

A1 Artifact One: Intervisitation Schedule

At Creston Academy, the teacher leaders' classrooms are the host classrooms, and new teachers are required as part of new teacher mentoring to conduct intervisitations in one of these classrooms each week. The school community is given a schedule each month that plans new teachers intervisitations and also includes "open periods" where the rest of the school community has the option to conduct an intervisitation.

Key steps that Creston Academy takes to create monthly intervisitation schedules:

- **Identify Skillsets of Teacher Leaders**

Time: 2-3 weeks/year

The principal, Ms. Miller, prioritizes at the beginning of each year for teacher leaders to first visit each other in order to better understand one another's pedagogical style and trends that exist among classrooms. Ms. Miller then identifies these classrooms in relation to specific components of the Danielson Framework. Having this step before beginning intervisitations at their school enabled Ms. Miller and the Peer Collaborative Teachers (PCT) to better match new teachers to host classrooms, and also so they themselves can learn from each other.

- **Schedule Regular Intervisitations**

Time: 1 week/month

The PCTs at Creston meet with Ms. Miller each month in order to plan out the focus of the intervisitations (see page two), and to guide them on how to match teachers to host classrooms. The PCTs consider everyone's schedules, preps, and professional periods to successfully build out a schedule. Additionally, they schedule on the calendar a debrief of the intervisitation with the host teacher and the teacher that visited (see Artifact Three). PCTs ensure that visiting teachers do not see the same teacher leader back-to-back.



“WHAT’S EXPECTED OF A TEACHER IS HARD; IF YOU’RE NEW THEN THERE’S NO WAY FOR YOU TO KNOW WHAT STRONG INSTRUCTION LOOKS LIKE, OTHER THAN TO SEE IT FOR YOUR-SELF.”

- Deidre Spencer, PCT

Demonstration Lesson Calendar						
MONTH of NOVEMBER						
Sun day	Monday	Tuesday	Wednesday	Thursday	Friday	Satur day
1	2 Roman MATH Period 6 <i>Perez (debrief Tuesday, period 1)</i>	3 Election Day	4 Lemos MATH Period 2 <i>Ramirez</i> Singleton ELA Period 1 <i>OPEN</i>	5 Lemos MATH Period 3 <i>Escamilla</i> Lemos MATH Period 3 <i>Cooper</i> Roman MATH Period 2 <i>OPEN</i> Dwyer/Mejia ELA Period 2 <i>OPEN</i>	6 Auwarter ELA Period 1 <i>Chechakos</i> Auwarter ELA Period 1 <i>Stephen (debrief Wednesday, period 1)</i> Dwyer/Mejia ELA Period 2 <i>OPEN</i>	7
8	9 Roman MATH Period 6 <i>Perez (debrief Tuesday, period 1)</i> Dwyer/Mejia ELA Period 2 <i>Ramirez (debrief Tuesday, period 1)</i> <i>Lemos-Preach</i> <i>Mr. Mateo</i>	10 Auwarter ELA Period 4 <i>Dade (debrief Wednesday, period 1)</i> Dwyer/Mejia ELA Period 2 <i>Escamilla</i> Singleton ELA Period 1 <i>OPEN</i>	11 Veteran's Day	12 Spencer MATH Period 2 <i>Stephen</i> Auwarter ELA Period 4 <i>Cooper (debrief Friday, period 3)</i> Roman MATH Period 2 <i>OPEN</i> Dwyer/Mejia ELA Period 2 <i>OPEN</i>	13 Singleton ELA Period 1 <i>Chechakos (debrief Thursday, period 4)</i> Dwyer/Mejia ELA Period 2 <i>OPEN</i>	14
15	16 Spencer MATH Period 1 <i>Dade</i> Spencer MATH Period 1 <i>Chechakos</i> Spencer MATH Period 1 <i>Ramirez</i> Roman MATH Period 6 <i>Perez (debrief Tuesday, period 1)</i>	17 Singleton ELA Period 7 <i>Cooper (debrief Thursday, period 4)</i> Dwyer/Mejia ELA Period 2 <i>OPEN</i>	18 Auwarter ELA Period 4 <i>OPEN</i> Dwyer/Mejia ELA Period 2 <i>OPEN</i>	19 Lemos MATH Period 3 <i>Escamilla</i> Lemos MATH Period 3 <i>Cooper</i> Roman MATH Period 2 <i>OPEN</i> Dwyer/Mejia ELA Period 2 <i>OPEN</i>	20 Singleton ELA Period 1 <i>Chechakos (debrief Thursday, period 4)</i> Singleton ELA Period 1 <i>Stephen (debrief Tuesday, period 5)</i> Dwyer/Mejia ELA Period 2 <i>OPEN</i>	21
22	23 Roman MATH Period 6 <i>Perez (debrief Tuesday, period 1)</i> Dwyer/Mejia ELA Period 2 <i>Ramirez (debrief Tuesday, period 1)</i>	24 Auwarter ELA Period 4 <i>Dade (debrief Wednesday, period 1)</i> Dwyer/Mejia ELA Period 2 <i>Escamilla</i> Singleton ELA Period 7 <i>Cooper</i>	25	26 Thanksgiving	27 Thanksgiving	28
29	30 Roman MATH Period 6 <i>Perez (debrief Tuesday, period 1)</i> Dwyer/Mejia ELA Period 2 <i>Ramirez (debrief Tuesday, period 1)</i>					



A2

Artifact Two: Intervisitation Protocol

At Creston, intervisitations are structured with norms and an instructional focus that aligns to the school's needs. Every time a visiting teacher visits a host classroom, they take low-inference, structured notes on a specific component of the Danielson Framework.

