

Essential Element Profile (EEP) - Michigan

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

Rating Overview

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 that support student learning and instructional goals.			
Employs rigorous and relevant lessons			
Making the connection: Teacher connects the "Do Now" to learning object.			
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 students, are required to answer questions, complete assignments and participate in discussions and activities			
Overall rating			
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 or differentiate instruction to meet the needs of all the students			
Teacher connect content to real world and their own lives			
A framework for spiraling instruction is executed to promote retention and deepen understanding			
The teachers written plans that focus on informally and formally assessing students.			
Overall rating			
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 a 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. 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.			
The teacher regularly uses informal feedback to re-teach the whole group, small groups, individuals and modify future instruction			
Assessment is fully aligned with the instructional outcomes in content and process			
Teacher approach to formative assessment is well designed and includes student as well as teacher use of assessment information.			
Overall rating			

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 student 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			
*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 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			

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