

## Focus on Learning – Peer Visit Form

Remember: 1) Notify the teacher you are visiting at least 72 hours prior to your visit. 2) Your visit should last a minimum of 30 minutes. 3) Do not put the name of the teacher visited anywhere on the form. 4) Remember to give feedback after the visit through personal contact or memo. 5) Return form to your Discipline Chair.

Date of Visit: \_\_\_\_\_ Type of Class Visited: \_\_\_\_\_

Time Arrived: \_\_\_\_\_ Time Departed: \_\_\_\_\_

### A. What are the students doing?

#### Amount of Time On Activity:

_____ Receiving information	_____
_____ Applying Skills	_____
_____ Practicing new skills	_____
_____ Participating in collaborative activities	_____
_____ Doing homework	_____
_____ Taking test or quiz	_____
_____ Using technology (Specify: _____)	_____
_____ Viewing videos	_____
_____ Presenting information	_____
_____ Using resources other than textbook	_____

### B. As you observe, what do the students demonstrate?

_____ Interest in subject mathematics	_____ Competency in reading, writing, or mathematics
_____ Critical thinking skills	_____ Ability to follow directions
_____ Time management skills	_____ Respect for others
_____ Self-discipline	_____ Participation from all students
_____ Expression of personal opinions	_____ _____

### C. Identify the ESLRs exhibited by the students during the visit.

(The specific characteristics of the ESLRs are listed on the back of this form.)

_____ Academically Competent Learners	_____ Culturally Aware Individuals
_____ Effective Communicators	_____ Productive Individuals
_____ Involved Citizens	_____ Perceptive Individuals

### D. As a visitor, what did you gain or learn from this visit? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# CLASSROOM OBSERVATION

*Accreditation: Focus on Learning*

Date of observation \_\_\_\_\_ Subject areas observed \_\_\_\_\_

1. What are students DOING? (Receiving information, applying skills, practicing newly acquired skills, time on task.????)

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2. What are students PRODUCING?

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3. What interactions are going on between teacher/student and/or student/student? \_\_\_\_\_

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4. How are students REWARDED OR RECOGNIZED by the teacher and/or other students \_\_\_\_\_

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5. What provisions are being made for STUDENTS WITH SPECIAL NEEDS?

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## Learning Snapshots

Course \_\_\_\_\_

Date \_\_\_\_\_

Topic covered \_\_\_\_\_

Circle any that apply. Add comments in the space provided.

1. The students are:

receiving information  
reviewing skills  
practicing newly acquired skills  
engaged in their work

applying skills  
synthesizing/evaluating  
task-oriented  
other \_\_\_\_\_

2. Activities:

individual work  
hands-on learning  
worksheets  
teacher made tests  
short/long-term projects/research  
group work

oral/group project  
open-ended problem-solving  
norm-referenced tests  
discussion self/peer assessments  
other \_\_\_\_\_

3. Students are applying the following skills:

Reading Writing Speaking Computing Thinking Listening

4. How are the students challenged to think and to communicate their thoughts orally and in writing?

5. How are students with special needs participating in the classroom activities?

6. Classroom set-up:

meets the needs of the students/lesson

flexibility is evident

7. The students are:

supported      rewarded      encouraged to learn      recognized

8. How do the students interact with peers?

With the teacher?

9. Students are learning skills that will prepare them for:

the workplace

the future

10. The school mission/purpose is evident in the classroom instruction.

11. The schoolwide learning expectations are evident in the classroom.

(identify the ones observed)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

12. What was the best evidence of learning observed in this class?

## Focus on Learning Peer Visit Form – Observation

Remember: 1) Notify the teacher you are visiting at last two days prior to your visit 2) Your visit should be at least 30 minutes 3) Do not put the name of the teacher visited anywhere on the form 4) Give feedback after the visit be personal contact or memo

Date of Visit: \_\_\_\_\_

Type of Class Visited: \_\_\_\_\_  
(College prep, remedial, English, Math, etc.)

