

2010-2011 Rounds Request Form

Name: _____ Grade: _____

What would you like to learn by conducting a peer observation?

Where would you like to observe?

- I'd like to observe in _____ during _____ because _____.
- I'd like assistance identifying an observation site.

When would you like to complete your round?

- Preferred Day of Week / Numbered Day _____
- Preferred Time: Start _____:_____ End _____:_____
- Preferred Dates:
 - First Choice _____
 - Second Choice _____
 - Third Choice _____
- Amount of Time Needed for Pre Conference _____
- Amount of Time Needed for Post Conference _____

Who would you like to participate with in your ROUND?

- I'd like to do my ROUND on my own.
- I'd like to go with _____

*** The school expectation is that Teachers will cover classes during TA rounds and TA's will cover during Teacher Rounds. Please check here if you have special circumstances that will not allow this to happen.**

- Coverage is needed for _____ because _____.

Lesson Design Dialog Sheet

How are the learning goals selected?

- Are the objectives aligned with the state standards?
- Are the objectives aligned with the pacing calendar?
- Are appropriate skills targeted for preview and review stations?
- Is there a cohesiveness of concepts being taught? (Big picture vs. isolated skills)

How will you motivate your students to learn this material?

-
- How do you connect the learning experience to their own lives, previously learned material, the world?
- How does a student set goals and monitor his/her own growth toward achieving these goals?
- How do you apply the various engagement and participation strategies we have learned? (TPS, VAK responses, choral response, etc.)

How are you assessing student learning?

- Are your assessments directly tied to the lesson objectives?
- What are the various ways (formal and informal) that students can demonstrate understandings, knowledge, skills?
- What are you doing as a teacher to informally assess students on a daily basis?
- How do you embed and document informal assessments throughout instruction?
- What do you do if a student doesn't "get it"?
- How are students evaluating / reflecting upon their own work? What tools do you provide?
- How are you monitoring RTI to determine if an intervention is working or if a change is needed?
- How do you revisit and assess previously learned skills?
-

How do your learning activities support the overall goal achievement?

- Why was this activity chosen for this student / all students?
- How do you scaffold support and model a gradual release of responsibility to help the student gain success and independence? (I do, we do, you do; layered materials)
-

How is the lesson differentiated (besides just flexible groupings)?

- What information and data is being considered when making instructional decisions?
 - How is what each student is doing during a teacher led instruction (teaching table) designed to meet his/ her individual needs?
- How is what each student is doing during an independent station designed to meet his / her individual needs?
- How are technology based centers selected and monitored to meet individual student needs relative to lesson objectives and goals?
- How do you allow students to learn in different ways – arts, movement, creation, drill, conversation, etc.?
- What are the roles of each adult in the classroom during each learning activity? How do these roles support goal attainment?
- How do you provide opportunities for enrichment or extension? (compacting, application)
- How is instruction reinforcing skills students are learning during related service specialized instruction (i.e. OT, ELL, SPL, etc.)?
- How are IEP or 504 accomodations and modifications being implemented in the classroom?
- How are language objectives (ELPBO) incorporated into the lessons?

Component Checklist

Math	ELA	Social Studies	Science	Special Areas
Mental Math Problem Solving Vocabulary Review (SOM) Fact Fluency Practice	Phonological Awareness Phonics Spelling Writing Process Comprehension Vocabulary Fluency	Key 3: Vocabulary Note Taking Reading Comprehension Writing Connections	Key 3: Vocabulary Note Taking Reading Comprehension Writing Connections Labs	Content Area Connection
Differentiation Checklist				
Physical Environment Materials Routines and Procedures		Whole Group Instruction Small Group Instruction: Teacher Directed; Work Table; Work Station – Student specific		

