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) _____ ‰

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 de ning 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 identi ed 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 identi es 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.

g. Teacher helps students understand new knowledge by assigning homework and providing practice.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
R Designs homework that aligns with the learning objectives. • R Communicates the purpose of each homework assignment to students. • R Clearly identi es and communicates the purpose of practice activities. •	. . . and R Communicates homework assignments to parents and provides guidance on how parents can be effectively involved in homework. • R Provides corrective feedback on all practice sessions and homework. • R Designs practice sessions (including massed and distributed practice) that are short and focused on speci c aspects of complex skills and processes. •	. . . and R Asks students to track their speed and/or accuracy when developing skills and processes. • R Intentionally designs and tracks distributed practice on various processes and skills over time (i.e., a semester or year). •	. . . and R Mentors other teachers in the use of assigning homework and providing practice.	R Minimum requirement not met.
h. Teacher helps students extend and apply knowledge by using strategies that involve identifying similarities and differences				
R Teaches students to identify similarities and differences by comparing and classifying. •	. . . and R Teaches students to identify similarities and differences by using metaphors and/or analogies. •	. . . and R Provides opportunities for students to engage in student-directed comparison and classi cation tasks and create their own metaphors and analogies. •	. . . and R Mentors other teachers in the use of strategies that engage students in identifying similarities and differences.	R Minimum requirement not met.
i. Teacher helps students extend and apply knowledge by using strategies that involve generating and testing hypotheses.				
R Engages students in one or two types of structured tasks that involve generating and testing hypotheses. •	. . . and R Engages students in a variety of structured tasks that involve generating and testing hypotheses. • R Asks students to explain their hypotheses and conclusions. •	. . . and R Provides opportunities for students to design their own tasks that involve generating and testing hypotheses. •	. . . and R Mentors other teachers in the use of strategies that engage students in generating and testing hypotheses.	R Minimum requirement not met.
j. Teacher integrates and uses technology in his/her instruction.				
R Uses technology to help students understand content and develop skills. •	. . . and R Engages students in using technology to learn content, use information, communicate, and collaborate. •	. . . and R Provides opportunities for students to use technology to think critically, solve problems, discern reliability, and innovate. •	. . . and R Collaborates with others to investigate how new technologies can be used to support student learning.	R 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)
R Uses summative assessments to evaluate student progress. • R Selects appropriate assessments to address speci c learning goals. •	. . . and R Analyzes assessment data to understand patterns in learning, guide planning and instruction, and provide feedback to learners. • R Uses formative and summative assessments to monitor and evaluate student progress. • R Creates opportunities for students to demonstrate their learning in different ways. •	. . . and R Translates the information gained from assessment activities to improve teaching practice and student learning. R Makes appropriate adjustments to assessments for students with disabilities or language learning needs. •	. . . and R Encourages and guides colleagues to use assessment information to adjust their instructional practice.	R Minimum requirement not met.
l. Teacher adapts his/her teaching to meet the needs of all students.				
R Acknowledges that students have a variety of learning needs. R Identi es effective practices for teaching students with special needs. R Understands the roles of and collaborates with specialists who support the learning needs of students with special needs.	. . . and R Identi es the unique learning needs of students. • R Uses a variety of strategies to differentiate instruction to meet student learning needs. • R Uses tiered interventions, inclusion, and other models of effective practice to meet student learning needs. •	. . . and R Collaborates with a range of support specialists within the school to help meet the special needs of all students. R Adapts instruction and resources for the bene t of students with special needs, effectively engages them, and ensures their unique learning needs are met. •	. . . and R Systematically solicits assistance from within and outside the school to address students' unique learning needs.	R Minimum requirement not met.

Artifacts and Evidence:

- R Agreed-upon templates to guide and organize planning
- R Lesson plans
- R Uses the adopted curriculum to plan units of instruction and individual lessons
- R Lesson plans supporting IEP accommodations and modi cations
- R Student work samples
- R Formative rubrics
- R Advanced organizers

- R System to track and support students' progress using tiered interventions
- R _____
- R _____
- R _____
- R _____
- R _____
- R _____

• Observable, in-class practice

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	P			

Artifacts and Evidence: R Cooperation with other instructional and student support staff R Communications with parents/guardians R Classroom rules and procedures R Student Surveys R Documentation and tracking of student growth/learning objectives	R _____ R _____ R _____ R _____ R _____

- Observable, in-class practice

c. Teacher participates in the implementation of initiatives to improve the education of students.				
R Participates in implementing the school improvement plan.	. . . and R Monitors effectiveness of school improvement strategies as they relate to their classroom. R Participates in analyzing data to develop goals and strategies for the school improvement plan.	. . . and R Advocates for positive changes in policies and practices that affect student learning. R Systematically works with colleagues to analyze instruction and adapt instructional practices and materials to improve outcomes for students.	. . . and R Participates in developing school and district policies and practices to improve student learning.	R 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)
R Contributes to the establishment of positive working conditions in the school. R Demonstrates high ethical standards.	. . . and R Wo clash/T1_1 1ed T1_1 1esp8 8ibility oaccount -ility8 >>BDC Tf .026 Tw 1.75 0 Td [(Systemati0 Td [(W)18 (o)Tj 1 in)T ethical standards. ethic2 ethic2	. . . and	. . . and gh -3.12ds. -3.12ds.	

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 veri es that the report has been

Summary Rating Forms

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 _____ ‰ Individual ‰ Monitored ‰ 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:

Recommended actions for improvement:

Resources needed:

Evidence/artifacts supporting ratings

‰ A
‰ A
‰ A
‰ A
‰ A
‰ A
‰ A
‰ A
‰ _____
‰ _____
‰ _____

Summary Rating Form – Component 4 Support

Framework Component 4 – Support

Element		Developing	Proficient	Accomplished		

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 ed: