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Artifact One: Intervisitation Schedule

At America's School of Heroes, intervisitations are a key activity in their professional learning cycles. Each professional learning cycle consists of three professional learning sessions where teacher leaders familiarize, model, and explain the purpose of three instructional strategies that are linked to their school-wide instructional focus. After the three sessions, groups of teachers who are in the same subject and grade band have been scheduled to conduct an intervisitation, where they view a Model Teacher's lesson that highlights one of the three instructional strategies taught in the professional learning cycle. Visiting teachers are always accompanied by a Peer Collaborative Teacher (PCT) to help facilitate the intervisitation. As part of the regular school schedule, the subject-grade area groups already meet twice a week for their "Teacher Team Common Planning." The scheduled intervisitation takes the place of one of their common planning periods every two months.

In conjunction with the structured intervisitation, and for teachers to observe various strategies, the school has a voluntary intervisitation schedule where teachers can conduct intervisitations outside of the one scheduled with their subject-grade group. The teacher leaders provide a weekly intervisitation schedule that identifies an instructional strategy each of the 10 teacher leaders will be implementing in one class that teachers can come and view (see page four).

Key steps America's School of Heroes takes to create intervisitation schedules:

• **Identify Three New Instructional Strategies**

Time: 3-4 hours/week

For two months prior to each professional learning cycle, the PCTs and Model Teachers have chosen, executed, and guaranteed the strategies' success before introducing and modeling it to their colleagues. For instance, if a strategy the teacher leaders have chosen did not work in the majority of their classrooms, they revise and re-strategize a better one so their colleagues can be successful when they observe it. The administrators have uniquely scheduled Model Teachers to engage together in the progression of this work during their professional periods each week.

• **Plan and Execute Three Professional Learning Sessions**

Time: 4-5 hours/month

After the teacher leaders and administrators are confident in the three strategies, they plan and execute professional learning sessions. During each session, the teacher leader who leads the session explains the purpose and use of the strategy, and also models how it could be executed in every type of subject area.

• **Schedule Intervisitations**

Time: Two weeks/ every two months

The PCTs meet during their routine twice a week meetings to match the subject-grade groups (visiting teachers), Model Teacher (host teacher), and PCT (facilitator). During the scheduling the PCTs try to ensure that all Model Teachers are receiving the same amount of intervisitations, and that not one is overloaded. The administration routinely has touch points with the PCTs to help pick out the strategies and schedule visits.

TTCP Intervisit November 2015

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
7 th Grade Social Studies 5 th Period GROVER - 603 Marrero - PCT	Technology 4 th Period REILLY - 701 Cleary - PCT	Visual Arts 4 th Period MARZIGLIANO - 720 Grover - MT				
30				Capitalized - Teacher and class you will be visiting	Italicized - PCT or MT that will be leading your TTCP through the visitation/debrief	

TTCP Intervisit December

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	
	8 th Grade Math 2 nd Period REILLY - 601 MOUSSA - 820 Marrero - PCT Allen - MT Murphy - TTL	Foreign Language 1 st Period CLEARY - 802 Marzigliano - MT	7 th Grade ELA 5 th Period MARZIGLIANO - 618 MELCHIORRE - 617 Grover - MT Frangella - PCT	6 th Grade #3 1 st Period MOUSSA - 820 Melchiorre - MT	
7	8	9	10	11	12
6 th Grade #1 1 st Period GROVER - 604 Mattina - PCT	8 th Grade Science 1 st Period ALLEN - 813 Cleary - PCT	6 th Grade #4 7 th Period ALLEN - 801 Grover - MT	6 th Grade #2 1 st Period MELCHIORRE - 607 Frangella - PCT		
14	15	16	17	18	19
8 th Grade S.S. 3 rd Period MARRERO - 716 Mattina - MT Performing Arts 6 th Period FRANGELLA - 702 Reilly - PCT	6 th Grade #6 8 th Period MARRERO - 717 Melchiorre - MT	7 th Grade Math 5 th Period GROVER - 603 Reilly - MT	6 th Grade #5 2 nd Period ALLEN - 801 Cleary - PC 8 th Grade ELA 3 rd Period MARRERO - 707 MELCHIORRE - 617 Mattina - PCT Frangella - PCT	7 th Grade Science 6 th Period MATTINA - 802 Moussa - MT	
21	22	23	24	25	26
					Capitalized - Teacher and class you will be visiting
					Italicized - PCT or MT that will be leading your TTCP through the visitation/debrief



“TEACHERS WANT TO BE SUCCESSFUL AT THEIR JOB. INTERVISITATIONS HAVE HAD A CLEAR IMPACT ON OUR TEACHERS’ SUCCESS--MORE STUDENT ENGAGEMENT, MORE DISCUSSIONS, HIGHER-LEVEL QUESTIONING.”

