

Optional Post-Visit Note-Taker for Visiting Teachers

Part 1: Independent Visit Reflection *(to complete before the discussion of the lesson)*

Plan for a collaborative conversation that maximizes your time:

Relevant evidence from the lesson (refer to low-inference notes and student work)	Connections to the <i>Framework for Teaching</i> components and your focus

Which two to three components of the *Framework for Teaching* would you like to discuss during the post-visit conversation that most relate the collected evidence and your professional learning goal(s)?

Are there any questions you'd like to bring to the discussion?

Part 2: Professional Conversation with the Host Teacher (30-40 minutes)

Which two to three components, as well as any focus area(s), would you like to discuss during the post-visit conversation of the lesson that most relate to the collected evidence and the professional learning goal(s)? (2 minutes)

Review the collected evidence and make connections to the components selected for discussion: (10 minutes)

Relevant evidence from the lesson (refer to low-inference notes and student work)	Connections to the <i>Framework for Teaching</i> components and your focus

Ask the Host Teacher probing questions to better understand the evidence: (10-18 minutes)

Brainstorm next steps that include a clear timeline of the actions that will lead to your identified goals:⁵
(5-6 minutes)

How will you monitor progress and analyze the success of the next steps? What resources might you need?
Who could you reach out to for this support? (3-4 minutes)

⁵ Teachers may want to use the [Sample Teacher Professional Learning Plan](#) on page 97 or the [Sample Professional Learning Peer Support template](#) on page 98 of the [Handbook for Professional Learning](#) for planning these next steps.