Time arrived: \_\_\_\_\_

Time departed: \_\_\_\_\_

**A. What are the students doing?**

**Amount of Time  
On Activity:**

<input type="checkbox"/> Receiving information	<input type="text"/>
<input type="checkbox"/> Applying Skills	<input type="text"/>
<input type="checkbox"/> Practicing new skills	<input type="text"/>
<input type="checkbox"/> Participating in collaborative activities	<input type="text"/>
<input type="checkbox"/> Doing homework	<input type="text"/>
<input type="checkbox"/> Taking test or quiz	<input type="text"/>
<input type="checkbox"/> Using technology (Specify: _____)	<input type="text"/>
<input type="checkbox"/> Viewing videos	<input type="text"/>
<input type="checkbox"/> Presenting information	<input type="text"/>
<input type="checkbox"/> Analyzing or synthesizing information	<input type="text"/>
<input type="text"/>	<input type="text"/>

**B. Check which items you observed:**

<input type="checkbox"/> Acquisition of information	<input type="checkbox"/> Critical thinking skills
<input type="checkbox"/> Application of reading skills	<input type="checkbox"/> Time management and following directions
<input type="checkbox"/> Writing skills	<input type="checkbox"/> Students being comfortable and “tuned in”
<input type="checkbox"/> Speaking skills	<input type="checkbox"/> Efforts being made to involve all students
<input type="checkbox"/> Computing skills	

**C. Identify the GO’s exhibited by the students during the visit.**

(Specifics of the GO’s are listed on the back of this form)

<input type="checkbox"/> Technology	<input type="checkbox"/> Quality producers	<input type="checkbox"/> Self-directed learners
<input type="checkbox"/> Effective communicators	<input type="checkbox"/> Productive members of society	<input type="checkbox"/> Complex thinkers

**D. What interactions are going on between teacher/student and student/student?**

**E. How are students rewarded or recognized by the teacher and/or other students?**

**F. What did you see or observe about student learning in this visit?**

**Peer Observation Form**  
*"You can observe a lot by just watching"*  
Yogi Berra

Observer initial \_\_\_\_\_

Observee initial \_\_\_\_\_

Your Name \_\_\_\_\_ Department \_\_\_\_\_

Date of Observation \_\_\_\_\_ Department/Course observed \_\_\_\_\_

Circle: First or Second Observation of Fall or Spring Semester Name of Person Observed \_\_\_\_\_

Are CA State Standards posted for lesson? Yes No      Are Student Outcomes posted for lesson? Yes No

**A. What are students doing? (Check as many as apply.)**

- |  |  |
|--|--|
| <input type="checkbox"/> Receiving information       | <input type="checkbox"/> Using Technology                    |
| <input type="checkbox"/> Applying Skills             | <input type="checkbox"/> (specify _____)                     |
| <input type="checkbox"/> Practicing New Skills       | <input type="checkbox"/> Using Internet                      |
| <input type="checkbox"/> Collaborative Activities... | <input type="checkbox"/> (specify _____)                     |
| <input type="checkbox"/> in formal groups            | <input type="checkbox"/> Viewing Video                       |
| <input type="checkbox"/> in informal groups          | <input type="checkbox"/> Presenting Information              |
| <input type="checkbox"/> in pairs                    | <input type="checkbox"/> Using Resources Other Than Book     |
| <input type="checkbox"/> Review                      | <input type="checkbox"/> Continuation of Previous Assignment |
| <input type="checkbox"/> Taking Test or Quiz         | <input type="checkbox"/> Discussion                          |
| <input type="checkbox"/> Lab                         | <input type="checkbox"/> Other _____                         |

Comments: \_\_\_\_\_

As you observe, what do the students demonstrate?

