Collaborative Learning Through Peer Inter-visitiation: A Toolkit for Educators

Second Edition
This toolkit is a resource for schools to support professional learning for pedagogical staff. It contains suggestions and best practices for schools and does not represent DOE policy or contractual obligations. School staff may utilize this toolkit at their discretion. The New York City Department of Education reserves the right to make changes to this toolkit at any point in time.
Updates to the Second Edition

- **Strategies for Implementing Inter-visitations** has been updated with additional strategies that school teams in New York City have used to initiate and schedule inter-visitations as part of their professional learning.

- A new resource, **Choosing an Inter-visitation Protocol**, outlines considerations and possible uses for both of the protocols.

- The **Inter-visitation Protocol for Studying Peer Practice** has been updated to include tips for focusing inter-visitations.

- The **Inter-visitation Protocol for Reciprocal Peer Mentoring** has been updated to include steps for participating teachers to focus on student learning outcomes in the observed lesson.

- A new activity, **Reflecting on Student Learning Outcomes at the Lesson Level**, introduces a tool to support both the host and visiting teachers in compiling and reflecting on evidence of student learning after an inter-visitation visit.

- A new **Sample Professional Learning Team Cycle Planning Guide** shows how a team of teachers might introduce inter-visitations to their colleagues.

Acknowledgments

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Inter-visitation Toolkit Overview

Peer inter-visitation is a teacher-facilitated, non-evaluative classroom visit focused on the collaborative development of teachers’ instructional knowledge and skills. This professional learning opportunity can be used effectively with an individual teacher and group of teachers interested in learning from the successful practices of their colleagues or supporting one another in reflective teaching practice through peer mentoring. Inter-visitation practices that incorporate the Danielson Framework for Teaching provide educators a structure for describing and discussing excellence. Also, using the Framework for Teaching as a formative tool for growth supports educators’ professional learning in a context of shared definitions and understandings within an environment of professional respect and trust. The Inter-visitation Toolkit contains resources to support schools in implementing inter-visitation structures that support the needs and goals of their teachers and students.

Questions to Consider

When planning to implement inter-visitation practices, school teams should consider the following questions:

- What are our school’s and/or group(s) of teachers’ goals for professional learning?
- How can inter-visitation support these goals?
- What resources already exist at our school that would support successful implementation of inter-visitation? What additional resources might teachers need?
- What systems and structures need to be in place to support teachers in engaging in inter-visitation?
- How will teachers assess and refine the learning that takes place as a result of inter-visitation?

Resources for Inter-visitations

This toolkit contains resources that school teams can use when planning for and implementing inter-visitation practices.

A. Strategies for Implementing Inter-visitations:

This document describes strategies that school teams in New York City have used to initiate and schedule inter-visitations as part of their professional learning. (page 3)

B. Activity: Professional Collaboration Through Inter-visitation:

This session familiarizes participants with practices that support effective teacher collaboration. It guides participants in planning for inter-visitations that lead to the collaborative development of teachers’ instructional knowledge and skills, in order to effect powerful changes in student learning. This session could be used to introduce inter-visitations to a school community. (page 6)

Inter-visitation and Teachers Selecting an Observation Option with Collegial Visits

When applicable, teachers may choose an observation option that includes classroom visits by colleagues. The “Inter-visitation Protocol for Studying Peer Practice” may be used as a tool for inter-visitations of teachers who select this option.

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1 These questions, along with other resources for planning professional learning, can be found in the Appendix: Section 1 of the Handbook for Professional Learning (pp. 71-94), which can be accessed on WeTeachNYC.org.
C. **Choosing an Inter-visitation Protocol:** This toolkit contains two protocols for peer inter-visitation. These protocols are not mutually exclusive, and it may be appropriate to use both protocols with a given teacher or group of teachers at different points in time, depending on their professional learning needs and goals. This document outlines considerations and possible uses for both of the protocols. (page 9)

D. **Inter-visitation Protocol for Studying Peer Practice:** This protocol can be used when a Visiting Teacher or group of Visiting Teachers want to learn from a Host Teacher. For example, a team of teachers might visit a teacher in order to observe how he or she provides high-quality, timely feedback to students throughout a lesson. (page 11)

E. **Inter-visitation Protocol for Reciprocal Peer Mentoring:** This protocol is intended for all teachers interested in supporting one another in reflective teaching practice, with each teacher taking turns being visited. The Host Teacher uses evidence from student work and the *Framework for Teaching* to reflect upon his or her practice, and the Visiting Teacher uses evidence aligned to the *Framework for Teaching* to confirm the Host Teacher’s reflection and/or bring to light additional areas of strength and potential areas for growth. (page 16)

F. **Activity: Reflecting on Student Learning Outcomes at the Lesson Level:** The Reflecting on Student Learning Outcomes at the Lesson Level tool can support both the host and visiting teachers in compiling and reflecting on evidence of student learning after an inter-visitation visit. This professional learning activity introduces this tool and provides participants with an opportunity to practice using it. In the activity, participants categorize evidence of student learning outcomes in order to identify trends and patterns, and plan strategies to support students in mastering intended outcomes in future lessons. (page 24)

G. **Professional Learning Team Cycle Planning Guide:** This planning guide is one tool from the *Handbook for Professional Learning* that teams can use when planning to integrate inter-visitations in a cycle of professional learning. (page 27)

H. **Sample Professional Learning Team Cycle Planning Guide A:** This sample shows how a team of teachers might introduce inter-visitations. The team members deepen their knowledge of inter-visitation, practice engaging in the Inter-visitation Protocol for Reciprocal Peer Mentoring, and develop a plan for introducing inter-visitations to their colleagues. (page 28)

I. **Sample Professional Learning Team Cycle Planning Guide B:** This sample shows how a team of six teachers might integrate inter-visitation as a key activity in a professional learning cycle linked to their professional learning goals. (page 29)

J. **Scheduling Template:** This tool can be used by pairs or groups of teachers to support scheduling and discussing the purpose for each visit. (page 31)

K. **Sample Scheduling Template:** This tool is a sample of how a pair of teachers engaged in inter-visitation as part of their team’s professional learning cycle might schedule the action steps they would take prior to, during, and after their classroom visits. (page 32)

L. **Sample School-wide Inter-visitation Schedule:** This sample schedule from Mott Haven Community High School shows how school leaders scheduled a trimester-long, school-wide inter-visitation cycle. (page 33)
INTRODUCING INTER-VISITATIONS

Strategies for Implementing Inter-visitations:
This document describes strategies that school teams in New York City have used to initiate and schedule inter-visitations as part of their professional learning. .................................................... 3

Activity: Professional Collaboration Through Inter-visitation:
This session familiarizes participants with the practices that support effective teacher collaboration. It guides participants in planning for inter-visitations that lead to the collaborative development of teachers’ instructional knowledge and skills, in order to effect powerful changes in student learning. This session could be used to introduce inter-visitations to a school community. .................................................... 6
Strategies for Implementing Inter-visitations

These ideas for initiating and scheduling inter-visitation come from Mott Haven Community High School.

Piloting Inter-visitations with Teacher Leaders

In 2013–14, Mott Haven Community High School started with a small team of four teachers interested in piloting inter-visitations. In June, these teacher leaders (Ms. Cantatore, Ms. Pantojas, Ms. Dusenbury, and Mr. Pantelias) shared with their colleagues what they had gained from their inter-visitations. They also shared what they had found most and least helpful about the strategies they had tried. In a survey afterward, other teachers expressed interest in engaging in inter-visitations in the fall. Beginning with a small team allowed the school to work out some of the kinks and to prepare teacher team leaders to lead the work this year. Teachers advocated for and planned this professional learning work, which has built school-wide support.

Expanding to School-wide Inter-visitation Cycles

In September 2014, these four teacher leaders joined Principal Helene Spadaccini in introducing a plan for school-wide inter-visitations. The teachers shared with their colleagues how inter-visitations had supported their professional growth. They emphasized that because the feedback they were getting from their peers was linked to the Framework for Teaching, the inter-visitation process allowed them to receive non-evaluative feedback that benefited them in preparation for evaluative administrative observations that used the same rubric.

In this introductory session, they shared that the purposes for inter-visitations were:

- To build an understanding of Danielson’s Framework for Teaching (particularly components 3b, 3c, and 3d);
- To build an understanding of their shared instructional vision of using formative assessments to guide and differentiate their instruction so that they may meet the needs of all of their students;
- To share best practices and to enhance their toolbox of instructional strategies.

