

# **CUES**

## **Teacher Evaluation Rubric**

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). It is the district's role to define 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 to 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 them when they are not accomplishing the goal of supporting student learning.

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

## CONTENT

Teachers plan instruction to teach a rigorous and relevant curriculum.

a. Teachers align their instruction with the adopted curriculum and performance standards.				
Not Demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.
b. Teachers develop and apply strategies to make the curriculum rigorous and relevant for all students.				
Not Demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.
c. Teachers plan instruction appropriate for their students.				
Not Demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.	... 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 individual student learning in planning.	... and <input type="checkbox"/> Develops lessons that intentionally counteract stereotypes and promote diversity as an asset.	... and <input type="checkbox"/> Collaborates with colleagues to analyze the appropriateness of the curriculum for students in the school.

	<input type="checkbox"/> Understands how one's own biases can influence instruction.	<input type="checkbox"/> Incorporates materials that address the histories and contributions of various cultures.  <input type="checkbox"/> Addresses one's own biases in planning lessons.		
<b>d. Teachers know the content appropriate to their teaching specialty.</b>				
<b>Not Demonstrated (Comment Required)</b>	<b>Developing</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
<input type="checkbox"/> Minimum requirement not met.  "Comments"	<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.

## Understanding

Teachers use research-based instructional strategies and assessment practices to deliver high-quality instruction.

a. Teachers create the environment for learning by setting objectives and providing feedback.				
Not Demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<input type="checkbox"/> Identifies and communicates the learning objective for each lesson. <input type="checkbox"/> Uses rubrics or other ways to inform students about 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.
b. Teachers create the environment for learning by reinforcing effort and providing recognition.				
Not Demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.
c. Teachers create the environment for learning by using cooperative learning.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.

d. Teachers help students understand new knowledge by using cues, questions, and advance organizers.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met.  "Comments"	<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.
e. Teachers help students understand new knowledge by using nonlinguistic representations.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met.  "Comments"	<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.
f. Teachers help students understand new knowledge by using summarizing and note taking strategies.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met.  "Comments"	<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 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.

g. Teachers help students understand new knowledge by assigning homework and providing practice.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.
h. Teachers help students extend and apply knowledge by using strategies that involve identifying similarities and differences.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.
i. Teachers help students extend and apply knowledge by using strategies that involve generating and testing hypotheses.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.

j. Teachers integrate and use technology in their instruction.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.
k. Teachers use a variety of methods to assess what each student has learned.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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 accommodations 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.
l. Teachers adapt their teaching to meet the needs of all students.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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 some 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.

## ENVIRONMENT

Teachers create an environment that supports learning.

a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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 strategies for holding high expectations for oneself 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.
b. Teachers foster engaging learning environments.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.
c. Teachers promote positive student attitudes about learning and productive habits of mind.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.

## SUPPORT

Teachers contribute to high-quality teaching and student learning by following district policies, implementing procedures and practices at the school and classroom levels, and providing leadership that supports these policies, procedures, and practices when appropriate and challenging them when they are not accomplishing the goal of supporting student learning.

a. Teachers work collaboratively with families and significant adults in the lives of their students.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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.	... and <input type="checkbox"/> Works collaboratively with parents/guardians to establish mutual expectations, two-way communication, and effective family involvement to support students' development and achievement.	... and <input type="checkbox"/> Works collaboratively with colleagues to establish effective partnerships with the community to support the school.	... and <input type="checkbox"/> Capitalizes on family and community involvement to positively impact student achievement.
b. Teachers work collaboratively with school personnel to create a purposeful community.				
Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<input type="checkbox"/> Understands and follows the school's operational agreements. <input type="checkbox"/> Understands and follows school and district policies.	... and <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.	... and <input type="checkbox"/> Leads professional growth activities and participates in decision-making processes.	... and <input type="checkbox"/> Models school-wide collaboration and innovation to support the school's mission and vision and increase collective efficacy.

**c. Teachers participate in the implementation of initiatives to improve the education of students.**

Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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 policies and practices to improve student learning.

**d. Teachers take on leadership roles at various levels in the education system.**

Not demonstrated (Comment Required)	Developing	Proficient	Accomplished	Distinguished
<input type="checkbox"/> Minimum requirement not met. "Comments"	<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. <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 school, district, state, or national level. <input type="checkbox"/> Advocates for students or the school at the district, state or national level.	... and <input type="checkbox"/> Leads efforts to enact system change in support of learners.

"Make any additional comments here"

Teacher's Signature

Date

Principal's Signature

Date

Teacher's signature does not necessarily indicate agreement with the contents of this document but does indicate this document was received by the teacher and reviewed with the principal.