- |  |   |
|--|---|
| <input type="checkbox"/> Interest in the subject         | <input type="checkbox"/> Time management skills                         |
| <input type="checkbox"/> Expression of personal opinions | <input type="checkbox"/> Competency in reading, writing, or mathematics |
| <input type="checkbox"/> Ability to follow directions    | <input type="checkbox"/> Participation from <i>all</i> students         |
| <input type="checkbox"/> Respect for others              | <input type="checkbox"/> Other _____                                    |
| <input type="checkbox"/> Humor                           |   |

Comments: \_\_\_\_\_

Identify the Student Outcomes exhibited by the students during the observation.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Critical Thinkers     | <input type="checkbox"/> Involved Citizens     | <input type="checkbox"/> Quality Producers         |
| <input type="checkbox"/> Self-Guided Achievers | <input type="checkbox"/> Collaborative Workers | <input type="checkbox"/> Adaptable Problem Solvers |

How is the teacher interacting with the students?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> individuals        | <input type="checkbox"/> whole class         | <input type="checkbox"/> demonstrating |
| <input type="checkbox"/> groups             | <input type="checkbox"/> answering questions | <input type="checkbox"/> lecturing     |
| <input type="checkbox"/> leading discussion | <input type="checkbox"/> no interaction      |  |

**B. How do you know that students are learning?**

Teacher: \_\_\_\_\_ Department: \_\_\_\_\_ Grade(s) \_\_\_\_\_

Course: \_\_\_\_\_ Please check if applicable:  Assignment for ELD students

Description of Assignment:

Type of Assignment (check off all that apply):

- |                                    |                                   |   |                                |
|------------------------------------|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Classwork | <input type="checkbox"/> Homework | <input type="checkbox"/> Collaborative Activity | <input type="checkbox"/> Lab   |
| <input type="checkbox"/> Test/Quiz | <input type="checkbox"/> Video    | <input type="checkbox"/> Individual Work        | <input type="checkbox"/> Other |

Type of Assessment(s) used for this assignment:

- |                                 |                                 |                                       |  |
|---------------------------------|---------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Points | <input type="checkbox"/> Rubric | <input type="checkbox"/> Letter Grade | <input type="checkbox"/> Other, Explain: |
|---------------------------------|---------------------------------|---------------------------------------|--|

State Standard(s) or Objective(s) met by this assignment:

Student Outcomes addressed in this assignment (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Critical Thinking    | <input type="checkbox"/> Collaborative Workers    |
| <input type="checkbox"/> Self Guided Achiever | <input type="checkbox"/> Quality Producer         |
| <input type="checkbox"/> Involved Citizen     | <input type="checkbox"/> Adaptable Problem Solver |

How well did the students master this assignment?

- \_\_\_\_\_ A majority were successful  
\_\_\_\_\_ Most students were successful, but some needed more practice  
\_\_\_\_\_ Many students need more practice developing skills

So you plan to revise this assignment to help student mastery? If so, how?

What conclusions can you draw from this evidence of student work?

## STUDENT OBSERVATION

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Observer's Name

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Date

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Course

### ESLRs

1. Communications: Each student will develop essential skills (listening, speaking, reading, writing, and mathematics) required to communicate in English.
2. Personal Responsibility: Each student will acquire and develop a sense of responsibility and commitment to self, school, community, and education as a life-long process.
3. Problem Solving: Each student will think analytically, logically, critically and creatively in solving problems.
4. Technology: Each student will utilize current technology to locate, analyze, and process information.