The school leadership introduced the process for the inter-visitations, which included introducing the staff to a common feedback form to support teachers in sharing “glows” and “grows.” They also shared a “Looking at Student Work” protocol. Three teachers would observe the Host Teacher, typically for 20 minutes, and then debrief the visit in the same day.
In addition, the school leadership developed an inter-visitation schedule for teams of four (see the “Sample School-wide Inter-visitation Schedule” on page 33). Each team included one of the teacher leaders who had piloted inter-visitations in the previous school year. At the teachers’ suggestion, each cycle was designed to last a trimester, so the teams could have the opportunity to see the impact of their feedback and self-reflection in their second visits. Teams were comprised of teachers across the content areas, because the staff was interested in observing teachers outside of their disciplines whom they did not usually get to see. This allowed them to observe a variety of different techniques intended to strengthen instruction in literacy across the disciplines, which was one of the school’s instructional priorities. In creating the schedule, the school leadership tried to group teachers who had common professional periods, so the inter-visitations would be least disruptive to instruction. The administration arranged coverage for those few teachers who did not share professional periods with others.

After the first round in September, the teams talked about what worked, what didn’t, and what they wanted to see changed. They then agreed upon changes. This iterative process furthered investment among teachers, who felt they had a voice in the development of a process that was beneficial to their professional practice.

The Impact of Inter-visitations

As the teachers approached the end of the first trimester, the effects were evident in the many promising practices that were being shared and incorporated among the teachers. For example, the math department was inspired by a strategy used in the ELA classrooms that required students to use evidence to support their claims. As a result, the math team created an extended response protocol for students to discuss problems and write explanations of solutions. In another instance, an ELA teacher observed her students struggling in their social studies classroom due to their lack of historical background knowledge; as a result, she selected Tim O’Brien’s *The Things They Carried* as the next ELA class text to support students’ understanding of the Vietnam War. Teachers also reported that they appreciated seeing their students in different classrooms, sometimes noting differences in their behavior and academic performance. These observations have led to conversations about strategizing how best to support individual and groups of students.

As a result of the inter-visitations, teachers are having more conversations with each other and are highlighting the strengths in each other’s practices. This professional learning structure has built comradery; in addition to the scheduled inter-visitations, teachers are now initiating visits to one another’s classrooms and offering to team-teach lessons. Mott Haven Community High School’s staff looks forward to engaging in inter-visitations with new teams in the second trimester and assessing the impact of their professional learning on their students’ progress.
Strategies from Other NYC Schools Engaging in Inter-visitations

- At Cascade High School, the school leadership scheduled a nine-period day. Classes are 42 minutes long, and every teacher has two daily preparation periods; one of the preps is used for inquiry teams, collaborative practices such as tuning protocols, and inter-visitations that they call Grand Rounds.

- At NYC iSchool, the ELA department engaged in three-week cycles of inter-visitations through video. In week one, the Host Teacher introduced his or her instructional dilemma. In week two, the Host Teacher had someone record a lesson, and then the team of teachers watched the video during the department meeting using protocols. Then, in week three, the team used a protocol to look at student work. As they participated in this work over last school year, the teachers uncovered that there was a wide range of expectations for student work across classrooms. As a result, the ELA department decided to collaboratively develop sample exemplars of student work for each core class. Currently, they are revising all the core class rubrics to communicate clear and consistent criteria to students across all the ELA classrooms.

- At Wagner High School, inter-visitations among faculty occur in several ways, including a monthly opportunity in lieu of their Circular 6 assignment. In addition, an administrator often facilitates a visit for a teacher to a specific colleague who demonstrates highly effective practices in the areas connected to feedback the administrator shared with the Visiting Teacher after an observation.

- At Queens High School for Language Studies, teachers engage in both in-person and video inter-visitations. For in-person inter-visitations, all teachers are in groups of four across disciplines, and each group has an inter-visitation facilitator. Each group member takes turns being the Host Teacher for the team to observe. Afterwards, the entire team engages in a post-visit conversation together. Parallel to the in-person visits, each month teachers have the option of participating in a video inter-visit. One teacher volunteers to have a full lesson, or portion of their lesson, videotaped. At the monthly meetings, the videotaped teacher presents a problem of practice. The group then watches the video, asks clarifying questions, and provides warm and cool feedback, including potential next steps to address the problem of practice identified. After both in-person and video inter-visitations, teachers reflect on the protocol, how the inter-visit process went, and how it might be improved.
Activity: Professional Collaboration Through Inter-visitation

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Through reading, discussion, and planning, this session will familiarize participants with the conditions and practices that support effective teacher collaboration. This session guides participants in planning for inter-visitations that lead to the collaborative development of teachers’ instructional knowledge and skills in order to effect powerful changes in student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Time:</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
| Materials: | ■ Article: Why Collaborative Inquiry Teams? (National Center for Literacy Education)²  
■ Handbook for Professional Learning, pages 89–90 |
| Essential Questions: | What are the key elements of professional learning that promote the kind of professional collaboration that powerfully changes student learning? How can your school use inter-visitations to build on those key elements of professional learning? |

Activity Steps:

1. **Article Study: Why Collaborative Inquiry Teams? (15 minutes):** Participants read the article independently, and then, in pairs or small groups, engage in the Four “A”s Text Protocol³:
   - The group reads the text silently, highlighting it and writing notes in the margin on sticky notes in answer to the following four questions:
     - What assumptions does the author of the text hold?
     - What do you agree with in the text?
     - What do you want to argue with in the text?
     - What parts of the text do you aspire to?
   - In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
   - Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time—what do people want to argue with, agree with, and aspire to in the text?

2. **Teacher Collaboration Through Peer Coaching and Inter-visitation (10 minutes):** Participants read the descriptions of “Peer or Collegial Mentoring” (page 89)⁴ or “Inter-visitation and Intra-visitation” (page 90) in the Handbook for Professional Learning. In pairs or as a group, participants discuss the following questions:
   - How do peer coaching and inter-visitation relate to the following elements of effective collaboration?
     - Deprivatizing practice
     - Using evidence effectively

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² Available at: http://www.literacyinlearningexchange.org/sites/default/files/ncleshortlitreview.pdf
⁴ For more information on peer coaching, see pages 37–42 in the Handbook for Professional Learning, available on WeTeachNYC.
— Creating collaborative culture
— Maintaining an inquiry stance
— Enacting shared agreements
— Supporting collaboration systemically

■ In your school context, in what ways might peer mentoring or inter-visitation be responsive to identified teacher and student needs?
■ In your school, what impact might peer coaching or inter-visitation have on teachers’ practice and student outcomes?

3. **Planning to Collaborate Through Inter-visitations (15 minutes):** Participants review the two inter-visitation protocols in the *Inter-visitation Toolkit* (the “Inter-visitation Protocol for Reciprocal Peer Mentoring” and the “Inter-visitation Protocol for Studying Peer Practice”) and discuss the following questions:
■ How and when might each of the protocols be used in your school? How might you adapt them?
■ What structures or resources would be needed to use these protocols? Whom could you reach out to for this support?
■ What next steps could you take to incorporate either reciprocal peer mentoring or studying peer practice?
   — (The “Checklist for Planning Professional Learning” on page 75 of the *Handbook for Professional Learning* might be helpful when planning the next steps.)

**Follow-up by School Teams**

School teams should then spend time creating a plan to implement one or both of the inter-visitation protocols with pairs or teams of teachers. Based upon the needs assessment they conducted, school teams might consider grouping teachers by grade, content area, or role, or inviting teachers to suggest whom they visit. School teams should consider how the pairings or groupings can be flexible and responsive to meet any new needs that arise, while also building trust and ownership among the teachers. In addition, school teams should consider whether it would be helpful to initially review a skill like taking low-inference notes so the post-visit conversations can be focused on evidence and not opinions. Finally, school teams should consider what existing or new structures would support teachers in visiting each other (refer to “Strategies for Implementing Inter-visitations” (page 3 for ideas from other New York City schools).

