

Essential Element Profile (EEP) - Alignment Document

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| TEACHERS NAME | SIGNATURE | SUBJECT/ GRADE DATE _____ TIME _____ |
| OBSERVERS NAME | SIGNATURE | |

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 | TE Rubric Alignment (Teacher Evaluation Rubric) | TE Alignment (Teacher Evaluation) |
|---|--|--|
| Classroom procedures are in place that support student learning and instructional goals. | Delivers Effectively- 4th Sentence | Delivers Effectively- 3rd Sentence |
| Employs rigorous and relevant lessons | Employs Scaffold, Rigor, Relevant lesson- Focus on learning more than teaching- 1st sentence | Employs Scaffold, Rigor, Relevant lesson |
| Making the connection: Teacher connects the “Do Now” to learning object. | Engages all students effectively- 2nd sentence | Engages all students effectively- 2nd sentence |
| The teacher utilizes strategies and techniques that grab students’ attention. | Delivers Effectively - 1st sentence | Delivers Effectively - 1st sentence |
| Technology tools are incorporated to give dynamic presentation, appeal to multiple intelligences, incorporate cooperative learning, manage peer tutoring , facilitate project based learning and more | Delivers Effectively - 2nd sentence | Delivers Effectively - 2nd sentence |
| Teacher provides necessary background building to make content comprehensible, then moves forward through Bloom’s Taxonomy | Employs Scaffold, Rigor, Relevant lesson- 2nd sentence | Employs Scaffold, Rigor, Relevant lesson- 2nd sentence |
| The teacher is good at measuring student understanding of classroom tasks and is regularly moving through out the classroom to monitor and assist students | Engages all students effectively- 2nd sentence | Engages all students effectively- |
| **Sheltered Instruction Observation Protocol (SIOP) strategies are included in the lesson | Employs Scaffold, Rigor, Relevant lesson | Employs Scaffold, Rigor, Relevant lesson- 2nd sentence |
| H.O.T.S- Questioning permeates the lesson | Engages all students effectively | Employs Scaffold, Rigor, Relevant lesson- 2nd sentence |
| Teacher successfully completes a closing activity that reviews the learning objective. | | |
| Most, if not all students, are required to answer questions, complete assignments and participate in discussions and activities | Engages all students effectively- 3rd sentence | Engages all students effectively- 3rd sentence |
| Overall rating | | |

| FOCUS ON CURRICULUM | TE Rubric Alignment (Teacher Evaluation Rubric) | TE Alignment (Teacher Evaluation) |
|---|--|--|
| Teacher provides building background to make content comprehensible | Employs Scaffold, Rigor, Relevant lesson- 2nd sentence | Employs Scaffold, Rigor, Relevant lesson- 2nd sentence |
| The teacher creates lessons that mesh with maps and pacing guides. | Employs Scaffold, Rigor, Relevant lesson- 1st sentence | Employs Scaffold, Rigor, Relevant lesson- 1st sentence |
| Lessons are relevant and aligned to the Common Core State Standards | Employs Scaffold, Rigor, Relevant lesson- Artifact | Employs Scaffold, Rigor, Relevant lesson- Artifact |
| The teacher has mechanisms in place to regularly or differentiate | Focus on learning more | 1. Focus on learning more |

