

PLC SHOP Groups at 754X

Preparation

Presenting Teacher:

- 1) Lesson Plans: share lesson plans and supporting materials with colleagues. Bring duplicate copies
- 2) Student Work: gather student work examples supporting/ related to your Problem of Practice for the year

Supporting Teachers:

- 1) Read through the lesson plan, jotting down any thoughts/ questions
- 2) Ask clarifying and probing questions to respectfully

Lesson Review (<u>before</u> visit)	
Time	Step
5-7 minutes	1. Presenting teacher reviews professional goal. Presenter provides lesson plan context and class background information. Presenter shares problem of practice (POP) as it relates to lesson.
8-10 minutes	2. Presenter shares a few student work samples that support their POP. Supporting teachers may ask clarifying questions about student work.
5-7 minutes	3. All members read through the lesson plan and materials silently.
1-2 minutes	4. Supporting teachers ask clarifying questions about the lesson. Limit questions to the POP.
5 minutes	5. Supporting teachers silently take time to identify one “glow” and one “grow” for the presenter’s lesson.
2 minutes	6. Each supporting teacher shares one “glow” and one “grow” with the presenting teacher.
2 minutes	7. Presenter responds and chooses one “grow” to strategize around with members.
10-15 minutes	8. All members brainstorm strategies for improving on the chosen “grow.”
3 minutes	9. Presenter summarizes specific next steps to modify lesson.

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Preparation

Presenting Teacher:

- 1) Gather relevant student work from the lesson that addresses your Problem of Practice (POP)

Supporting Teachers:

- 1) Bring your notes from the inter visitation

Debrief Inter Visitation (after classroom visit)

Time	Step
5-7 minutes	1. Presenting teacher reviews problem of practice, initial student work, and revised lesson plan. Presenting teacher then reviews chosen strategies from last week's meeting and how they were implemented.
5 minutes	2. Supporting teachers examine the student work independently. Jotting down questions and highlighting evidence that relates to the POP.
5 minutes	3. Each supporting teacher shares their "I see" observations from the classroom visit and student work.
5 minutes	4. Each supporting teacher provides one <i>glow</i> and one <i>grow</i> (i.e. something positive and an opportunity for growth). Refer to the "I think" section from note taking sheet.
2 minutes	5. Presenting teacher chooses 1-2 items that he/ she would like to work on.
15 minutes	6. Supporting teachers make suggestions addressing the problem and all members discuss <i>actionable</i> next steps.
5 minutes	7. Co-write a shout out and/or reflection that you feel comfortable sharing with your administrator. It can be anything related to the 2- week process. Feel free to brag!

Your name _____

Who you are visiting _____

Classroom Visit

Note taking Sheet (bring this completed document to the debrief meeting)

I see...

What do you see that relates to the POP? (1-3 observations)

I think...

What is working and what is not as it relates to the POP? (strategies and teacher practices)

I wonder...

What do you still have questions about?

Additional Notes (optional)