**First Extension Activity: Participant Planning (30 minutes):** Participants meet with their colleagues to plan the upcoming visits. For a template to support integrating inter-visitations in a cycle of professional learning, participants can refer to “Professional Learning Team Cycle Planning Guide” on page 77 of the *Handbook for Professional Learning*, as well as a completed sample of this template in the *Inter-visitation Toolkit*. For a template to support scheduling and discussing the purpose for each visit, participants can refer to the “Scheduling Template” and corresponding sample in the *Inter-visitation Toolkit*.

**Second Extension Activity: Ways to Make the Learning Public (40 minutes):** After the cycle of inter-visitations, invite the teacher teams to share their learnings with their colleagues, including any changes in their practices and student learning. This sharing is also an opportunity to evaluate the impact of inter-visitations and brainstorm revisions to improve using inter-visitations as part of the school’s professional learning plan.

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5 Resources for introducing or reviewing low-inference note-taking, including a note-taking template, are available on WeTeachNYC in the collection “Introducing your staff to the Framework for Teaching,” under “Mini-module C: Introduction to taking low-inference notes.”
Choosing an Inter-visitation Protocol:
This toolkit contains two protocols for peer inter-visitation. These protocols are not mutually exclusive, and it may be appropriate to use both protocols with a given teacher or group of teachers at different points in time, depending on their professional learning needs and goals. This document outlines considerations and possible uses for both of the protocols. .......................... 9

Inter-visitation Protocol for Studying Peer Practice:
This protocol can be used when a Visiting Teacher or group of Visiting Teachers wants to learn from a Host Teacher. For example, a team of teachers might visit a teacher in order to observe how he or she provides high-quality, timely feedback to students throughout a lesson. .......................... 11

Inter-visitation Protocol for Reciprocal Peer Mentoring:
This protocol is intended for all teachers interested in supporting one another in reflective teaching practice, with each teacher taking turns being visited. The Host Teacher uses evidence from student work and the Framework for Teaching to reflect upon his or her practice, and the Visiting Teacher uses evidence aligned to the Framework for Teaching to confirm the Host Teacher’s reflection and/or bring to light additional areas of strength and potential areas for growth. .......................... 16

Activity: Reflecting on Student Learning Outcomes at the Lesson Level:
The Reflecting on Student Learning Outcomes at the Lesson Level tool can support both the host and visiting teachers in compiling and reflecting on evidence of student learning after an inter-visitation visit. This professional learning activity introduces this tool and provides participants with an opportunity to practice using it. In the activity, participants categorize evidence of student learning outcomes in order to identify trends and patterns, and plan strategies to support students in mastering intended outcomes in future lessons. .......................... 24
Choosing an Inter-visitation Protocol

Peer inter-visitation\(^6\) is a teacher-facilitated, non-evaluative classroom visit focusing on the collaborative development of instructional knowledge and skills. As described on page 90 of the *Handbook for Professional Learning*, this type of observation may be part of a study component of a Professional Learning Community, as teams work to identify inquiry questions and establish goals.

This toolkit contains two protocols for peer inter-visitation, and school teams can decide which protocol is most useful for individuals or groups of teachers at a given time using the considerations below. These protocols are not mutually exclusive, and it may be appropriate to use both protocols with a given teacher or group of teachers at different points in time, depending on their professional learning needs and goals. As you review the protocols, consider:

- How and when might each of the protocols be used in your school? How might you adapt them?
- What structures or resources would be needed to use these protocols? Whom could you reach out to for this support?
- What next steps could you take to incorporate either protocol?

A challenge that school teams may face when engaging in inter-visitations is shifting from a “Culture of Nice,” where team members hesitate to provide one another honest feedback, to one in which team members feel safe and comfortable challenging one another’s thinking and practice. When preparing to engage in inter-visitations using either protocol, school teams may wish to read Elisa MacDonald’s article “When Nice Won’t Suffice,”\(^7\) possibly using the Four “A”s Text Protocol\(^8\) to reflect on and discuss as a team the implications for the work.

Inter-visitation Protocol for Studying Peer Practice

This protocol can be used when a Visiting Teacher or group of Visiting Teachers want to learn from a Host Teacher’s exemplary practice. This protocol can be a good place to start for schools that are introducing inter-visitations for the first time. In addition, this protocol can be a good choice when:

- There is a teacher or group of teachers interested in observing and learning from a colleague in a particular area or component of the *Framework for Teaching*.
- Teachers are visiting a Host who chose an observation option that includes classroom visits by colleagues.
- Teachers who are new to the profession are using inter-visitations to learn from veteran colleagues.

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\(^6\) Additional suggestions and resources are included in the *Handbook for Professional Learning* pages 95-100, available on WeTeachNYC.

\(^7\) Available at http://learningforward.org/docs/jsd-june-2011/macdonald323.pdf

\(^8\) Available at http://www.nsrshotivating.org/system/files/protocols/4_a_text_0.pdf
Inter-visitation Protocol for Reciprocal Peer Mentoring

This protocol can be used to guide a teacher-facilitated, non-evaluative classroom visit focusing on the collaborative development of instructional knowledge and skills. This protocol is intended for all teachers interested in supporting one another in reflective teaching practice. As the name implies, this protocol involves teachers providing one another with feedback on their teaching practice. Thus, to be successful, it requires a greater level of trust between colleagues than the “Protocol for Studying Peer Practice.” This protocol may be a good choice if:

- Your school already has, or you are seeking to further develop, a culture of collaboration among teachers.
- Teachers are interested in engaging in rich conversations around teaching practice with their colleagues.
- You are looking for a protocol that engages both the Host and Visiting Teachers in deep reflection on teaching practice, and in which both learn equally from the process.

**Note:** To support trust when first introducing the protocol, teachers may consider focusing only on “glows,” or areas of strength, in the first few rounds of inter-visitation. As colleagues become increasingly comfortable with the protocol’s structure and goals, they can then begin introducing discussion around areas of growth in their professional conversations about the lesson.
Inter-visitation Protocol for Studying Peer Practice

**Peer inter-visitation** is a teacher-facilitated, non-evaluative classroom visit focusing on the collaborative development of instructional knowledge and skills.

**When to use this protocol:**
Use this protocol when a Visiting Teacher or group of Visiting Teachers wants to learn from a Host Teacher. For example, a team of teachers might visit Teachers are visiting a Host who chose an observation option that includes classroom visits by colleagues.

**Before the Visit:**
The teachers meet prior to the lesson in order to establish norms for debriefing the observation (e.g., “Our observation data will remain confidential,” “We will meet to follow up within 24 hours of the observation”).

The Visiting Teacher may ask questions such as the following prior to his or her visit to the Host Teacher’s classroom to gain context and to focus his or her observation and feedback:

- What are you working on?
- What are your objectives and expectations for the lesson?
- What background do I need to know coming into your classroom?

**During the Visit:**
The Visiting Teacher visits the Host Teacher for a full period (or, at minimum, 15 minutes), taking low-inference notes. These notes will support the Visiting Teacher’s reflection on the visit and will enable the Visiting Teacher and Host Teacher to then engage in a collaborative conversation grounded in teaching practice and student learning.

**After the Visit:**
First, the Visiting Teacher and Host Teacher independently reflect on the visit to plan for a professional conversation that maximizes their time:

- The Visiting Teacher reviews the gathered evidence and connects it to components of the Framework for Teaching and the focus of his or her visit, optionally using Part 1 of the post-visit note-taker (see page 14). The Visiting Teacher might note questions that he or she would like to discuss with the Host Teacher (e.g., “What criteria did you use to match students?”).

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9 Additional suggestions and resources are included in the Handbook for Professional Learning pages 95-100, available on WeTeachNYC.

10 Resources for introducing or reviewing low-inference note-taking, including a note-taking template, are available on WeTeachNYC in the collection “Introducing your staff to the Framework for Teaching,” under “Mini-module C: Introduction to taking low-inference notes.”

11 The “Specific Considerations for Teachers of Students with Disabilities” and the “Specific Considerations for Teachers of English Language Learners,” available on WeTeachNYC, may support teachers in selecting a focus for inter-visitations.
The Host Teacher reflects upon his or her practice, analyzing the student work that resulted from the lesson; recalling any student discussions or other evidence of student learning during class; and aligning his or her practice to the Framework for Teaching. If the Visiting Teacher shared a focus area with the Host Teacher, the Host Teacher may also use that focus area to guide his or her reflection. Then, the Host Teacher and Visiting Teacher meet face-to-face to discuss the lesson; the Host Teacher leads this conversation.

