

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: _____ Time Period began: _____
 Subject Observed: _____ Grade Level Observed: _____
 Assessor: _____ Title: _____
 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: 	<input checked="" type="checkbox"/> 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: 	<input checked="" type="checkbox"/> 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: 	<input checked="" type="checkbox"/> if applicable
Other Evidence:	<input checked="" type="checkbox"/> 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>✓ 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>✓ 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: 	<p>✓ 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>✓ if applicable</p>
<p>The following instructional materials were used:</p> <ul style="list-style-type: none"> • • • 	<p>✓ if applicable</p>
<p>Other Evidence:</p>	<p>✓ if applicable</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>✓ 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>✓ 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>✓ 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>✓ if applicable</p>
<p>Other Evidence:</p>	<p>✓ if applicable</p>

NON-OBSERVABLE STANDARDS (comment if applicable)

<p>IPEGS Standard 5: ASSESSMENT</p>	<p>✓ if applicable</p>
<p>IPEGS Standard 6: COMMUNICATION</p>	<p>✓ if applicable</p>
<p>IPEGS Standard 7: PROFESSIONALISM</p>	<p>✓ if applicable</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 	✓ if applicable
Appropriate discipline maintained: <ul style="list-style-type: none"> • Misbehavior handled quickly • Off-task behavior redirected • Other: • Other: 	✓ if applicable
The room is mine for: (✓): ___ Full day ___ Half day ___ 1 or 2 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: 	✓ 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? (✓): ___ Yes ___ No	
Any hazardous materials in the classroom or anything in the classroom that could cause an injury that could have been prevented? (✓): ___ Yes ___ No	
Room/environment is inviting and/or stimulating in the following ways: <ul style="list-style-type: none"> • Bulletin boards • Organized • Other: • Other 	✓ if applicable
Have any issues or concerns regarding the room been reported? <ul style="list-style-type: none"> • Lighting • Air conditioner • Other: 	✓ if applicable
Other Evidence:	✓ if applicable

MISCELLANEOUS COMMENTS

Assessor was distracted during lesson, using: (✓) ___ Blackberry, ___ Walkie-Talkie, ___ Cell phone, ___ Other:
Disruptions occurred during lesson: (✓) ___ PA announcements, ___ Someone at door, ___ Call from office, ___ Assessor speaks to students ___ Other:
Other issues that occurred during observed lesson:

IPEGS POST-OBSERVATION SELF-EVALUATION FORM (continued):

IPEGS Standard 2: KNOWLEDGE OF LEARNERS (continued)

IPEGS Standard 3: INSTRUCTIONAL PLANNING (continued)

IPEGS Standard 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT (continued)

IPEGS Standard 8: LEARNING ENVIRONMENT (continued)

OTHER COMMENTS: