

IPEGS POST-OBSERVATION SELF-EVALUATION FORM

(UTD generated voluntary form **FOR UTD MEMBERS ONLY**)

COMPLETE AT EARLIEST TIME FOLLOWING A FORMAL IPEGS OBSERVATION

PURPOSE: For use by a professional following a formal IPEGS observation to:

- Document and self-evaluate what occurred during the formal observation
- Prepare for a post-observation conference
- Prepare for a Support Dialogue meeting or an Improvement Plan Conference-for-the-Record
- Prepare a written response to what was observed and notations made by the assessor on the Observation of Standards Form. (This response will be attached to the OSF and placed in the personnel file.)

SELF-EVALUATION EVIDENCE/INFORMATION:

Observation Date: _____ Time Started: _____ Time Ended: _____
 Period: _____ Period began: _____
 Subject Observed: _____ Grade Level Observed: _____
 Assessor: _____
 Lesson Plans: _____ Available _____ Not Available

IPEGS Standard 2: KNOWLEDGE OF LEARNERS- The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

Presented concepts at different levels of complexity for students of varying developmental stages utilizing: <ul style="list-style-type: none"> • Cooperative groups • Technology • Use of writing, speech, art, music, physical activities • Use of analogies in discussions relating to student knowledge • Other: • Other: 	Check if applicable
Provided a range of activities to meet a variety of learning styles, cultural and linguistic backgrounds utilizing: <ul style="list-style-type: none"> • Technology • ESOL strategies • Student projects • Speech/interpreters • Other: • Other: 	Check if applicable
Used appropriate school, family and community resources to help meet all students learning needs, utilizing: <ul style="list-style-type: none"> • Reading/Math coach • Community speakers/mentors • Guidance/Trust counselors • School resource officer • Other: • Other: 	Check if applicable
Other Evidence:	Check if applicable

IPEGS Standard 3: INSTRUCTIONAL PLANNING- The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

<p>Addressed the needs of my students in my lesson, utilizing:</p> <ul style="list-style-type: none"> • Lesson plans with four (4) required components • District pacing guide • School focus calendar • Other: 	<p>Check if applicable</p>
<p>Based the lesson curriculum on:</p> <ul style="list-style-type: none"> • Sunshine State Standards • Competency-based Curriculum • FCAT strategies • Other: 	<p>Check if applicable</p>
<p>Used the following materials, resources and/or text in my lesson:</p> <ul style="list-style-type: none"> • Textbook • Smartboard • Projector • Other: • Other: • Other: 	<p>Check if applicable</p>
<p>Lesson plans were:</p> <ul style="list-style-type: none"> • Logical because: _____ • Sequential because: _____ • Relevant because: _____ 	
<p>Learning outcomes in the lesson were:</p> <ul style="list-style-type: none"> • • • 	
<p>Knowledge of subject demonstrated by:</p> <ul style="list-style-type: none"> • • • 	
<p>The following techniques were employed to address diverse learners:</p> <ul style="list-style-type: none"> • Audio • Video • Small group instruction • Teacher-centered instruction • Other: 	<p>Check if applicable</p>
<p>The following instructional materials were used:</p> <ul style="list-style-type: none"> • • • 	<p>Check if applicable</p>
<p>Other Evidence:</p>	

IPEGS Standard 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT-The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

<p>The following forms of technology were used:</p> <ul style="list-style-type: none"> • Computer • Projector • Video • Audio • Overhead • Other: • Other: 	<p>Check if applicable</p>
<p>The following instructional strategies were used:</p> <ul style="list-style-type: none"> • Questions and Answers • Brainstorming • Independent work • Cooperative learning • Whole-group activities • Other: • Other: 	<p>Check if applicable</p>
<p>Accurate content knowledge was demonstrated through</p> <ul style="list-style-type: none"> • Giving background examples • Pacing instruction according to curriculum and students' needs • Other: • Other: 	<p>Check if applicable</p>
<p>Students were engaged in the learning by:</p> <ul style="list-style-type: none"> • Connecting to students' prior knowledge • Connecting to students' life experiences • Connecting to students' interests • Other: • Other: 	
<p>Other Evidence:</p>	

IPEGS Standard 8: LEARNING ENVIRONMENT-The teacher creates and maintains a safe learning environment while encouraging fairness, respect and enthusiasm.

Classroom rules and procedures are: <ul style="list-style-type: none"> • Established/Posted • Maintained • Enforced 	Check if applicable
Appropriate discipline maintained: <ul style="list-style-type: none"> • Misbehavior handled quickly • Off-task behavior redirected • Other: • Other: 	Check if applicable
The room is mine for: (circle): Full day/Half day/One or Two periods only	
How is the seating arrangement conducive to a good learning environment?	
Students were engaged in the learning and on-task as evidenced by: <ul style="list-style-type: none"> • Student participation • Student inquiry • Cooperative teamwork • Other: • Other: 	Check if applicable
The following instructional resources are available and used in the learning environment: <ul style="list-style-type: none"> • • • 	
Any damaged furniture in the classroom?	
Any hazardous materials in the classroom or anything in the classroom that could cause an injury that could have been prevented?	
Room/environment is inviting and/or stimulating in the following ways: <ul style="list-style-type: none"> • Bulletin boards • Organized • Other: • Other 	
Have any issues or concerns regarding the room been reported? <ul style="list-style-type: none"> • Lighting • Air conditioner • Other: 	
Other Evidence:	

MISCELLANEOUS COMMENTS

Assessor was distracted during lesson, using: (circle) Blackberry, Walkie-Talkie, cell phone, other:	
Disruptions occurred during lesson: (circle) PA announcements, someone at door, call from office, assessor speaks to student(s), other:	
Other issues that occurred during observed lesson:	