**Suggested time: 30-40 minutes**

1. The Visiting Teacher may share two to three components of the Framework for Teaching and other focus areas that he or she would like to discuss based on his or her earlier reflections on the evidence, optionally using Part 2 of the note taker (see page 15). (2 minutes)

2. The teachers review the collected evidence and make connections to the components selected for discussion as well as any identified focus area. This evidence may include student work samples and low-inference notes from the observation (e.g., “When [student] Maya referred back to the rubric, I connected that to the following language in Effective for Component 3d: ‘Students appear to be aware of the assessment criteria’”). (10 minutes)

3. The Visiting Teacher asks questions to better understand the evidence (e.g., the Visiting Teacher may share, “As students worked independently, I saw you circulate to look at student work and stop to talk to a few students. How did you determine whom to talk with, and in what ways did that connect to the assessment criteria?”). (10–18 minutes)

4. The teachers then brainstorm next steps for the Visiting Teacher and create a timeline of the actions that will lead to the teacher’s identified goals. They also create a plan to monitor progress and analyze whether the next steps are positively impacting student learning. The teachers identify any resources that will support the Visiting Teacher in this work. The Host Teacher may also identify adjustments for his or her own teaching and specific, time-bound next steps (e.g., at the start of the next unit, the teacher will write a student-friendly version of a rubric and have them self-assess their first and final drafts; the teacher will compare students’ work with the level of performance they accomplished in the prior unit). (8–10 minutes)
Adapting This Protocol for Inter-visitations by Teacher Teams

This protocol can be adapted so that a group of Visiting Teachers engages in inter-visitations with a Host Teacher.

Suggested time: 45 minutes

(The times on the Optional Note Taker [page 14] correspond to the times in the pair protocol, and teams would need to adjust the times to correspond with the times below.)

1. The facilitator leads the Host Teacher and Visiting Teachers to agree upon two to three components that most relate to the Visiting Teachers’ focus area(s) and the collected evidence to focus on in their post-visit conversation. (3 minutes)

Assign a teacher to serve as a facilitator of the debrief conversation with the Visiting Teachers and Host Teacher. The facilitator can ensure that there is balance between the Host Teacher’s reflections and the Visiting Teachers’ questions and reflections during the debrief conversation.

2. The Visiting Teachers share promising practices they observed and link these practices to specific language in the Framework for Teaching or their area for focus (e.g., “When [student] Ethan included the additional evidence after [student] Karina pointed out where his argument needed to be strengthened, I connected that to the following language in Highly Effective for 3d: ‘a variety of forms of feedback, from […] peers, is accurate and specific and advances learning’”). (10 minutes)

3. The Host Teacher summarizes the evidence discussed, including the connections made to the selected components and area of focus or questions. (5 minutes)

4. The Visiting Teachers take turns asking questions about the Host Teacher’s instructional practice. (17 minutes)

5. The Visiting Teachers each identify next steps for each of their classrooms. They may also create a plan to follow up and reflect upon the impact of the instructional adjustments. The Host Teacher may also identify adjustments for his or her future teaching. (10 minutes)
Optional Post-Visit Note Taker for Visiting Teachers

**Part 1: Independent Visit Reflection** *(to complete before the discussion of the lesson)*

Plan for a collaborative conversation that maximizes your time:

<table>
<thead>
<tr>
<th>Relevant evidence from the lesson (refer to low-inference notes and student work)</th>
<th>Connections to the <em>Framework for Teaching</em> components and your focus</th>
</tr>
</thead>
</table>

Which two to three components of the *Framework for Teaching* would you like to discuss during the lesson debrief that most relate to the collected evidence and your professional learning goal(s)?

Are there any questions you’d like to bring to the discussion?

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12 As an alternative, the Visiting Teacher may organize evidence from the visit using the Reflecting on Student Learning Outcomes tool (page 26). The Reflecting on Student Learning Outcomes professional learning activity (page 24) can be used to introduce teacher teams to this tool.
Part 2: Professional Conversation with the Host Teacher (30–40 minutes)

Which two to three components that most relate to the collected evidence and the professional learning goal(s) and focus would you like to discuss during the post-visit conversation? (2 minutes)

Review the collected evidence and make connections to the components selected for discussion: (10 minutes)

<table>
<thead>
<tr>
<th>Relevant evidence from the lesson (refer to low-inference notes and student work)</th>
<th>Connections to the Framework for Teaching components or focus area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask the Host Teacher probing questions to better understand the evidence: (10–18 minutes)

Brainstorm next steps that include a clear timeline of the actions that will lead to your identified goals\(^\text{13}\): (5–6 minutes)

How will you monitor progress and analyze the success of the next steps? What resources might you need? Whom could you reach out to for this support? (3–4 minutes)

\(^{13}\) Teachers may want to use the “Sample Teacher Professional Learning Plan” on page 97 or the “Sample Professional Learning Peer Support” template on page 98 of the Handbook for Professional Learning for planning these next steps.
Inter-visitation Protocol for Reciprocal Peer Mentoring

Reciprocal peer mentoring\(^{14}\) is a teacher-facilitated, non-evaluative classroom visit focusing on the collaborative development of instructional knowledge and skills. As described on page 89 of the Handbook for Professional Learning, this type of mentoring involves each teacher taking turns as Host Teacher and Visiting Teacher. During peer mentoring, a Host Teacher uses evidence from what students did (i.e., their work, questions, and conversations) to reflect upon his or her practice with reference to the Framework for Teaching and identified professional learning goals. The Visiting Teacher uses evidence aligned to the Framework for Teaching to confirm the Host Teacher’s reflection and bring to light any additional areas of strength and potential areas for growth.

When to Use this Protocol:
This protocol is intended for all teachers interested in supporting one another in reflective teaching practice.

Before the Visit:
The partners meet prior to the lesson in order to establish norms for the visit and review the lesson to be observed:

- **Establish trust and collegiality.** Teachers select partners with whom they feel comfortable sharing warm and cool feedback.\(^{15}\) They agree to take turns being the Host and Visiting Teachers. The pair establishes ground rules for the observation (e.g., teachers agree upon whether they will speak with students when visiting one another’s classrooms\(^{16}\)) and for giving and receiving feedback (e.g., “our observation data will remain confidential,” “we will meet to follow up within 24 hours of the observation”).

- **Share professional learning goals.** The teachers share their professional learning goals. The Host Teacher may specify a focus for the visit based on those goals (e.g., a question such as: “How can I better engage all students in learning?”).

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\(^{14}\) Additional suggestions and resources for peer mentoring are included in "A Handbook for Professional Learning: Research, Resources, and Strategies for Implementation," pages 94-98, available on WeTeachNYC.

\(^{15}\) “Warm” and “cool” refers to feedback that supports and challenges. For more information, visit http://www.nsrharmony.org/protocol/doc/tuning.pdf

\(^{16}\) The Questions to Uncover Student Learning Outcomes at the Lesson Level tool available on WeTeachNYC contains examples of questions that an observer might ask a teacher and students before, during, and after an observation in order to elicit

\(^{17}\) The “Specific Considerations for Teachers of Students with Disabilities” and the “Specific Considerations for Teachers of English Language Learners,” available on WeTeachNYC, may support teachers in selecting a focus for inter-visitations.
- **Review the intended student learning outcome for the lesson.** The teachers should discuss the goals and structure for the lesson that the Visiting Teacher will observe. The teachers may wish to use the Reflecting on Student Learning Outcomes at the Lesson Level tool to plan for the visit (see sample on page 18).

The Visiting Teacher may ask additional questions prior to his or her visit to focus his or her observation and feedback, such as the following:

- How can I be of help to you?
- Is there something in particular you would like me to capture low-inference evidence on (e.g., a student or group of students, a particular strategy or part of the lesson)?
- What kind of feedback will be most helpful to you at this time?

### When discussing the upcoming lesson, the teachers might consider:

- What conceptual or content understanding do you want students to gain from this lesson?
- How will you assess student progress in developing those understandings throughout the lesson?
- How will the lesson activities support students in learning the content or concept?
- How will you ensure that the instructional strategies are suitable to the content and will improve student understanding?
- How will the materials and resources support the learning outcomes and be appropriate to the learning needs of the students?
- How is your lesson/unit organized to challenge student thinking?
- In what ways does the lesson design build on your knowledge of the students’ experiences, interests, and needs?
Prior to an inter-visitation, the Host and Visiting teachers may brainstorm and record potential evidence that could be collected in the upcoming lesson in the Reflecting on Student Learning Outcomes at the Lesson Level tool. The sample below shows some of the ideas that a Host and Visiting Teacher discussed prior to a kindergarten math lesson focused on identifying and composing shapes.18

Examples of student outcomes data can include: the number of students who write down the correct answer, student responses to probing questions about the lesson objective, specific answers given by students, student to student interactions, and collected student work.

**QUADRANT 1:** Evidence the learning outcome, activities and/or assignments were designed to challenge student thinking (1a, 1e, 3c)

**Host Teacher:**
- I planned the lesson to align to the Common Core Standard K.G.2: Correctly name shapes regardless of their orientations or overall size
- I am going to challenge them to use math vocabulary, like “vertices” and “sides” and “2-dimensional,” when identifying circles. I included the bicycle picture that has both circles and rectangles will challenge their thinking.
- Would it be helpful if I capture how many students I hear using the math vocabulary in their partnerships?

**QUADRANT 2:** Evidence students were intellectually engaged throughout the lesson and had opportunities to make their thinking visible (3b, 3c)

**Host Teacher:**
- In the whole-group and partner exercises, students are going to explain why a shape is a circle or not using this sentence frame: The ____ is/is not a circle because it has ___ sides, ___ vertices, and is flat/solid

**Student Learning Outcome(s):**

*Students will define and identify circles.*

**Host Teacher:**
- I am going to start the lesson by asking students to think about what we learned the day before when we previewed our unit on shapes (terms: vertices, sides, compare, observe) and then explain how this lesson fits in the unit
- Before they start their partner work, I’m going to ask students to explain what they’re supposed to do (identifying which shapes circles by observing and comparing their vertices and sides)

**Visiting Teacher:**
- As students are working in their partnerships, I will ask them, “What are you learning today? Why?”

**QUADRANT 3:** Evidence students knew what they were supposed to be learning and why (3a, 3c, 3d)

**Host Teacher:**
- I’ll collect their graphic organizers, so I’ll be able to see how well they did at sorting the shapes and identifying the circles in the pictures
- At the end, the pairs are going to share out their learning, so I’ll be able to see if they identified the circles and if they are using the sentence frame correctly

**QUADRANT 4:** Evidence students mastered the learning objective (3c, 3d)

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18 This fictional example was inspired by Devon Conley’s “2D Shapes” from America Achieves (http://commoncore.americaachieves.org). The NYC DOE expresses appreciation to Ms. Conley and America Achieves’ for making this video an open source for training and development purposes, and for their overall commitment to the teaching community.
During the Visit:
The Visiting Teacher visits the Host Teacher for a full period (or, at minimum, 15 minutes), taking low-inference notes. These notes will support the Visiting Teacher and Host Teacher when they engage in a collaborative conversation grounded in teaching practice and student work.

After the Visit:
First, the Visiting Teacher and Host Teacher independently reflect on the visit to plan for a professional conversation that maximizes their time, using Part 1 and Part 2 of the optional note taker (see page 21):

- The Visiting Teacher reviews the gathered evidence (including observation notes and any samples of student work) and categorizes it using the Reflecting on Student Learning Outcomes at the Lesson Level graphic organizer, noting connections to components of the Framework for Teaching and the Host Teacher’s focus area. The Visiting Teacher then identifies the two to three components to discuss during the post-visit conversation that most relate to the collected evidence and the professional learning goal(s), and records any questions to bring to the conversation.

- The Host Teacher reflects upon his or her practice, analyzing the student work that resulted from the lesson and recalling evidence of student learning during class. The Host Teacher uses his or her professional goal(s) and the Framework for Teaching to inform his or her reflections, selecting two to three components to discuss with the Visiting Teacher that highlight areas of strength and areas for growth.

Next, the Host Teacher and Visiting Teacher meet in-person to discuss the lesson using Part 3 of the optional note taker (see page 22). The Host Teacher leads this reflective conversation:

Suggested time: 30–40 minutes

1. The partners jointly prioritize two to three components of the Framework for Teaching that they would like to discuss, based on their earlier independent reflections on what relates most to the professional learning goal(s) and the collected evidence. (2 minutes)

2. The partners review the collected evidence, including evidence of student learning captured in Part 1 and Part 2 of the optional note-taker. They make connections to the components selected for discussion with the Host Teacher sharing his or her findings first. This evidence may include student work samples and low-inference notes from the observation (e.g., a first grade Host Teacher shares, “When [student] Cali said that she thought half a pie and half a cupcake are both a half but are still different sizes, I connected that to this language in Effective for Component 3c: “active intellectual engagement […] with important and challenging content”). (15–20 minutes)

3. The Host Teacher summarizes the evidence discussed, including the connections they made to selected components, highlighting areas of strength and areas for growth. (5 minutes)

Resources for introducing or reviewing low-inference note-taking, including a note-taking template, are available on WeTeachNYC in the collection “Introducing your staff to the Framework for Teaching,” under “Mini-module C: Introduction to taking low-inference notes.”
4. The Visiting Teacher confirms and/or adds to the Host Teacher’s reflection and may suggest new ideas based upon examining the evidence gathered during the visit. *(3–5 minutes)*

5. The partners then brainstorm next steps for the Host Teacher and create a timeline of the actions that will lead to his or her identified goals. They also create a plan to monitor the progress and analyze the success of the next steps in positively impacting student learning. The teachers identify any resources that will support the Host Teacher in this work (e.g., in the next lesson, the teacher is going to plan flexible groupings that he or she will adjust after assessing the students’ understanding of the planned instructional objective mid-point in the lesson). The Visiting Teacher may also reflect on how the visit informed his or her own practice. *(5–8 minutes)*

**Adapting this Inter-visitation Protocol for Teacher Teams**

This protocol can be adapted so that more than one Visiting Teacher can engage in inter-visitation with a Host Teacher. When conducting inter-visitation with teacher teams, in addition to the protocol outlined in the prior pages, consider the following:

- Strategically plan partnerships or small rotating groups. Consider starting out with partners and then expanding to triads and groups of four.
- Assign a teacher to serve as a facilitator of the post-visit conversation with the Visiting Teachers and Host Teacher. The facilitator can help ensure that there is balance between the Host Teacher’s reflection and the Visiting Teachers’ feedback and reflections.

**Suggested time: 45 minutes**

*(Teams will need to adjust the times in the optional note taker to correspond with the times below.)*

1. The facilitator leads the Host Teacher and Visiting Teachers to agree upon the two to three components that most relate to the Host Teacher’s professional learning goal(s) and the collected evidence, around which they will focus their conversation. The components should reflect both the Host Teacher’s areas of strength and potential areas for growth. *(3 minutes)*

2. The facilitator leads the Host Teacher and Visiting Teachers in reviewing the collected evidence and making connections to the components selected for discussion. The facilitator asks the Host Teacher to share his or her findings first. The Visiting Teachers add on, sharing evidence they observed and linking these practices to specific language in the *Framework for Teaching* (e.g., the Visiting Teacher may share, “I saw that you placed two ELLs in the same group with native English speakers so that they could support one another in their home language. I connected that to the language in Effective for Component 1e, where it says lessons demonstrate ‘varied use of instructional groups’”). *(20 minutes)*

3. The Host Teacher summarizes the evidence discussed, including the connections made to selected components, any trends, areas of strength, and areas for growth. *(5 minutes)*

4. The Visiting Teachers confirm and/or add to the Host Teacher’s reflections and may suggest new ideas upon examining the evidence gathered during the visit. *(5 minutes)*

5. The Host Teacher identifies next steps for his or her classroom, including a plan to reflect on the impact of the instructional adjustments. *(7 minutes)*

6. The Visiting Teachers share any ideas that emerged during the visit and the conversation that they plan to try in their practice. *(5 minutes)*
Optional Note-Taker for After the Visit

This Note-Taker may be completed by both the Host Teacher and Visiting Teacher(s).

Part 1: Reflecting on Student Learning Outcomes at the Lesson Level
(to complete before the discussion of the lesson)

After an inter-visitation, write the observed student learning outcome(s) in the box in the center. Then, review your gathered evidence (including observation notes and any samples of student work) and complete the graphic organizer below with evidence of student learning outcomes.