- Michael Potwardski, Assistant Principal, America's School of Heroes

A2 Artifact Two: Intervisitation Structure

Intervisitations at America's School of Heroes have a yearly focus, where each 2-month cycle of intervisitations expose teachers to 3-4 strategies that are uniquely tied to the year's instructional focus. For the 2015-16 SY, the instructional focus is assessment strategies. Each intervisitation is scheduled with a "pre-brief" so the PCT and subject-grade group can discuss the strategy they are going to be observing, and also write down the focus area of the visit.

An important step that America's School of Heroes took before they implemented intervisitations at their school, was do a professional learning session with all of teachers on *Learning to See, Learning to Judge*.¹ After the professional development session, the PCTs then paired up with small groups of teachers to help them understand that they are recording interactions with low-inference notes (see page four).

Key steps that established America's School of Heroes' structure of their intervisitation protocol:

- **Create an Intervisitation Focus**

Time: 3-4 hours/week

The 2015-16 SY school-wide intervisitation focus was created through reflection from their School Development Committee, which resulted in their school's need to assess the group work and performance in classrooms. In 2014-15 SY the school's intervisitation focus was engagement, which focused on domain 3c of the Danielson Framework.

- **Create a Template to Guide Intervisitation**

Time: Two weeks/ every two months

During classroom visits, visiting teachers use the template below to guide them in writing down the interactions they see surrounding the instructional strategy they are observing (i.e., the notes below focus on the strategy of "Misconception Check"). The PCTs each year reflect on the success of the the low-inference transcript and alter it to best help their colleagues conduct successful intervisitations. There is a separate template that teachers use for voluntary intervisitations (see Appendix A).



America's School of Heroes

Middle School 137

109-15 98th Street, Ozone Park, N.Y. 11417

Tel: 1-718-659-0471 Fax: 1-718-659-4594

<http://www.heroesofms137.org>

Laura Mastrogiovanni, Principal

Assistant Principals:

Elizabeth Orsini-Fox • Mark A. Main • Zoanne Wilkins • Michael Troy • Michael Potwardski

Low-Inference Transcript

Name of Visiting Teacher: Trincado

Date/Period of Visit: 11/24/15 P4

Teacher Visited: Reilly

Class/ Grade: 7th / 701

Focus for the visit: Assessment- Misconception check

“

“IT'S VERY EASY TO JUDGE, AND TO JUDGE YOURSELF. THE VISITING TEACHERS ONLY WRITE DOWN THE INTERACTIONS THEY SEE IN THE CLASSROOM, AND THEN AFTERWARDS, THEY CONNECT WHAT THEY SAW TO HOW IT CAN HELP THEM IN THE CLASSROOM.”

- Gina Marrero, PCT

Time	Teacher	Students
	-What is the teacher saying and doing? -Write down word for word teacher questions and teacher directions. -What is the task?	-What are the students saying and doing? -Write down what the students are saying to each other and what they are doing. -What is the task?
	- A student can only write on chart paper once + pass marker on. - If you agree just write that - Each chart paper has a question. - Teacher said she will give 5-6 minutes and then assess if they need more time. - They are rotating 6 sections. Some answers may be incorrect. As a group you determine if you agree or disagree. Find the error + write if you agree or don't.	- They are discussing answers. - They are debating. - Each group has a different color marker. - They all discuss the answer on person writes on chart paper. - Marker travels with group so we can know which group wrote on each chart paper. - 6 groups - "Solve it first" / Taking turns doing the writing

¹ City, Elizabeth A., Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel. *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Cambridge: Harvard Education Press, 2009.

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Artifact Three: Debrief Protocol

After the subject-grade group conducts the intervisitation for approximately 20 minutes, they participate in a debrief directly afterwards. During the debrief, the PCT facilitates a discussion about what everyone wrote in their low-inference transcript, and how they can apply the observed strategy in their own classrooms.

Key steps that established America's School of Heroes' structure of their debrief protocol:

- **Establish a Structure for a Debrief Conversation**

Time: 3-4 hours/year

Each year, the PCTs reflect on the debrief structure of the intervisitations with their administration and refine it based on their experiences. For instance, for the 2015-16 SY, the debrief structure was changed to a simpler concept where the subject-grade group engages in a conversation about the two questions in the artifact below.

