This is a sample of how a group of second-grade teachers might integrate inter-visitation into a Professional Learning cycle. The teachers began by observing a coach and identifying a shared professional goal. They then identified new strategies, tried them out, 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 added by one teacher as the cycle progressed.

Professional Learning Team (PL Team)

Professional Learning Cycle Goals:

- Identify and use strategies to enhance students' mathematical thinking skills.
- Strengthen our use of questioning and discussion techniques to help students move beyond "getting the right answer" to comprehending concepts.

Mid-Cycle Formative Benchmarks:

- Teachers will shift the structure of lessons to allow students to struggle independently with mathematical concepts before group work/instruction.

End of Cycle Summative Benchmarks:

- Teachers will use discussion questions to deepen students' understanding of when to add and when to subtract.
- Teachers will incorporate feedback and adopt techniques generated by 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
Teachers observed Ms. Ruiz, the math coach, teach. In our debrief, we decided to try her lesson structure that reordered "I do, We do, You do" to develop our students' mathematical thinking.	*Revise a lesson plan to reflect the flip flopped "You do, We do, I do" structure modeled by Ms. Ruiz and teach it*	Analyze student work from several classes to see how the shift in lesson structure impacts student outcomes. Together, brainstorm supports for students who are struggling with the shift.	*Integrate multiple entry points into upcoming lesson*	Observe one another and share feedback on how the "You do, We do, I do" lesson structure supports students' mathematical thinking.	*Based on partner feedback, revise an upcoming lesson*	Use a protocol to analyze the task for an upcoming lesson to assess if it will invite rich mathematical thinking for every part of the lesson ("What concepts does the task address? How many different ways can we solve it?")	*Use the revised task in an upcoming "You do, We do, I do" structured lesson*	Observe one another and share feedback on how the tasks during a numeracy lesson support students' mathematical thinking.	*Inter-visitation pairs use the Professional Learning Plan to document next steps*
	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: *Revised lesson plan*		Teacher: *Reflection on how support plan worked*		Teacher: *Revised lesson plan*		Teacher: *Notes from students' discussions*		Teacher: *Professional Learning Plan*
	Student: *Samples of student work from that lesson*		Student: *Samples of student work from students who had struggled in the earlier lesson*		Student: *Notes on verbal student feedback about their own understanding of the lesson*		Student: *Samples of student work*		Student: *N/A*