Examples of student outcomes data can include: the number of students who write down the correct answer, student responses to probing questions about the lesson objective, specific answers given by students, student to student interactions, and collected student work.

<table>
<thead>
<tr>
<th>QUADRANT 1: Evidence the learning outcome, activities, and/or assignments were designed to challenge student thinking (1a, 1e, 3c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUADRANT 2: Evidence students were intellectually engaged throughout the lesson and had opportunities to make their thinking visible (3b, 3c)</td>
</tr>
<tr>
<td>QUADRANT 3: Evidence students knew what they were supposed to be learning and why (3a, 3c, 3d)</td>
</tr>
<tr>
<td>QUADRANT 4: Evidence students mastered the learning objective (3c, 3d)</td>
</tr>
</tbody>
</table>

Student Learning Outcome(s):

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20 The Reflecting on Student Learning Outcomes at the Lesson Level professional learning activity (page 24) can be used to introduce teacher teams to this tool.

21 If the observation is shorter than a full period, consider evidence of whether students were approaching mastery.
Part 2: Preparing for the Professional Conversation
Which two to three components would you like to discuss during the post-visit conversation? Consider which components most relate to the collected evidence and the professional learning goal(s).

Are there any questions you’d like to bring to the conversation?

Part 3: Paired or Group Professional Conversation about the Lesson (30–40 minutes)
Which two to three components do all participants agree to focus on during the discussion of the lesson? Consider which components most relate to the collected evidence and the professional learning goal(s).

(2 minutes)

Review the collected evidence and make connections to the components selected for discussion with the Host Teacher initiating the conversation: (15–20 minutes)

<table>
<thead>
<tr>
<th>Relevant evidence from the lesson</th>
<th>Connections to the Framework for Teaching components and Host Teacher’s focus</th>
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</tbody>
</table>
Summarize the evidence, including connections made to selected components, highlighting areas of strength and areas for growth (the Host Teacher initiates (*5 minutes*), the Visiting Teacher(s) confirm or add on (3–5 minutes)):

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Brainstorm next steps that include a clear timeline of the actions that will lead to the Host Teacher’s identified goals*: (3–5 minutes)

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How will the Host Teacher monitor progress and analyze the success of these next steps? What resources might he or she need? Whom could he or she reach out to for this support? (2–3 minutes)

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<tbody>
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</table>

* Teachers may want to use the “Sample Teacher Professional Learning Plan” on page 97 or the “Sample Professional Learning Peer Support” template on page 98 of the *Handbook for Professional Learning* for planning these next steps.
Activity: Reflecting on Student Learning Outcomes at the Lesson Level

**Objective:**
Participants will categorize evidence of student learning outcomes in order to identify trends and patterns.
Participants will identify and plan to implement strategies to support students in mastering intended learning outcomes.

**Length of Time:**
40 minutes

**Materials:**
- Student outcomes data or teacher planning materials, as appropriate
- Reflecting on Student Learning Outcomes at the Lesson Level tool for each participant
- Group Reflecting on Student Learning Outcomes at the Lesson Level tool (sketched on a large piece of poster paper or projected on SmartBoard)
- Sticky notes

**Essential Questions:**
- How can we both anticipate and respond to gaps in student learning?
- How can examining actual and intended learning outcomes promote student engagement and mastery?

**Connections:**
- Danielson Framework for Teaching Components 1a, 1e, 3b, 3c, and 3d

**Session Preparation:**
Prior to the session, determine which student outcomes data or teacher planning materials the group will explore. Examples include low-inference notes from an inter-visitation or a video, a case study, a lesson or unit plan, a student task, or student work.

**Activity Steps:**
1. **Introduction (2 minutes):** Review the session objectives and the essential questions.
2. **Identify Evidence of Student Learning Outcomes at the Lesson Level (8 minutes):**
   Review the low-inference notes and student work, or a lesson plan for an upcoming lesson.
   - Record the intended student learning outcome(s) in the box in the center of the four quadrants.
   - On sticky notes, record evidence in the Reflecting Student Learning Outcomes at the Lesson Level tool that aligns with each quadrant. (For example, write “17 of 29 students wrote down the correct answer” for Quadrant 4.) If there is no evidence that aligns with one or more quadrants, leave them blank.

**Note:** For student outcomes data, record evidence of what actually happened as it aligns with each quadrant. For teacher planning materials, record evidence that the group expects to see as a result of what has been planned.

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23 The Reflecting on Student Learning Outcomes at the Lesson Level tool can support both the Host and Visiting Teachers in compiling and reflecting on evidence of student learning after an inter-visitation visit. This professional learning activity introduces this tool and provides participants with an opportunity to practice using it.
3. **Reflect on Evidence of Student Learning Outcomes** *(20 minutes):*
   - Participants place sticky notes on the group’s larger Reflecting on Student Learning Outcomes at the Lesson Level chart to determine the group’s strengths and potential areas for growth.
   - Participants review the chart, annotating or moving sticky notes to note trends/patterns.
   - Participants consider the following discussion questions:
     - Which quadrant represents a collective strength and/or area for growth? Why?
     - What is the most compelling evidence of student learning outcomes in that quadrant? What makes it compelling?
     - If applicable, how do the actual student learning outcomes compare with what was intended? What specific strategies led to this alignment or misalignment?
     - What planning or instructional strategy could enhance student learning outcomes in this area?
     - What trends or patterns do we notice?
     - What conclusions can we draw about student learning? What implications might these conclusions have for planning and instruction?

4. **Connection to Practice/Closing** *(10 minutes):*
   - Ask each participant to identify the next steps for planning or instruction that will have the most significant impact on student learning outcomes in the future.
   - Solidify next steps and identify evidence of teacher or student work to bring to the next session.

**Next Step:**
In order to fully implement the ideas and strategies generated, schedule a collaborative lesson/unit planning session as a follow-up to this professional learning activity.
Reflecting on Student Learning Outcomes at the Lesson Level

**Directions:**

**Before an observation,** discuss: how might we see or hear evidence of student learning in these four areas.

**After an observation,** review your gathered evidence (including observation notes and any samples of student work) and complete the graphic organizer below with evidence of student learning outcomes.

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Examples of student outcomes data can include: the number of students who write down the correct answer, student responses to probing questions about the lesson objective, specific answers given by students, student to student interactions, and collected student work.

---

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</tr>
</tbody>
</table>

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*If the observation is shorter than a full period, consider evidence of whether students were approaching mastery.*
Professional Learning Team Cycle Planning Guide:
This planning guide is one tool from the *Handbook for Professional Learning* that teams can use when planning to integrate inter-visitations in a cycle of professional learning. ................................................................. 27

Sample Professional Learning Team Cycle Planning Guide A:
This sample shows how a team of teachers might introduce inter-visitations. The team members deepen their knowledge of inter-visitation, practice engaging in the Inter-visitation Protocol for Reciprocal Peer Mentoring, and develop a plan for introducing inter-visitations to their colleagues. ................................. 28

Sample Professional Learning Team Cycle Planning Guide B:
This sample shows how a team of six teachers might integrate inter-visitation as a key activity in a professional learning cycle linked to their professional learning goals. ................................................................. 29
## Professional Learning Team Cycle Planning Guide

<table>
<thead>
<tr>
<th>Session 1 (Date)</th>
<th>Session 2 (Date)</th>
<th>Session 3 (Date)</th>
<th>Session 4 (Date)</th>
<th>Session 5 (Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning Cycle Goals:</td>
<td>Session Goals</td>
<td>Bridge to Practice for Week</td>
<td>Session Goals</td>
<td>Bridge to Practice for Week</td>
</tr>
</tbody>
</table>

**End of Cycle Summative Benchmarks:**

**Professional Learning Cycle Goals:**

**Mid-Cycle Formative Benchmarks:**

**Session Goals**

**Bridge to Practice for Week**

**Evidence to bring back for next PL session:**

Teacher: 

Student: 

Teacher: 

Student: 

Teacher: 

Student: 

Teacher: 

Student: 

Teacher: 

Student: 

Teacher: 

Student:
This is a sample of how a team of teacher leaders might plan a professional learning cycle on introducing inter-visitation. The teacher team members deepen their knowledge of inter-visitation, practice using the "Inter-visitation Protocol for Reciprocal Peer Mentoring," and develop a plan to introduce inter-visitation practices to their colleagues.

