

This is a sample of how a group of 10th grade ELA teachers might integrate inter-visitiation into a Professional Learning cycle. The teachers began by identifying a shared professional goal, then identified new strategies, tried them, observed each other, and reflected on the strategies' impact on student learning. All goals and benchmarks were filled out together by the six teachers at the end of the first session; the practices and evidence in italics were filled in by an individual teacher as the cycle progressed.

Professional Learning Team (PL Team)	Professional Learning Cycle Goals:				Mid-Cycle Formative Benchmarks:					
	<ul style="list-style-type: none"> Identify and integrate instructional strategies in our practice that both support and cognitively engage English Language Learners. Observe colleagues in order to learn new instructional approaches and provide reciprocal feedback on our practice. 				<ul style="list-style-type: none"> Incorporate two new engagement strategies targeting English Language Learners. 					
					End of Cycle Summative Benchmarks:					
	Session 1:		Session 2:		Session 3:		Session 4:		Session 5:	
	Session Goals	Bridge to Practice	Session Goals	Bridge to Practice	Session Goals	Bridge to Practice	Session Goals	Bridge to Practice	Session Goals	Bridge to Practice
	Read Jackson's article on "The Four (Secret) Keys to Student Engagement" and discuss the difference between "compliant" and "engaged" student behavior.	<i>Track participation of ELLs to determine whether they are engaged or merely compliant</i>	Engage in reciprocal peer mentoring inter-visitiation to observe engagement of students, especially ELLs.	<i>Based on peer feedback, group ELLs more heterogeneously</i>	Share inter-visitiation takeaways. Read/discuss Kieffer/Lesaux's article on how morphemes support ELLs; hear one teacher present her strategy for morpheme-based vocab instruction.	<i>Incorporate morphemes into weekly vocabulary instruction</i>	Engage in reciprocal peer mentoring inter-visitiation with a different colleague to observe engagement of students, especially ELLs.	<i>Based on peer feedback, allow ELLs time to talk in native language before class discussion</i>	Look at collected student work, and reflect on the most effective strategies from the cycle. Draft a Professional Learning session to share best practices with grade teams.	<i>Facilitate a PL session with grade teams on strategies to engage ELLs</i>
		Evidence to bring back for next PL session:		Evidence to bring back for next PL session:		Evidence to bring back for next PL session:		Evidence to bring back for next PL session:		
		Teacher: <i>Notes on ELL student participation</i>		Teacher: <i>Reflection on results of new group structure</i>		Teacher: <i>Morpheme instruction Think Aloud plan</i>		Teacher: <i>Adjusted lesson plan</i>		Teacher: <i>Plan for PL session</i>
		Student: <i>Samples of ELL student work</i>		Student: <i>Exit Ticket reflection on impact of new group structure</i>		Student: <i>Completed morpheme graphic organizers</i>		Student: <i>ELLs' responses to discussion questions</i>		Student: <i>N/A</i>