Key steps that established Creston's structure and alignment of intervisitations:

• **Create an Intervisitation Focus**

Time: One meeting/monthly

Each month, Ms. Miller establishes an instructional focus for intervisitations that aligns with the Danielson Framework. For example, in the month of September 2015, the focus was "Structures and Routines." This focus encompasses Domain 2—Classroom Environment—of the Danielson Framework, and visiting teachers would focus on these domains when observing a host classroom. For instance, visiting teachers would notate what routines are being followed by students, such as a routine for collecting homework, and other norms and structures that the host teacher is implementing to keep students engaged and prepared for instructional success. Please visit Appendix A to understand how Creston introduced intervisitations and its focus to their school community.

• **Create a Template to Guide Intervisitations**

Time: 4-5 hours/year

During classroom visits, visiting teachers use the templates below to help them take low-inference notes where they describe what their focus of the visit is, and answer guided reflection questions about what they observed during the visit. Every intervisitation is also recorded with a sign in that asks teachers to record their focus for the intervisitation.



CRESTON ACADEMY

MS 10X447 C.A.R.E.

125 East 181st Street * Bronx, NY 10453 * Tel #: (718) 367-5035 * Fax #: (718) 367-5176



Melissa Miller
PRINCIPAL, I.A.

PARENT COORDINATOR:
Iverka Valerio

BUSINESS MANAGER:
Debra Slaughter

Intervisitation Protocol

Check One:

Recommended by: Visiting Teacher Peer Collaborative Teacher Administrator

Subject _____ Grade _____ Period _____ Date _____

Focus: Highlighted Domain/Component

Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Check One:

Active Intervisitation
Work in Small Group
Confer with Students

Silent Intervisitation
Quietly Taking Low-Inference Notes

“Mindset is something we talk about a lot with our colleagues. There is always something to learn from someone even if it's not your subject area. You see best practices everywhere.”

- Deidre Spencer, PCT



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Demonstration Lesson Sign-In

Name	Date	Period	Focus

A3

Artifact Three: Debrief Protocol

Having a structured debrief protocol after a visiting teacher observes a host classroom ensures that intervisitations are a true cycle of inquiry and self-reflection—elements that can mobilize the school’s local effective practices throughout classrooms. As a result of intervisitation debriefs, teachers at Creston are having more conversations with each other and are highlighting strengths in each other’s practices that are being woven into their instructional strategies.

Key steps that established Creston’s debrief protocol:

- Establish Time and Structure for a Debrief Conversation

Time: 1 hour/week

As noted in Artifact One, the PCTs establish a debrief time for the visiting and host teacher to reflect on the intervisitation with each other. The visiting teacher brings with them their low-inference notes that they took during the visit (see page two), and also the reflection questions they filled out after the visit (see below). The visiting teacher notes questions that they would like to discuss (e.g., “How did your students buy into the structures and protocols you have in your classroom?”). Before the debrief, the host teacher reflects on the visiting teacher’s focus area to guide any suggestions, inquiry points, or materials they could share with their colleague.

For veteran teachers, PCTs post all teacher leader schedules (host teachers) on a public communication board in the hallway (see page four). These schedules allow veteran teachers to plan intervisitations and debriefs. Also on the board are “PCT Support Request Forms” that teachers can fill out to request individual coaching that could lead to an intervisitation solution (see page four).

Reflection Questions

- 1. How did the visit help deepen my understanding of ...

Handwritten lines for reflection question 1.

- 2. What did I observe and what was significant about it?

Handwritten lines for reflection question 2.

- 3. How did this intervisitation work or how would we modify it to address my needs?

Handwritten lines for reflection question 3.