### Professional Learning Team (PL Team)

**Professional Learning Cycle Goals:**
- Teacher leaders will learn, practice, and plan how to conduct reciprocal peer mentoring inter-visitation visits.
- Teacher leaders will create a professional plan for introducing inter-visitation to colleagues school-wide.

**Mid-Cycle Formative Benchmarks:**
- Teacher leaders conduct a reciprocal peer mentoring inter-visitation visit.

**End of Cycle Summative Benchmarks:**
- Teacher leaders design a professional learning plan for their school on introducing inter-visitation.

### Session 1 (Date)

**Session Goals**

1. **Bridge to Practice for Week**
2. Engage in the "Professional Collaboration through Inter-visitation" activity.
3. Reflect on "Protocol for Reciprocal Peer Mentoring." Consider focus for inter-visitations.
5. Practice developing questions for the video "Host Teacher" and discuss which question might help the Host Teacher reflect on his or her practice. One teacher volunteers to be the Host Teacher.

### Session 2 (Date)

**Session Goals**

1. **Bridge to Practice for Week**
2. Following the "Protocol for Reciprocal Peer Mentoring," team visits Host Teacher.
3. Engage in a team post-visit inter-visitation conversation using "Optional Note Taker for After the Visit, Part 2" and identifying next steps for their practice. Form pairs according to areas of focus.
4. In pairs, create a schedule for reciprocal visits using the Scheduling Template.

### Session 3 (Date)

**Session Goals**

1. **Bridge to Practice for Week**
2. Pairs participate in first-round visits. Teacher conducts post-visit conversation with their partner using the "Optional Post-Visit Note-Taker for Visiting Teacher, Part 2." Both reflect and consider how the process can be adapted school-wide.

### Session 4 (Date)

**Session Goals**

1. **Bridge to Practice for Week**
2. Pairs participate in second-round visits (teachers switch roles).
3. Teacher conducts post-visit conversation with their partner using the "Optional Post-Visit Note-Taker for Visiting Teacher, Part 2." Both reflect on the entire process and develop a plan to introduce inter-visitations to colleagues.

### Session 5 (Date)

**Session Goals**

1. **Bridge to Practice for Week**
2. Design a professional learning cycle for introducing inter-visitations to colleagues.

###证据 to bring back for next PL session:

- Teacher: Questions about the toolkit; ideas for focus areas for inter-visitations
- Visiting teachers reflect using "Optional Note Taker for After the Visit, Part 1." Host reflects on student work.
- Visiting teachers reflect using "Optional Note Taker for After the Visit, Part 1." Host reflects on student work.
- Professional learning cycle plan
- Student: N/A

Sample Professional Learning Team Cycle Planning Guide B

This is a sample of how a team of teachers might integrate inter-visitation into a Professional Learning cycle. The teachers began by identifying a shared professional goal, then chose new strategies, tried them, observed each other, and reflected on the strategies’ impact on student learning. All goals and benchmarks were created together by team at the cycle’s start; the practices and evidence in italics were the specific next steps of one teacher as the cycle progressed.

### Professional Learning Cycle Goals:
- To identify and integrate instructional strategies in our practice that both support and cognitively engage English Language Learners (ELLs)
- To observe colleagues in order to learn new instructional approaches and provide reciprocal feedback on our practice

### Mid-Cycle Formative Benchmarks:
- Incorporate two new engagement strategies targeting English Language Learners (ELLs)

### End of Cycle Summative Benchmarks:
- Use observations and student work to learn which strategies most effectively increase the intellectual engagement of ELLs
- Facilitate this module’s learning with other teachers on our grade levels

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</tr>
<tr>
<td>Using the “Compliant or Engaged Learning” chart, discuss to what extent our ELLs are compliant or engaged, and how we are creating opportunities to engage them.</td>
<td>Track participation of ELLs: are they engaged or merely compliant?</td>
<td>Based on peer feedback, group ELLs more heterogeneously</td>
<td>Share inter-visitation takeaways.</td>
<td>Look at collected student work, and reflect on the most effective strategies from the cycle.</td>
</tr>
<tr>
<td><strong>Teacher:</strong> Notes on ELLs’ participation (quantity and quality)</td>
<td><strong>Evidence to bring back for next PL session:</strong></td>
<td>Evidence to bring back for next PL session:</td>
<td>Read and discuss Kieffer &amp; Lesaux’s article on how morpheme instruction supports ELLs.</td>
<td>Evidence to bring back for next PL session:</td>
</tr>
<tr>
<td><strong>Student:</strong> Sample ELLs’ work</td>
<td><strong>Teacher:</strong> Reflection on results of new group structure.</td>
<td><strong>Teacher:</strong> Morpheme instruction Think Aloud plan.</td>
<td>Ms. Joules presents her strategy for morpheme-based vocabulary instruction</td>
<td><strong>Teacher:</strong> N/A</td>
</tr>
<tr>
<td><strong>Student:</strong> Exit Ticket reflection on impact of new group structure</td>
<td><strong>Student:</strong> Completed morpheme graphic organizers</td>
<td><strong>Student:</strong> ELLs’ responses to discussion questions</td>
<td><strong>Student:</strong> N/A</td>
<td></td>
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### Sample Professional Learning Team Cycle Planning Guide B

This is a sample of how a team of teachers might integrate inter-visitation into a Professional Learning cycle. The teachers began by identifying a shared professional goal, then chose new strategies, tried them, observed each other, and reflected on the strategies’ impact on student learning. All goals and benchmarks were created together by team at the cycle’s start; the practices and evidence in italics were the specific next steps of one teacher as the cycle progressed.

### Professional Learning Cycle Goals:
- To identify and integrate instructional strategies in our practice that both support and cognitively engage English Language Learners (ELLs)
- To observe colleagues in order to learn new instructional approaches and provide reciprocal feedback on our practice

### Mid-Cycle Formative Benchmarks:
- Incorporate two new engagement strategies targeting English Language Learners (ELLs)

### End of Cycle Summative Benchmarks:
- Use observations and student work to learn which strategies most effectively increase the intellectual engagement of ELLs
- Facilitate this module’s learning with other teachers on our grade levels

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<tbody>
<tr>
<td><strong>Session Goals</strong></td>
<td><strong>Bridge to Practice for Week</strong></td>
<td><strong>Bridge to Practice for Week</strong></td>
<td><strong>Bridge to Practice for Week</strong></td>
<td><strong>Bridge to Practice for Week</strong></td>
</tr>
<tr>
<td>Using the “Compliant or Engaged Learning” chart, discuss to what extent our ELLs are compliant or engaged, and how we are creating opportunities to engage them.</td>
<td>Track participation of ELLs: are they engaged or merely compliant?</td>
<td>Based on peer feedback, group ELLs more heterogeneously</td>
<td>Share inter-visitation takeaways.</td>
<td>Look at collected student work, and reflect on the most effective strategies from the cycle.</td>
</tr>
<tr>
<td><strong>Teacher:</strong> Notes on ELLs’ participation (quantity and quality)</td>
<td><strong>Evidence to bring back for next PL session:</strong></td>
<td>Evidence to bring back for next PL session:</td>
<td>Read and discuss Kieffer &amp; Lesaux’s article on how morpheme instruction supports ELLs.</td>
<td>Evidence to bring back for next PL session:</td>
</tr>
<tr>
<td><strong>Student:</strong> Sample ELLs’ work</td>
<td><strong>Teacher:</strong> Reflection on results of new group structure.</td>
<td><strong>Teacher:</strong> Morpheme instruction Think Aloud plan.</td>
<td>Ms. Joules presents her strategy for morpheme-based vocabulary instruction</td>
<td><strong>Teacher:</strong> N/A</td>
</tr>
<tr>
<td><strong>Student:</strong> Exit Ticket reflection on impact of new group structure</td>
<td><strong>Student:</strong> Completed morpheme graphic organizers</td>
<td><strong>Student:</strong> ELLs’ responses to discussion questions</td>
<td><strong>Student:</strong> N/A</td>
<td></td>
</tr>
</tbody>
</table>
SCHEDULING RESOURCES

**Scheduling Template:** This tool can be used by pairs or groups of teachers to support scheduling and discussing the purpose for each visit. .......................... 31

**Sample Scheduling Template:** This tool is a sample of how a pair of teachers engaged in inter-visitation as part of their team’s professional learning cycle might schedule the action steps they would take prior to, during, and after their classroom visits. .................................................. 32

**Sample School-wide Inter-visitation Schedule:** This sample schedule from Mott Haven Community High School shows how school leaders scheduled a trimester-long, school-wide inter-visitation cycle. .................................................. 33
**Scheduling Template**

<table>
<thead>
<tr>
<th>Learning Team/PLC members:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Our purpose for these visits is to:**

**so that:**

<table>
<thead>
<tr>
<th>Visit #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Host Teacher:</strong></td>
</tr>
<tr>
<td><strong>Visiting Teacher(s):</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Date, Time, &amp; Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-visit Conversation²⁶</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inter-visitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-visit Conversation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visit #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Host Teacher:</strong></td>
</tr>
<tr>
<td><strong>Visiting Teacher(s):</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Date, Time, &amp; Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-visit Conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inter-visitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-visit Conversation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

²⁶ Refer to the “Before the Visit” and “After the Visit” sections in the “Inter-visitation Protocol for Studying Peer Practice” and the “Inter-visitation Protocol for Reciprocal Peer Mentoring” for suggestions of what to discuss in the pre-visit conversation and post-visit conversation.
**Sample Scheduling Template**

This is a sample of how two teachers scheduled their inter-visitations.