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| instruction to meet the needs of all the students | than teaching- 4th sentence | than teaching 2. Monitors , adjust and differentiates using informal / formative assessment data- |
| Teacher connect content to real world and their own lives | Focus on learning more than teaching- 7th sentence | Delivers Effectively- 3rd Sentence |
| A framework for spiraling instruction is executed to promote retention and deepen understanding | Focus on learning more than teaching- 6th sentence | |
| The teachers written plans "solid system" that focus on informally and formally assessing students. | Monitors , adjust and differentiates using informal assessment data- 1st sentence | Focus on learning more than teaching |
| Overall rating | | |
| FOCUS ON THE LEARNER | TE Rubric Alignment (Teacher Evaluation Rubric) | TE Alignment (Teacher Evaluation) |
| The teacher monitors, adjusts, and differentiates using formative/summative assessment data. | Monitors , adjust and differentiates using formal assessment data- | Monitors , adjust and differentiates using formal assessment data |
| Collects data from grade level appropriate quizzes, tests, and assignments weekly | Monitors , adjust and differentiates using formal assessment data- 1st sentence | Monitors , adjust and differentiates using formal / summative assessment data (Description) |
| Uses the data to modify whole-class instruction and differentiates on a individual level | Monitors , adjust and differentiates using formal assessment data- 1st sentence | Monitors , adjust and differentiates using formal / summative assessment data (Description) |
| Students receive regular communication about what they have and have not mastered and are given appropriate support to achieve unmet objectives | Monitors , adjust and differentiates using formal assessment data- 2nd sentence | Monitors , adjust and differentiates using formal / summative assessment data- 2nd sentence |
| Teacher has students explain concepts and assignments to each other. | Monitors , adjust and differentiates using assessment data- 2nd sentence | Monitors , adjust and differentiates using assessment data |
| Teacher has students explain concepts and assignments to each other. Student are required to provide live, grade level appropriate feedback (CPS systems (clickers), thumbs up/down, multiple choice cards, etc.) to show understanding during instruction. | Monitors , adjust and differentiates using informal / formative assessment data | Monitors , adjust and differentiates using informal / formative assessment data- 2nd sentence |
| The teacher regularly uses informal feedback to re-teach the whole group, small groups , individuals and modify future instruction | Monitors , adjust and differentiates using informal assessment data- 3rd sentence | Monitors , adjust and differentiates using informal / formative assessment data- 3rd sentence |
| Teacher approach to formative assessment is well designed and includes student as well as teacher use of assessment information. | Monitors , adjust and differentiates using informal assessment data- 3rd sentence | Monitors , adjust and differentiates using informal assessment |
| Assessment is fully aligned with the instructional outcomes in content and process | | |
| Overall rating | | |

| FOCUS ON THE ENVIRONMENT | TE Rubric Alignment (Teacher Evaluation Rubric) | TE Alignment (Teacher Evaluation) |
|--|---|--|
| Designs and maintains a physical classroom that supports learning both aesthetically and functionally. Including technology, visual aides and bulletin boards. | Set physical stage for learning 3rd sentence | Set emotional stage for learning 5th sentence |
| Seating arrangements maximize supervision and data collection | Set physical stage for learning 2nd sentence | Set physical stage for learning 2nd sentence |
| The room is stream lined so that it is not visually distracting to student who struggle maintaining their focus | Set physical stage for learning 4th sentence | Set physical stage for learning 4th sentence |
| The room is organized, orderly and clean so that the teacher communicates a subtext of professional competence and pride | Set physical stage for learning 5th sentence | Set physical stage for learning 1st sentence |
| Designs and supports a safe, nurturing, structured environment that is conducive to learning | Set emotional stage for learning 1st sentence | Set emotional stage for learning 1st sentence |
| Teacher is encouraging to all students | Set emotional stage for learning -2nd sentence | Set emotional stage for learning -2nd sentence |
| Actively builds relationships that are productive and positive | Set emotional stage for learning -2nd sentence | Set emotional stage for learning -2nd sentence |
| Leverages relationships to encourage pro-social behavior both on and off campus | Set emotional stage for learning 4th sentence | Set emotional stage for learning 3rd sentence |
| Actively uses innovative strategies to motivate unmotivated students | Set emotional stage for learning -5thsentence | Set emotional stage for learning |
| Prevents or internally handles minor class management issues effectively | Set emotional stage for learning -4th sentence | Set emotional stage for learning -4th sentence |
| Other: | | |
| Overall rating | | |

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| *TEACHER COLLABORATION- NOT INCLUDED | 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 meaning to his and her practice and works with others | | | |
| The teacher enthusiastically participate 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-cant see in an observation | | | |