

Essential Element Profile (EEP) - Michigan

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| TEACHERS NAME | SIGNATURE | SUBJECT/ GRADE |
| OBSERVERS NAME Juan Jose Martinez | SIGNATURE | DATE: TIME: |

Rating Overview

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| 3 | HIGHLY EFFECTIVE | Always exceeds performance standards, demonstrates a level of mastery appropriate to mentor others. |
| 2 | EFFECTIVE | Consistently meets performance standards and meets expectations. |
| 1 | INEFFECTIVE | Fails to meet most performance standards. An improvement plan must be implemented. |

| FOCUS ON INSTRUCTION | Ineffective | Effective | Highly Effective |
|---|-------------|-----------|------------------|
| Classroom procedures are in place to support student learning and instructional goals. | | | |
| Employs rigorous and relevant lessons. | | | |
| Making the connection: Teacher connects the "Do Now" to learning objective. | | | |
| The teacher utilizes strategies and techniques that grab students' attention. | | | |
| Technology tools are incorporated to give dynamic presentation, appeal to multiple intelligences, incorporate cooperative learning, manage peer tutoring, facilitate project based learning and more. | | | |
| Teacher provides necessary background building to make content comprehensible, then moves forward through Bloom's Taxonomy. | | | |
| The teacher is good at measuring student understanding of classroom tasks and is regularly moving through out the classroom to monitor and assist students. | | | |
| Sheltered Instruction Observation Protocol (SIOP) strategies are included in the lesson. | | | |
| H.O.T.S- Questioning permeates the lesson. | | | |
| Teacher successfully completes a closing activity that reviews the learning objective. | | | |
| Most, if not all student's, are required to answer questions, complete assignments and participate in discussions and activities. | | | |
| Overall rating | | | |
| Comments: | | | |

| FOCUS ON THE LEARNER | Ineffective | Effective | Highly Effective |
|--|-------------|-----------|------------------|
| The teacher monitors, adjusts, and differentiates using formative/summative assessment data. | | | |
| Collects data from grade level appropriate quizzes, tests, and assignments weekly. | | | |
| Uses the data to modify whole-class instruction and differentiates on an individual level. | | | |
| Students receive regular communication about what they have and have not mastered and are given appropriate support to achieve unmet objectives. | | | |
| Teacher has students explain concepts and assignments to each other. | | | |
| Teacher has students explain concepts and assignments to each other. Students are required to provide live, grade level appropriate feedback (CPS systems (clickers), thumbs up/down, multiple choice cards, etc.) to show understanding during instruction. | | | |
| The teacher regularly uses informal feedback to re-teach the whole group, small groups, individuals, and modify future instruction. | | | |
| Teacher approach to formative assessment is well designed and includes student as well as teacher use of assessment information. | | | |
| Assessment is fully aligned with the instructional outcomes in content and process. | | | |

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| Overall rating | | | |
| Comments: | | | |

| FOCUS ON CURRICULUM | Ineffective | Effective | Highly Effective |
|---|-------------|-----------|------------------|
| Teacher provides building background to make content comprehensible. | | | |
| The teacher creates lessons that mesh with maps and pacing guides. | | | |
| Lessons are relevant and aligned to the Common Core State Standards. | | | |
| The teacher has mechanisms in place to regularly differentiate instruction to meet the needs of all the students. | | | |
| Teacher connects content to real world and their own lives. | | | |
| A framework for spiraling instruction is executed to promote retention and deepen understanding. | | | |
| The teacher's written plans that focus on informally and formally assessing students. | | | |
| Overall rating | | | |
| Comments: | | | |

| FOCUS ON THE ENVIRONMENT | Ineffective | Effective | Highly Effective |
|--|-------------|-----------|------------------|
| Designs and maintains a physical classroom that supports learning both aesthetically and functionally. Including technology, visual aides and bulletin boards. | | | |
| Seating arrangements maximize supervision and data collection. | | | |
| The room is stream lined so that it is not visually distracting to students who struggle maintaining their focus. | | | |
| The room is organized, orderly and clean so that the teacher communicates a subtext of professional competence and pride. | | | |
| Designs and supports a safe, nurturing, structured environment that is conducive to learning. | | | |
| Teacher is encouraging to all students. | | | |
| Actively builds relationships that are productive and positive. | | | |
| Leverages relationships to encourage pro-social behavior both on and off campus. | | | |
| Actively uses innovative strategies to motivate unmotivated students. | | | |
| Prevents or internally handles minor class management issues effectively. | | | |
| Other: | | | |
| Overall rating | | | |
| Comments: | | | |

| *TEACHER COLLABORATION | Ineffective | Effective | Highly Effective |
|--|-------------|-----------|------------------|
| Collaborates openly and regularly. | | | |
| Collaborates regularly with peers/coaches/administrative regarding students learning, curriculum, and instruction. | | | |
| Responds in word and action to improve instructional skill. | | | |
| Teacher pursues individualized professional development that is meaningful to his and her practice and works with others. | | | |
| The teacher enthusiastically participates in all professional development activities and ensures that better practices take hold. | | | |
| Teacher pursues individual professional development that is meaningful to his or her practice and works with others – can't see in an observation. | | | |