

**INSTRUCTIONAL PERFORMANCE EVALUATION AND GROWTH SYSTEM  
OBSERVATION OF STANDARDS FORM-TEACHER (FM 7315)**

Teacher: \_\_\_\_\_ Employee No. \_\_\_\_\_ School: \_\_\_\_\_

Contract Status:  Probationary       Annual       Professional Service       Continuing       Other \_\_\_\_\_

Observation:  1    2    3    4    5    \_\_\_\_\_

Grade/Subject Observed: \_\_\_\_\_ Date: \_\_\_\_\_ Time: From \_\_\_\_\_ To \_\_\_\_\_

Assessors use this form to document the required annual formal observation of the teacher. Evidence must include descriptive language, which may be positive and/or negative examples. (Refer to the IPEGS Procedural Handbook for further explanation.)

<p><b>PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS</b> The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</p> <p><b>FEAPs: 1, 2, 3, 4</b></p>	<p><b>Supporting Evidence (Comment Required)</b></p>
<p><b>PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING</b> 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> <p><b>FEAPs: 1, 3, 4, 5</b></p>	<p><b>Supporting Evidence (Comment Required)</b></p>
<p><b>PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT</b> 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> <p><b>FEAPs: 2, 3, 4, 5</b></p>	<p><b>Supporting Evidence (Comment Required)</b></p>
<p><b>PERFORMANCE STANDARD 5: ASSESSMENT</b> The teacher gathers, analyzes, and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.</p> <p><b>FEAPs: 1, 3, 4, 5</b></p>	<p><b>Supporting Evidence</b> <input type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 6: COMMUNICATION</b> The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.</p> <p><b>FEAPs: 2, 4, 5</b></p>	<p><b>Supporting Evidence</b> <input type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 7: PROFESSIONALISM</b> The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</p> <p><b>FEAPs: 5, 6</b></p>	<p><b>Supporting Evidence</b> <input type="checkbox"/> Not an observable standard – No comment required unless warranted.</p>
<p><b>PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT</b> The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.</p> <p><b>FEAPs: 2</b></p>	<p><b>Supporting Evidence (Comment Required)</b></p>

*Comments/Specific Suggestions/Discussion*

***If performance is unsatisfactory complete this section by marking the appropriate boxes.***

Deficiencies noted in the following performance standard(s): 2 3 4 5 6 7 8

Assessor Action: Support Dialogue  Improvement Plan

Support Dialogue Successful

Support Dialogue (SD) Extension [One (1) extension up to ten (10) work days]

SD Extension: Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

*Signatures acknowledge the occurrence of the post-observation meeting and receipt of a copy of the observation form by the professional.*

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

## \*IPEGS Performance Standards (PS) Indicators-Teacher

\*(This information is provided for guidance purposes **ONLY**)

<p><b>PS2: Knowledge of Learners</b></p> <ul style="list-style-type: none"> <li>• Responds to the intellectual, social, and physical development of the age group</li> <li>• Presents concepts at different levels of complexity for students of varying developmental stages</li> <li>• Provides a range of activities: readiness, interests, learning styles, and cultural/linguistic backgrounds</li> </ul>	<p><b>PS3: Instructional Planning</b></p> <ul style="list-style-type: none"> <li>• Uses both formative and summative student learning data to guide planning</li> <li>• Develops plans that are clear, logical, sequential, and aligned to standards-based learning</li> <li>• Plans instruction effectively for content mastery, pacing, and transitions</li> <li>• Identifies and plans for the instructional and developmental needs of all learners</li> <li>• Gathers, evaluates, and/or creates appropriate instructional materials</li> </ul>
<p><b>PS4: Instructional Delivery and Engagement</b></p> <ul style="list-style-type: none"> <li>• Engages students in diverse activity structures: individual, collaborative, and whole-group</li> <li>• Demonstrates current knowledge of content in a logical and sequential manner</li> <li>• Uses multiple levels of questions and makes adjustments for reteaching/remediation/enrichment</li> <li>• Connects students' prior knowledge, life experiences, and interests to learning goals</li> <li>• Presents lessons with use of explicit instruction</li> <li>• Uses appropriate literacy strategies to build academic vocabulary</li> <li>• Uses a variety of strategies to engage students in higher-order learning tasks</li> <li>• Engages students in authentic learning, real-life applications, and interdisciplinary connections</li> <li>• Uses appropriate pace and maximizes instructional time for student learning, as appropriate</li> <li>• Uses technology to individualize instruction and enhance learning, as appropriate</li> <li>• Reinforces learning goals throughout the lesson</li> <li>• Provides ongoing, timely, and specific feedback to students</li> </ul>	<p><b>PS5: Assessment</b></p> <ul style="list-style-type: none"> <li>• Uses local and state assessment data to design instruction that meets students' needs</li> <li>• Uses pre-assessment data, formative and summative assessments to inform instruction</li> <li>• Uses formative assessments to adjust instruction for reteaching, remediation, and enrichment</li> <li>• Helps students understand assessment criteria, monitor, and reflect on their work</li> <li>• Maintains sufficient assessment data to support accurate reporting of student progress</li> <li>• Aligns assessments to learning goals and standards</li> <li>• Provides timely and specific feedback to students, parents, and stakeholders</li> </ul>
<p><b>PS6: Communication</b></p> <ul style="list-style-type: none"> <li>• Uses correct and acceptable forms of communication</li> <li>• Communicates with colleagues from content areas/agencies to integrate instruction and/or services</li> <li>• Maintains positive collaborative relationships with school personnel, families, and community stakeholders</li> <li>• Uses technology to support and enhance communication, as appropriate</li> </ul>	<p><b>PS7: Professionalism</b></p> <ul style="list-style-type: none"> <li>• Follows all legal and procedural requirements: Code of Ethics, State Statutes, and Board Policies</li> <li>• Reflects on strengths and areas for growth and sets deliberate practice growth targets for improvement</li> <li>• Engages in ongoing and collaborative professional development</li> <li>• Provides evidence of professional growth experiences</li> <li>• Incorporates learning from professional growth experiences</li> <li>• Incorporates learning from professional growth opportunities and reflects upon effectiveness</li> <li>• Contributes professionally to the school community</li> <li>• Maintains accurate records (e.g., attendance records, IEPs)</li> <li>• Works in a collegial and collaborative manner with school personnel and the community</li> </ul>
<p><b>PS8: Learning Environment</b></p> <ul style="list-style-type: none"> <li>• Establishes and maintains effective classroom rules and procedures</li> <li>• Creates an environment that is stimulating, challenging, and fosters intellectual risk-taking</li> <li>• Organizes a safe physical environment that is conducive to student learning and collaborative work</li> <li>• Maintains an environment that reflects a culture of inclusivity, equity, and respect</li> <li>• Promotes accountability for learning and holds high academic expectations for all students</li> <li>• Uses verbal, nonverbal, and electronic communication tools to challenge and support students</li> <li>• Encourages students to receive and accept constructive feedback on individual work and behavior</li> </ul>	