRAMEWORK COMPONENT – SUPPORT		Dev	Pro	Acc	Dist	ND
A.	WORKS COLLABORATIVELY WITH FAMILIES AND SIGNIFICANT ADULTS IN THE LIVES OF THEIR STUDENTS.					
B.	WORKS COLLABORATIVELY WITH SCHOOL PERSONNEL TO CREATE A PURPOSEFUL COMMUNITY					
C.	PARTICIPATES IN THE IMPLEMENTATION OF INITIATIVES TO IMPROVE THE EDUCATION OF STUDENTS.					
D.	TAKES ON LEADERSHIP ROLES AT VARIOUS LEVELS IN THE EDUCATION SYSTEM.					
OVERALL RATING						



SUMMARY RATING FORM – COMPONENT 1

This form is used to summarize ratings from observation data collected during the evaluation cycle.

Teacher _____	Current Year _____ Status _____
Teacher Position/Subject Area _____	Years Teaching _____
Grade Level _____	Plan Type (check plan type for the current school year)
School _____	<input type="checkbox"/> Individual <input type="checkbox"/> Monitored <input type="checkbox"/> Directed
District _____	

Evaluator Name _____	Mentor Name (if required) _____
Evaluator Title _____	Mentor Position/Subject Area _____

FRAMEWORK COMPONENT 1 – CONTENT

ELEMENT		DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
A.	Aligns instruction with the adopted curriculum and performance standards.					
B.	Develop and applies strategies to make the curriculum rigorous and relevant for all students.					
C.	Plans instruction appropriate for their students.					
D.	Knows the content.					
OVERALL RATING FOR FRAMEWORK COMPONENT 1 - CONTENT						
Comments:			Evidence/artifacts supporting ratings <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div>			
Recommended actions for improvement:						
Resources needed:						

SUMMARY RATING FORM – COMPONENT 2 UNDERSTANDING

FRAMEWORK COMPONENT 2 – UNDERSTANDING

ELEMENT		DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
A.	Creates the environment for learning by setting objectives and providing feedback.					
B.	Creates the environment for learning by reinforcing effort and providing recognition.					
C.	Creates the environment for learning by using cooperative learning.					
D.	Helps students understand new knowledge by using cues, questions, and advance organizers.					
E.	Helps students understand new knowledge by using nonlinguistic representations.					
F.	Helps students understand new knowledge by using summarizing and note taking strategies.					
G.	Helps students understand new knowledge by assigning homework and providing practice.					
H.	Helps students extend and apply knowledge by using strategies that involve identifying similarities and differences.					
I.	Helps students extend and apply knowledge by using strategies that involve generating and testing hypotheses.					
J.	Integrates and uses technology in their instruction.					
K.	Uses a variety of methods to assess what each student has learned.					
L.	Adapts their teaching to meet the needs of all students.					
OVERALL RATING FOR FRAMEWORK COMPONENT 2 - UNDERSTANDING						
Comments:		Evidence/artifacts supporting ratings <input type="checkbox"/> A <input type="checkbox"/> A <input type="checkbox"/> A <input type="checkbox"/> A <input type="checkbox"/> A <input type="checkbox"/> A <input type="checkbox"/> A <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____				
Recommended actions for improvement:						
Resources needed:						



SUMMARY RATING FORM – COMPONENT 3 ENVIRONMENT

FRAMEWORK COMPONENT 3 – ENVIRONMENT

ELEMENT		DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
A.	Provides an environment in which each child has a positive, nurturing relationship with caring adults.					
B.	Fosters engaging learning environments.					
C.	Promotes positive student attitudes about learning and productive habits of mind.					
OVERALL RATING FOR FRAMEWORK COMPONENT 3 - ENVIRONMENT						
Comments:		<div>Evidence/artifacts supporting ratings</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div>				



SUMMARY RATING FORM – COMPONENT 4 SUPPORT

FRAMEWORK COMPONENT 4 – SUPPORT

ELEMENT		DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
A.	Works collaboratively with families and significant adults in the lives of their students.					
B.	Works collaboratively with school personnel to create a purposeful community.					
C.	Participates in the implementation of initiatives to improve the education of students.					
D.	Takes on leadership roles at various levels in the education system.					
OVERALL RATING FOR FRAMEWORK COMPONENT 3 - ENVIRONMENT						
Comments:		<div>Evidence/artifacts supporting ratings</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> A</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div> <div><input type="checkbox"/> _____</div>				



SUMMARY RATING FORM – SIGNATURES

Signatures on this form substantiate that a summary-observation conference was conducted between the teacher and the evaluator. Be sure to sign, date, and attach this form to the Teacher Observation Rubric Form along with any additional documents related to this observation.

Teacher Signature

Date

Evaluator Signature

Date

Teacher comments or response attached: ☐ Yes ☐ No

Principal Signature

Date

(If the teacher submits written comments or a written response pertaining to the information contained from this observation a principal signature is required.)

Note: The teacher's signature on this form represent neither acceptance nor approval of the information contained in this report. It does, however indicate that the teacher has reviewed the report with the evaluator and may respond to the contents in writing. The signature of the evaluator verifies that the report has been reviewed and that the process has been followed according to State and Local Board of Education Policy governing the evaluation of teachers.



RECORD OF EVALUATION ACTIVITIES

This form is used to track the progress and transactions of the evaluation process for individual teachers.

EVALUATION PROCESS	TEACHER SIGNATURE	EVALUATOR SIGNATURE	DATE
Training			
Orientation			
Self-assessment			
DATA COLLECTION			
Pre-conference			
Observation			
Post-conference			
Pre-conference			
Observation			
Post-conference			
DATA COLLECTION			
Pre-conference			
Observation			
Post-conference			
Pre-conference			
Observation			
Post-conference			
Summary Rating			
Summary conference and goal setting			