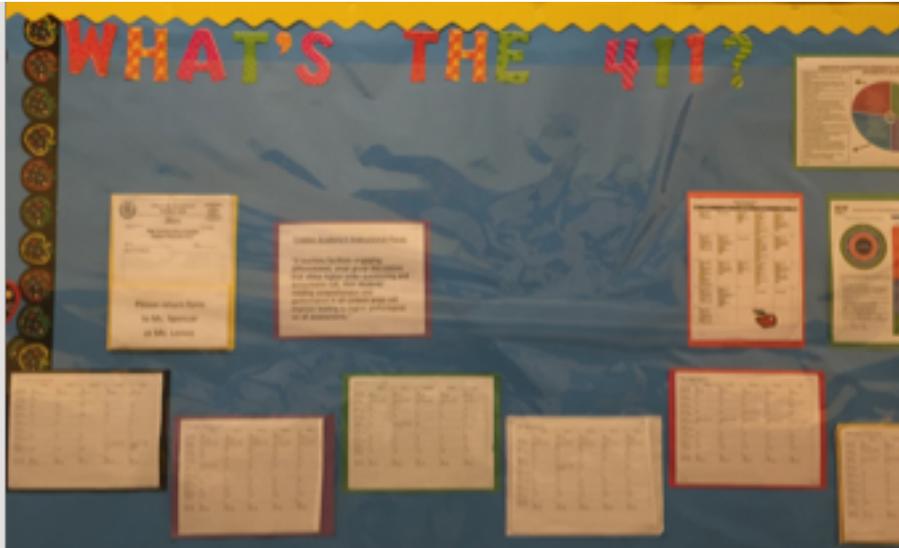
Debriefing Notes:

Handwritten lines for debriefing notes.

“The purpose of the debrief questions are to get [visiting teachers] started with the reflection process. Some teachers come in and talk to teacher leaders about their instruction and ask questions like, “How do I teach this lesson?” or “My students are struggling with this, how would you teach this to them?”

- Lesley Lemos, PCT

Public Intervisitation Board



Teacher: **Stephanie Gruchinski** Room: **527**

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Other
Homeroom	8:00 - 8:15	Room 527	8:00	Room 527	8:00	Room 527
Period 1	8:15 - 8:30	8:00	8:00	8:00	8:00	
Period 2	8:30 - 8:45	8:00	8:00	8:00	8:00	
Period 3	8:45 - 9:00	8:00	8:00	8:00	8:00	
Period 4	9:00 - 9:15	8:00	8:00	8:00	8:00	
Period 5	9:15 - 9:30	8:00	8:00	8:00	8:00	
Period 6	9:30 - 9:45	8:00	8:00	8:00	8:00	
Period 7	9:45 - 1:00	8:00	8:00	8:00	8:00	
Period 8	1:00 - 1:15	8:00	8:00	8:00	8:00	

Teacher: **Stephanie Gruchinski** Room: **527**

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Other
Homeroom	8:00 - 8:15	Room 527	8:00	Room 527	8:00	Room 527
Period 1	8:15 - 8:30	8:00	8:00	8:00	8:00	
Period 2	8:30 - 8:45	8:00	8:00	8:00	8:00	
Period 3	8:45 - 9:00	8:00	8:00	8:00	8:00	
Period 4	9:00 - 9:15	8:00	8:00	8:00	8:00	
Period 5	9:15 - 9:30	8:00	8:00	8:00	8:00	
Period 6	9:30 - 9:45	8:00	8:00	8:00	8:00	
Period 7	9:45 - 1:00	8:00	8:00	8:00	8:00	
Period 8	1:00 - 1:15	8:00	8:00	8:00	8:00	

PCT Support Request Form

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Debra Slaughter

**Peer Collaborative Teacher
Support Request Form**

Name _____ Date _____

Reason For Request:

I am available: Check all that apply.

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Period 1	Period 1	Period 1	Period 1
Period 2	Period 2	Period 2	Period 2	Period 2
Period 3	Period 3	Period 3	Period 3	Period 3
Period 4	Period 4	Period 4	Period 4	Period 4
Period 5	Period 5	Period 5	Period 5	Period 5
Period 6	Period 6	Period 6	Period 6	Period 6
Period 7	Period 7	Period 7	Period 7	Period 7
Period 8	Period 8	Period 8	Period 8	Period 8

Letter to Introduce Intervisitations

January 2, 2014

Greetings Creston Academy Staff,

We hope that as you read this letter you are well and are finding the transition of integrating the Danielson Framework into your teaching easier and more practical. Since we had our initial workshop, we have had many opportunities to work towards preparing for intervisitations this January. We have shifted our focus to Domain 2: The Classroom Environment and Domain 3: Instruction and are working on refining it in order to become a useful resource for all of you. The Leadership Team has faced challenges but through constant reflection and flexibility, it is becoming second nature.

The role of the Demonstration Teacher (DT) is to allow his/her classroom to serve as a laboratory/model classroom as a resource for colleagues. The DT has a regular teacher's schedule and the added responsibilities of modeling lessons, reflecting on and debriefing own lessons with colleagues and demonstrating other strategies for modeling best practices. It will serve as a way for teachers to come together to put into practice and connect the Danielson Framework and the Common Core State Standards.

As mentioned before, the intervisitations will begin in January 2014. These intervisitations are open to any staff member who is interested in using our classrooms as a resource. You are encouraged to speak to Ms. Edwards (Principal), Mrs. Miller (Assistant Principal), Mrs. Guidice (Peer Instructional Coach) or Mrs. Lemos (Peer Instructional Coach) about setting up a visit.

We truly believe that working together is the key to success; for both educators and students. We look forward to working with you.

Our doors are always open!

- Ms. E. Roman (6th Grade Mathematics)
- Mr. L. Singleton (6th Grade English Language Arts)
- Ms. D. Spencer (8th Grade Mathematics)