- **Create Accountability: Maintain A Record of Debrief Conversations and Low-Inference Notes**

Time: 3-4 hours/year

At the beginning of each school year, the PCTs create binders for each subject group where they file their low-inference and debrief notes directly after the debrief conversation. This record-keeping is strategically for administrators, who review the notes to be aware of what teachers have been learning, and to follow up with them to see how they have been using it in their classroom. This part of the process has been instrumental in allowing their intervisitation protocol to sustain and have accountability.

Reflection: *Mennith*

What did you observe in this lesson that relates to the focus of your instruction?

*-the Gallery and Reflection question.
The Gallery walks were students write a glow/grow comment for students artwork.
Reflection Essay is written at the end of each project.*

What did you observe that you can implement in your instruction?

*- I can implement having questions separated on chart paper.
This enables students to work together and help each other answer the question.*

Great Strategy that can be used.

It would be beneficial for the art department to get the extra teacher in the lesson planning process.

“

INTERVISITATIONS TAKE MUCH OF THE ONUS OF DECIDING WHAT FEEDBACK TO GIVE, AND HOW TO FRAME IT, OFF THE TEACHERS. MOST IMPORTANTLY IT IS SHARED. COLLEAGUES ARE COACHING ONE ANOTHER AND NO ONE TEACHER IS SINGLED OUT.

- Handbook for Professional Learning, NYCDOE

Agenda/Sign-in Binders



APPENDIX

America's School of Heroes

Intervisitation Guided Notes



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INTERVISITATION REPORT

Name of Visiting Teacher: _____ Date/Period of Visit: _____

Teacher/Class Visited: _____ Content Area: _____

Focus of Intervisitation:

- | | |
|---|---|
| <input type="checkbox"/> 1a Demonstrating Knowledge of Content and Pedagogy | <input type="checkbox"/> 3b Questioning and Discussion Techniques |
| <input type="checkbox"/> 1e Designing Coherent Instruction | <input type="checkbox"/> 3c Engaging Students in Learning |
| <input type="checkbox"/> 2a Creating an Environment of Respect and Rapport | <input type="checkbox"/> 3d Using Assessment in Instruction |
| <input type="checkbox"/> 2d Student Behavior | <input type="checkbox"/> 4c Growing and Developing Professionally |
| <input type="checkbox"/> Other (Please specify) | |

What did you observe in this lesson that relates to the focus of your intervisitation?

What strategies or routines did you observe that you will work to implement in your instruction? What steps do you feel would support you in this?

Please record notes and additional comments on the back.

Signature of Visiting Teacher: _____

*Please submit a copy of the completed form to Ms. Cleary.
Copy: Intervisitation File, Teacher, Administrator*

Voluntary Intervisitation Schedule

TIF WEEKLY INTERVISITATION SCHEDULE 2015-2016

Greetings,

Attached is our inter-visitiation schedule for the upcoming week. Please RSVP via email to the teacher whose classroom you will be visiting. If you need clarification on a strategy please reach out to a TIF member.

Have a wonderful weekend!

Week of October 26th

Teacher	Class/Population	Strategy	Day	Period
Mattina (PCT)	ARP/ELA	Literature Circles	Wednesday Room 401	Per. 3 & 4
Cleary (PCT)	ARP/Algebra I	Jigsaw	Wednesday Room 432	Per. 2
Frangella (PCT)	Various Levels Technology	N/A		
Marrero (PCT)	ICT/Social Studies	Parallel Teaching	Tuesday Room 308 Thursday Room 308	Per. 8 Per. 2
Moussa (MT)	ELA/ENL	Student Facilitator	Monday Room 440	Per. 3
Grover (MT)	ARP/Gen Ed. Science	Annotating a Text (Coding Protocol)	Monday Room 207	Per. 5 & 8
Marzigliano (MT)	Beginner and Adv. ENL	Visual Thinking Strategy	Monday Room 202	Per. 1
Melchiorre (MT)	ELA/Science/ICT	Differentiated Descriptive Writing	Monday Room 210 Thursday Room 210	Per. 2 Per. 2
Allen (MT)	Math ARP/Gen	Discovery Lessons for Mathematical Relationships	Tuesday Room 435	Per. 5 & 8
Reilly (MT)	Math ARP	Lesson Leader (Student Facilitator)	Tuesday Room 214 Wednesday Room 214	Per. 6 Per. 2