# *CUES* FRAMEWORK

Support teacher performance with evaluations based on research and focused on growth

The CUES framework strengthens teaching and learning by emphasizing the knowledge, skills, and abilities teachers need to make a positive difference in student achievement.

This evaluation system reinforces teachers' depth of knowledge (*Content*) and their ability to deliver instruction using high-yield, research-based strategies (*Understanding*), create conditions conducive to learning for all students (*Environment*), and use resources that inspire high-quality learning (*Support*).
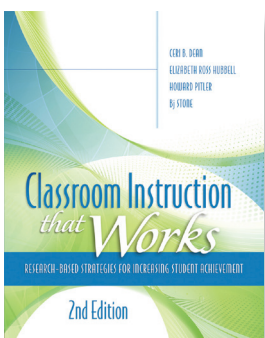
Connect evaluation to proven instructional practices

Based on the proven instructional strategies in McREL's *Classroom Instruction That Works* (2nd ed.), the CUES system clearly defines what teachers should know and be able to do, pinpointing where practice falls on a continuum from "developing" to "distinguished," and provides feedback for ongoing improvement.

Strengthen the knowledge and skills of teachers to improve learning

- An instructional planning guide maximizes the use of instructional strategies.

- The CUES rubrics help teachers deliver high-quality instruction reliably and consistently to all students.

- Clearly articulated performance expectations support a culture of continuous improvement.

Technology provided by SearchSoft Solutions

SearchSoft solutions

Identify differences in performance

- The rubrics scaffold teacher knowledge and skills across a continuum of categorical ratings that differentiate novice teacher performance from distinguished teacher performance.

- The ratings allow you to recognize effective performance and address ineffective performance, and take action to increase instructional quality.

Systematically and fairly provide meaningful feedback

- Our recommended annual process includes self-assessment, collaborative conferencing, goal setting, data collection, and consistent, constructive feedback.

- Our approach strengthens school district expectations of consistent, reliable, and fair application of evaluation practice.

- Short-cycle data collection and feedback twice a year lets teachers track their progress and adjust as necessary.

Generate formative and summative results to improve professional development

- Formative data guides and informs personal goal setting and performance expectations.

- Summative results help support district policy and inform resource allocation for districtwide professional development.

- Results support continuous improvement opportunities at the teacher, school, and district levels.

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Set up your live demo today

Arrange an online demo at www.mcrel.org

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