<table>
<thead>
<tr>
<th>Learning Team/PLC members:</th>
<th>Ms. Downing and Mr. Sanchez</th>
</tr>
</thead>
</table>

**Our purpose for these visits is to:** identify ways we can better engage the English Language Learners in our classrooms with both challenges and support.

**so that:** they meet or exceed the level of performance of the native English speakers and are prepared for success in college and their chosen careers.

### Visit #1:

<table>
<thead>
<tr>
<th>Host Teacher:</th>
<th>Visiting Teacher(s): Mr. Sanchez</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Date, Time, &amp; Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-visit Conversation&lt;sup&gt;27&lt;/sup&gt;</td>
<td>Tuesday, 12/10 Period 6 Room 101</td>
<td>Review “Inter-visitation Protocol for Reciprocal Peer Mentoring.” Ms. Downing will share her new grouping plan, her lesson objectives, and the names of the ELLs in her class.</td>
</tr>
<tr>
<td>Inter-visitation</td>
<td>Friday, 12/12 Period 3 Room 101</td>
<td>Mr. Sanchez will observe Ms. Downing’s lesson, taking low-inference notes on when and how ELLs participate, looking for different kinds of engagement. As we discussed, Mr. Sanchez will ask some students to explain what they are supposed to be doing and why it is important for them to be doing it to help determine their level of engagement.</td>
</tr>
<tr>
<td>Post-visit Conversation</td>
<td>Monday, 12/15 Professional Learning Block 40 minutes</td>
<td>We will debrief, making connections to the Framework for Teaching and the Common Core. Based on Mr. Sanchez’s feedback, Ms. Downing will determine her next steps for strengthening the intellectual engagement of ELLs.</td>
</tr>
</tbody>
</table>

### Visit #2:

<table>
<thead>
<tr>
<th>Host Teacher: Mr. Sanchez</th>
<th>Visiting Teacher(s): Ms. Downing</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Date, Time, &amp; Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-visit Conversation</td>
<td>Wednesday, 12/17 Period 6 Room 211</td>
<td>Mr. Sanchez will share his lesson objectives, his Socratic Seminar plan, and the names of the English Language Learners in his class.</td>
</tr>
<tr>
<td>Inter-visitation</td>
<td>Thursday, 12/18 Period 7 Room 211</td>
<td>Ms. Downing will observe Mr. Sanchez’s lesson, taking notes on when and how ELL students participate in Socratic Seminar.</td>
</tr>
<tr>
<td>Post-visit Conversation&lt;sup&gt;27&lt;/sup&gt;</td>
<td>Monday, 12/22 (Lunch) Period 5 Prep Room</td>
<td>We will debrief, making connections to the Framework for Teaching and the Common Core. Based on Ms. Downing’s feedback, Mr. Sanchez will determine his next steps for strengthening the intellectual engagement of ELLs.</td>
</tr>
</tbody>
</table>

<sup>27</sup> Refer to the “Before the Visit” and “After the Visit” sections in the “Inter-visitation Protocol for Studying Peer Practice” and the “Inter-visitation Protocol for Reciprocal Peer Mentoring” for suggestions of what to discuss in the pre-visit conversation and post-visit conversation.
## Inter-visitation Schedule
### October/November/December

<table>
<thead>
<tr>
<th>Date</th>
<th>Period</th>
<th>Host Teacher</th>
<th>Visiting Teachers</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>1</td>
<td>Soriano</td>
<td>Cantatore, Pascarella, Greene</td>
<td>Greene</td>
</tr>
<tr>
<td>11/6</td>
<td>1</td>
<td>Greene</td>
<td>Cantatore, Pascarella, Soriano</td>
<td>Soriano</td>
</tr>
<tr>
<td>11/10</td>
<td>2</td>
<td>Pascarella</td>
<td>Cantatore, Greene, Soriano</td>
<td></td>
</tr>
<tr>
<td>11/18</td>
<td>2</td>
<td>Cantatore</td>
<td>Greene, Soriano, Pascarella</td>
<td>Pascarella</td>
</tr>
<tr>
<td>12/2</td>
<td>1</td>
<td>Soriano</td>
<td>Pascarella, Greene, Cantatore</td>
<td>Greene</td>
</tr>
</tbody>
</table>

**Group B**

<table>
<thead>
<tr>
<th>Date</th>
<th>Period</th>
<th>Host Teacher</th>
<th>Visiting Teachers</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/21</td>
<td>1</td>
<td>Pantojas</td>
<td>Beker, Cespedes, Royce</td>
<td>Beker</td>
</tr>
<tr>
<td>11/5</td>
<td>5</td>
<td>Cespedes</td>
<td>Pantojas, Royce</td>
<td>Royce</td>
</tr>
<tr>
<td>11/10</td>
<td>2</td>
<td>Royce</td>
<td>Pantojas, Cespedes, Beker</td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>4</td>
<td>Beker</td>
<td>Pantojas, Cespedes, Royce</td>
<td>Pantojas</td>
</tr>
<tr>
<td>12/3</td>
<td>1</td>
<td>Pantojas</td>
<td>Beker, Cespedes, Royce</td>
<td>Beker</td>
</tr>
</tbody>
</table>

**Group C**

<table>
<thead>
<tr>
<th>Date</th>
<th>Period</th>
<th>Host Teacher</th>
<th>Visiting Teachers</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22</td>
<td>1</td>
<td>Dusenbury</td>
<td>President, Feinberg, Beriquete</td>
<td></td>
</tr>
<tr>
<td>11/3</td>
<td>4</td>
<td>President</td>
<td>Dusenbury, Feinberg, Beriquete</td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>4</td>
<td>Beriquete</td>
<td>Dusenbury, President, Feinberg</td>
<td>President</td>
</tr>
<tr>
<td>11/18</td>
<td>5</td>
<td>Feinberg</td>
<td>Dusenbury, Beriquete, President</td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>1</td>
<td>Dusenbury</td>
<td>President, Feinberg, Beriquete</td>
<td>Feinberg</td>
</tr>
</tbody>
</table>

**Group D**

<table>
<thead>
<tr>
<th>Date</th>
<th>Period</th>
<th>Host Teacher</th>
<th>Visiting Teachers</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/20</td>
<td>2</td>
<td>Pantelias</td>
<td>Vazquez, Gibbs, Ferrari</td>
<td>Ferrari</td>
</tr>
<tr>
<td>11/6</td>
<td>6</td>
<td>Vazquez</td>
<td>Pantelias, Ferrari, Gibbs</td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>2</td>
<td>Ferrari</td>
<td>Vazquez, Gibbs, Pantelias</td>
<td>Pantelias</td>
</tr>
<tr>
<td>11/17</td>
<td>5</td>
<td>Gibbs</td>
<td>Pantelias, Ferrari, Vazquez</td>
<td>Vazquez</td>
</tr>
<tr>
<td>12/2</td>
<td>2</td>
<td>Pantelias</td>
<td>Vazquez, Gibbs, Ferrari</td>
<td>Ferrari</td>
</tr>
</tbody>
</table>

---

28 These teachers need coverage because the inter-visitation does not occur during their professional period.