

<b>Learning Team/ PLC members:</b>	
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<b>Our purpose for these visits is to:</b>

<b>so that:</b>

**Visit #1:**

<b>Host Teacher:</b>		<b>Visiting Teacher(s):</b>	
<b>Action Item</b>	<b>Date, Time, &amp; Location</b>	<b>Notes</b>	
Pre-visit Conversation <sup>17</sup>			
Inter-visitation			
Post-visit Conversation			

**Visit #2:**

<b>Host Teacher:</b>		<b>Visiting Teacher(s):</b>	
<b>Action Item</b>	<b>Date, Time, &amp; Location</b>	<b>Notes</b>	
Pre-visit Conversation <sup>17</sup>			
Inter-visitation			
Post-visit Conversation			

<sup>16</sup> Refer to the “Before the Visit” and “After the Visit” sections in the *Inter-visitation Protocol for Studying Peer Practice* and the *Inter-visitation Protocol for Reciprocal Peer Mentoring* for suggestions of what to discuss in the pre-visit conversation and post-visit conversation.

This is a sample of how two teachers scheduled their inter-visitations.

<b>Learning Team/ PLC members:</b>	Ms. Downing and Mr. Sanchez
<b>Our purpose for these visits is to:</b>	
identify ways we can better engage the English Language Learners in our classrooms with both challenges and support	
<b>so that:</b>	
they meet or exceed the level of performance of the native English speakers and are prepared for success in college and their chosen careers.	

### Visit #1:

<b>Host Teacher:</b>	Ms. Downing	<b>Visiting Teacher(s):</b>	Mr. Sanchez
<b>Action Item</b>	<b>Date, Time, &amp; Location</b>		<b>Notes</b>
<b>Pre-visit Conversation<sup>18</sup></b>	Tuesday, 12/10 Period 6	20 minutes Room 101	Review “Inter-visitation Protocol for Reciprocal Peer Mentoring.” Ms. Downing will share her new grouping plan, her lesson objectives, and the names of the ELLs in her class.
<b>Inter-visitation</b>	Friday, 12/12 Period 3	50 minutes Room 101	Mr. Sanchez will observe Ms. Downing’s lesson, taking low-inference notes on when and how ELLs participate, looking for different kinds of engagement. As we discussed, Mr. Sanchez will ask some students to explain what they are supposed to be doing and why it is important for them to be doing it to help determine their level of engagement.
<b>Post-visit Conversation</b>	Monday, 12/15 Professional Learning Block	40 minutes	We will debrief, making connections to the <i>Framework for Teaching</i> and the Common Core. Based on Mr. Sanchez’s feedback, Ms. Downing will determine her next steps for strengthening the intellectual engagement of ELLs.

### Visit #2:

<b>Host Teacher:</b>	Mr. Sanchez	<b>Visiting Teacher(s):</b>	Ms. Downing
<b>Action Item</b>	<b>Date, Time, &amp; Location</b>		<b>Notes</b>
<b>Pre-visit Conversation<sup>17</sup></b>	Wednesday, 12/17 Period 6	20 minutes Room 211	Mr. Sanchez will share his lesson objectives, his Socratic Seminar plan, and the names of the English Language Learners in his class.
<b>Inter-visitation</b>	Thursday, 12/18 Period 7	50 minutes Room 211	Ms. Downing will observe Mr. Sanchez’s lesson, taking notes on when and how ELL students participate in Socratic Seminar.
<b>Post-visit Conversation</b>	Monday, 12/22 Period 5 (Lunch)	40 minutes Prep Room	We will debrief, making connections to the <i>Framework for Teaching</i> and the Common Core. Based on Ms. Downing’s feedback, Mr. Sanchez will determine his next steps for strengthening the intellectual engagement of ELLs.

<sup>17</sup> Refer to the “Before the Visit” and “After the Visit” sections in the *Inter-visitation Protocol for Studying Peer Practice* and the *Inter-visitation Protocol for Reciprocal Peer Mentoring* for suggestions of what to discuss in the pre-visit conversation and post-visit conversation.