### WHAT ARE STUDENTS DOING THAT DEMONSTRATE ESLRs?

ACTIVITIES:	DESCRIBE STUDENT BEHAVIOR AS NEEDED:								
<p><b><u>COMMUNICATION</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Listening to the teacher  <input type="checkbox"/> Speaking  <input type="checkbox"/> Reading  <input type="checkbox"/> Writing  <input type="checkbox"/> Peer Editing                 </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Interacting w/the teacher  <input type="checkbox"/> Interacting w/students  <input type="checkbox"/> Questioning  <input type="checkbox"/> Working collaboratively  <input type="checkbox"/> Creating aesthetically                 </td> </tr> </table> <p><b><u>PERSONAL RESPONSIBILITY</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Courtesy to each other  <input type="checkbox"/> Courtesy to the teacher  <input type="checkbox"/> participating in class discussion  <input type="checkbox"/> Participating in collaboration  <input type="checkbox"/> On time                 </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> prepared for class  <input type="checkbox"/> On task  <input type="checkbox"/> Homework completed  <input type="checkbox"/> Dress code                 </td> </tr> </table> <p><b><u>PROBLEM SOLVING</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Calculating  <input type="checkbox"/> Analyzing  <input type="checkbox"/> Synthesizing  <input type="checkbox"/> Applying Learning  <input type="checkbox"/> Being creative                 </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Answering open-ended Questions  <input type="checkbox"/> Using manipulatives  <input type="checkbox"/> Interdisciplinary learning  <input type="checkbox"/> Reflecting on learning                 </td> </tr> </table> <p><b><u>TECHNOLOGY</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <input type="checkbox"/> Locating information  <input type="checkbox"/> Processing information  <input type="checkbox"/> Analyzing information                 </td> <td style="width: 50%; border: none;"> <input type="checkbox"/> Using multimedia  <input type="checkbox"/> Creating with technology  <input type="checkbox"/> Using appropriate tools                 </td> </tr> </table>	<input type="checkbox"/> Listening to the teacher <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Peer Editing	<input type="checkbox"/> Interacting w/the teacher <input type="checkbox"/> Interacting w/students <input type="checkbox"/> Questioning <input type="checkbox"/> Working collaboratively <input type="checkbox"/> Creating aesthetically	<input type="checkbox"/> Courtesy to each other <input type="checkbox"/> Courtesy to the teacher <input type="checkbox"/> participating in class discussion <input type="checkbox"/> Participating in collaboration <input type="checkbox"/> On time	<input type="checkbox"/> prepared for class <input type="checkbox"/> On task <input type="checkbox"/> Homework completed <input type="checkbox"/> Dress code	<input type="checkbox"/> Calculating <input type="checkbox"/> Analyzing <input type="checkbox"/> Synthesizing <input type="checkbox"/> Applying Learning <input type="checkbox"/> Being creative	<input type="checkbox"/> Answering open-ended Questions <input type="checkbox"/> Using manipulatives <input type="checkbox"/> Interdisciplinary learning <input type="checkbox"/> Reflecting on learning	<input type="checkbox"/> Locating information <input type="checkbox"/> Processing information <input type="checkbox"/> Analyzing information	<input type="checkbox"/> Using multimedia <input type="checkbox"/> Creating with technology <input type="checkbox"/> Using appropriate tools	<p><b>WHAT WERE STUDENTS DOING THAT IMPRESSED YOU THE MOST?</b></p>
<input type="checkbox"/> Listening to the teacher <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Peer Editing	<input type="checkbox"/> Interacting w/the teacher <input type="checkbox"/> Interacting w/students <input type="checkbox"/> Questioning <input type="checkbox"/> Working collaboratively <input type="checkbox"/> Creating aesthetically								
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**GROUND RULES:**    -LUNCHROOM CONVERSATIONS DO NOT CONSTITUTE AN OBSERVATION.  
-NOT A TEACHER OBSERVATION



## Focus on Learning Interview Form

Note: This interview form is not a judgment of students or teachers; it is just an informational tool used to determine what is actually being learned here at the school.

Person filling out form:      \_\_\_\_\_ Student      \_\_\_\_\_ Teacher      \_\_\_\_\_ Other

Date: \_\_\_\_\_

Describe briefly the lesson/activity:

What did you learn from the lesson/activity?

Can something you learned from this activity/lesson be applied to your life or your other classes in the future? If yes, explain:

What new ideas or material did you encounter today?

