

*A Handbook for Professional Learning:
Research, Resources, and Strategies for Implementation*
Professional Learning Team Cycle Planning Guide

This is a sample of how a team of 6th-8th grade social studies teachers might integrate inter-visitation into a Professional Learning cycle. The teachers began by reading the new NYC Social Studies Scope and Sequence and identifying a shared professional goal. They then identified areas for revision in current units, revised their final unit assessments in pairs, observed each other and reflected on the activities that had the greatest impact on student learning. The goals and benchmarks were created by the team at the end of the first session; the practices and evidence in italics were the specific next steps added by one teacher as the cycle progressed.

Professional Learning Team (PL Team)	Professional Learning Cycle Goals:									
	<ul style="list-style-type: none"> Develop strategies to support students in identifying, describing and evaluating evidence about events from diverse sources. Observe colleagues in order to learn new instructional approaches and provide reciprocal feedback on practice. 		Mid-Cycle Formative Benchmarks: <ul style="list-style-type: none"> Teachers will revise an existing unit to incorporate additional opportunities for students to identify, describe, and evaluate evidence. End of Cycle Summative Benchmarks: <ul style="list-style-type: none"> Teachers will determine which activities had the greatest impact on student use of evidence in arguments as demonstrated in final assessments. Teachers will incorporate feedback and techniques from their inter-visitations with colleagues. 							
	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
	We read and discussed the NYC SS Scope and Sequence. We chose to focus on supporting students in identifying, describing, and evaluating evidence about events from diverse sources.	<i>Identify opportunities in upcoming unit to incorporate analysis of primary sources/artifacts</i>	Mr. Kim shares his inquiry-based unit on 19 th -century reform movements, highlighting ways his students analyze artifacts. Teachers work in pairs to revise their final unit assessments to reflect this focus on evidence analysis.	<i>Continue unit revision, adding 2-3 opportunities for students to analyze evidence</i>	Teachers engage in peer observation to observe activities that support students in engaging with and analyzing evidence from primary/secondary sources.	<i>Based on peer's feedback, revise an upcoming lesson</i>	Teachers engage in a second round of peer observation to observe how students are using their analysis of evidence to support written arguments.	<i>Ask my students respond to each other and wrestle more when evaluating sources</i>	Review student work samples of final unit assessments to determine the cycle's impact on student learning. Share ways in which the learning from this cycle will impact upcoming instruction.	<i>Draft presentation to share takeaways with ELA Dept. at a Humanities meeting</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:		Evidence to bring back for next PL session:
		Teacher: <i>Final assessment for upcoming unit</i>		Teacher: <i>Unit featuring revised activities</i>		Teacher: <i>Revised lesson plan</i>		Teacher: <i>N/A</i>		Teacher: <i>Notes for Humanities meeting</i>
		Student: <i>If available, samples of prior years' student work from this unit</i>		Student: <i>Unit pre-assessments of their skill levels at evaluating evidence</i>		Student: <i>Evidence-focused student work samples from revised lesson</i>		Student: <i>Student self-assessment of preparedness for final assessment</i>		Student: <i>N/A</i>