Has this lesson/activity improved or reinforced your personal or academic skills? If yes, explain:

Did you have an opportunity today to get help, ask questions, or possibly redo an assignment for improvement? If so, explain:

Could anything have been done differently to help you understand better through this lesson/activity?  
Could you have done something differently, so more learning would take place? Explain.

Other comments?

## Possible questions for student interview

1. When do you feel smart?

- \_\_\_\_\_ when I put effort into a project, assignment or problem
- \_\_\_\_\_ when I finish first
- \_\_\_\_\_ when I do not understand right away but do after more work
- \_\_\_\_\_ when I figure out something new
- \_\_\_\_\_ when I do not make mistakes
- \_\_\_\_\_ when the task is easy for me
- \_\_\_\_\_ when not much effort is required

2. Please list your top three choices:

I like to solve problems in

- \_\_\_\_\_ math      \_\_\_\_\_ social studies      \_\_\_\_\_ science  
\_\_\_\_\_ sports      \_\_\_\_\_ art      \_\_\_\_\_ music      \_\_\_\_\_ other

3. How much time do you spend on the computer each week?

- \_\_\_\_\_ games      \_\_\_\_\_ research CD      \_\_\_\_\_ Kid pix  
\_\_\_\_\_ e-mail      \_\_\_\_\_ internet (research)      \_\_\_\_\_ internet (fun)  
\_\_\_\_\_ word processing      \_\_\_\_\_ other

4. How often outside of the classroom do you read?

5. Do you share what you are reading with others?

If yes, with whom?

If no, why not?

6. name something you are very good at (or) name something you know very well.

7. How do you know you are good at that?  
How do you know you are an expert on that?

8. Tell all the ways you came to be good at that skill?  
Tell all the ways you came to be an expert on that?
9. What kinds of homework do you have?  
  
Which do you like the best?
10. Name your favorite lesson?
  
  
  
  
  
  
  
  
  
  
11. Rank your top three choices of activities:

Individual work	group presentation
Group work	independent presentation
Hands-on learning	independent research project
Open-ended problem solving	group research project
Worksheets	whole class discussion
Small group discussion	peer assessment
Self-assessment	silent reading
  
  
  
  
  
  
  
  
  
  
12. If you could change anything that goes on in your classroom what would it be?

# Focus on Learning – Evidence Collection Label

## Student Work (use this section)

Teacher \_\_\_\_\_ Department \_\_\_\_\_

Course Title \_\_\_\_\_ Grade Level \_\_\_\_\_ Date Collected \_\_\_\_\_

Check Student Learner Outcome(s) (ESLRs) Addressed:

Academically Competent Learners

Productive Individuals

Effective English Communicators

Culturally Aware/Civic Minded Individuals

Perceptive Thinkers

Level of Work Represented:

Student Profile:

High Level

High Achiever

Female

Title 1 Student

Medium Level

Medium Achiever

Male

Special Needs Student

Low Level

Low Achiever

LEP Student

Gifted Student

Briefly explain HOW the attached evidence relates to the Learner Outcome(s):

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## Other Evidence (Use this section)

*Focus Group(s) Applicable to (circle):*

▪Vision, Culture, Leadership

▪Student Support

▪Curricular Paths ▪Achievement and Assessment

▪Powerful Teaching and Learning

Researcher: \_\_\_\_\_

Topic: \_\_\_\_\_

Brief Description of Evidence:

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Briefly explain HOW the attached evidence relates to the Learner Outcome(s) (ESLRs) or other analysis:

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## Focus on Learning

### Department analysis of evidence – English Department

Description of Evidence:

The evidence reflects “quality” in relation to this focus group question:

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And these GO’s: \_\_\_\_\_

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How the evidence reflects quality:

Nature of this assignment in the department (type of work, developmental levels, connection with framework?)

Frequency – how often is this type of work being done; how often should it be done; it is being done with all students (a-level, b-level, LEP, Chpt. 1, AVID, ESL, AP, RSP, migrant, etc.)?